



**Buckinghamshire
College Group**

Student Performance Management Procedures 2024-25

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1 Introduction

Buckinghamshire College Group is committed to treating all students fairly and equitably and to helping students across all learning programmes to succeed. As a College, we support, facilitate and promote positive behaviour through our Ready Respectful Safe approach:

 **READY**

Attend on time

Ready to learn

 **Respectful**

Follow the Student Charter

Respect others

 **SAFE**

Follow college polices, referring any concerns

Wear ID badges

Ready Respectful Safe supports our college values:

Integrity

We operate with honesty and fairness and deliver on our promises.



Ambition

We are highly ambitious and support everyone to achieve more than they ever thought possible.



Innovation

We are continuously improving and embrace the power to think differently about how we learn and work.



Respect

We value diversity and the opinions and contributions of others, acting with kindness and respect for all.



BEYOND90

Students are asked to sign up to a College charter (Appendix 1) during induction, which clarifies what they can expect from their time at College and what the College expects from them. Throughout their studies, we will work regularly with students to assess their progress in all aspects of their programme. Staff will assign a RAG rating outlining current student performance and indicating any additional support that may be required – please see Appendix 2 for a description of RAG criteria.

On occasion, it may be necessary to invoke the Student Performance Management Procedures to support students to succeed.

Every effort will be made to avoid the use of formal action where alternatives are appropriate. Where a matter is not resolved informally, or is of a serious nature, the formal procedure will be used.

This procedure aims to encourage positive behaviour and responsibility for learning and to ensure that all students are able to study, progress and achieve success in an environment where there are no barriers. The College promotes workplace behaviours and attitudes for all students.

These procedures apply to all enrolled students and covers situations where a student's learning performance does not meet expectations, such as missed deadlines, dips in attainment or effort, attendance issues, as well as misconduct alleged to have occurred on the College premises and/or within the community or behaviours which have brought the College into disrepute.

Where a student has an Educational, Health and Care Plan (EHCP), a decision as to whether to involve parents/carers/key workers will be made on a case-by-case basis, reflecting that individual's understanding of the situation and ensuring a balance between their safety and wellbeing, and their fundamental rights as a young person to make their own decisions. The local authority may need to be informed. Students and parents with English as their second language will be offered appropriate support with Student Performance Management Procedures.

The College reserves the right to report potential criminal activity to the Police and/or to advise potential victims of such activity of their right to do so. If the incident is of a potentially serious nature, the College may choose to suspend the student and may defer carrying out formal action until any criminal proceedings are concluded. In these circumstances, a risk assessment will be undertaken to ensure that any risk to other students or the College are minimised. If the student has damaged College property, they may be liable for the cost.

2 Equality and Diversity

To ensure fair treatment and where appropriate, provision of support by the College in the application of this procedure, students will be invited to provide information about any equality and diversity issue which may be relevant. This should include any requests for reasonable adjustments.

3 Student Performance Management Process

The Student Performance Management Process (Appendix 3) is not intended to deal with acts of gross misconduct or student misconduct resulting in police involvement. Please see section 4 below for information on the College's approach in these circumstances.

The Student Performance Management Process is divided into 5 stages as follows:

- Six-week Probationary Period
- Informal Process
- Formal Stage 1
- Formal Stage 2
- Formal Stage 3

For students under the age of 16, the Student Performance Management Process will be implemented in liaison with the local authority.

It is vital for accurate records to be completed, updated, and maintained on ProMonitor for students or OneFile for apprentices. It is also important to ensure that the relevant Fact Sheets have been issued to the student (Appendices 4, 4a, 6a and 6b).

Failure to attend a meeting for any stage of the Student Performance Management Process does not necessarily mean it will be postponed. If there is no genuine reason for non-attendance, the meeting can go ahead without the student's presence and the student will be notified of any decision made.

The College reserves the right to escalate straight to formal stages, depending on the circumstances, which will be agreed upon on an individual basis by the Faculty Director.

3.1 Six-week Probationary Period

During the six-week probationary period (pro rata for part-time students) student attendance, attitude to learning and skills development will be closely monitored by the Curriculum team, Progress Coaches, Assessors, Personal Career and Apprenticeship Mentors (PCAMS) and English and Math tutors.

From the first day of non-attendance, the progress coach for the curriculum area will call the student and parents to find out the reason for non-attendance. The progress coach will update ProMonitor. If the student has gone to another educational provider, this must be confirmed in writing by the parent/carer and the course leader should upload this to ProMonitor. Only then can a withdrawal be submitted (Appendix 7).

Day two of non-attendance, a performance improvement plan (PIP) will be activated by the progress coach with communication with the curriculum area. The progress coach will set and monitor targets and upload the PIP to ProMonitor (Appendix 7).

If there is no improvement on the PIP, the student will be referred to the Fair Access Panel (FAP) by the Curriculum Manager. The Fair Access Panel (FAP) is in place to support students onto the right programme.

All students, no matter their performance, will have had a Right Choice Review (RCR) by the end of the six-week period, with their Course Leader or Assessor, to confirm successful completion of the probation period.

Progress coaches, course leaders and assessors should make a CPOMS referral for any student or apprentice they have not spoken to personally in any one timetabled week.

Apprentices:

It is important to recognise that apprentices will attend college, at most, five times before the end of their Right Choice Review period. It is imperative, therefore, that we are in regular contact with the apprentices **and their employer** in this time to establish how they are settling into their company, their role and their learning at college. It is the responsibility of the apprentice's link trainer to monitor this and keep all stakeholders informed.

From the first day of non-attendance, the link trainer will call the employer, apprentice and parent if the apprentice is under 18 to find out the reason for non – attendance. This will be updated on both ProMonitor and OneFile.

If the apprentice is under 18 and has gone to another educational provider this must then be confirmed in writing by the parent/carer and the link trainer will upload the evidence to ProMonitor. A confirmation email from the employer must also be obtained, only then can a withdrawal be submitted (Appendix 8).

Day two of non-attendance, a performance improvement plan (PIP) will be activated by the link trainer with the employer's involvement and input from teaching staff. The link trainer will set and monitor targets and upload the PIP to OneFile.

For an under 18 apprentice, if there is no improvement on the PIP, the apprentice will be referred to the Fair Access Panel (FAP) by the Apprenticeship & Skills Manager. The Fair Access Panel (FAP) is in place to support students onto the right programme.

All apprentices, no matter their performance, will have had a Right Choice Review (RCR) by the end of the six-week period, with their link trainer and employer, to confirm the apprenticeship is the right route to qualification, the agreed Training Plan is right (content and duration) and confirm successful completion of the induction period.

3.2 Informal Process

Following the probationary period, should performance fall below expectations, where appropriate, an informal discussion will be held with the student and recorded on ProMonitor or OneFile, and a Performance Improvement Plan (PIP) agreed with supportive measures and targets. A review will be scheduled after 2 weeks. Any PIPs for apprentices will be developed in conjunction with employers.

Following a satisfactory outcome to the PIP at review, the matter will be considered resolved. However, where an issue has been discussed with a student informally, and if:

- the issue has not been resolved and the problem persists,
- the required improvements in conduct are not achieved,
- further information becomes available during discussions which make the matter sufficiently serious,

The Performance Improvement Plan (PIP) will be extended, with a review scheduled following a further 2-week period.

Following a satisfactory outcome to the use of the informal process at the second review meeting, the matter will be considered resolved. However, where there are signs of no improvement, the student will be moved to the formal stages using the Performance Improvement Plan (PIP) as evidence.

PIPS can be implemented and monitored by course leaders, Progress coaches, English and Math tutors. All PIPS should be in Communication with the course leaders.

Curriculum staff should make a CPOMS referral for any student or apprentice which they have not spoken to personally in any one timetabled week.

3.3 Formal Stage 1

Where a student's conduct or performance fails to improve, they will be invited to attend a formal Stage 1 meeting held with the Curriculum Manager (along with parent/carer if under 18), with at least 48 hours' notice. The employer will be invited if this applies to an apprentice.

The Performance Improvement Plan (PIP completed previously) will be provided as evidence and reviewed. Additional support measures will be agreed, and formal performance improvement targets set.

The student will be invited to attend a Stage 1 Review meeting within 4 weeks of the initial meeting to discuss progress against improvement targets. The potential outcomes include:

- No further action to be taken if sufficient improvement evidenced.
- Advancement to formal Stage 2 if the student shows no signs of improvement.

- A further extension period to be granted if the student shows signs of substantial improvement but not at the level required, which will be followed up by a second Stage 1 Review meeting.
- Curriculum staff should make a CPOMS referral for any student or apprentice which they have not spoken to personally in any one timetabled week.

3.4 Formal Stage 2

Where a student's conduct or performance has shown no signs of improvement, despite the support put in place by the College, they will be invited to attend a formal Stage 2 meeting held with the Curriculum Manager (along with parent/carer if under 18), with at least 48 hours' notice. The employer will be invited if this applies to an apprentice.

The Performance Improvement Plan (PIP completed previously) and any previously agreed improvement targets will be provided as evidence and reviewed. Additional formal performance improvement targets will be agreed.

The student will be invited to attend a Stage 2 Review meeting within 4 weeks of the initial formal Stage 2 meeting. The potential outcomes include:

- No further action to be taken if sufficient improvement evidenced.
- Advancement to formal Stage 3 if the student shows no signs of improvement.
- A further extension period to be granted if the student shows signs of substantial improvement but not at the level required, which will be followed up by a second Stage 2 Review meeting.
- Curriculum staff should make a CPOMS referral for any student or apprentice which they have not spoken to personally in any one timetabled week.

3.5 Formal Stage 3

Where a student's conduct or performance has shown no signs of improvement, despite the support put in place by the College, they will be invited to attend a formal Stage 3 meeting held with the Faculty Director (along with parent/carer if under 18), with at least 48 hours' notice. The employer will be invited if this applies to an apprentice.

The Performance Improvement Plan (PIP completed previously) will be provided as evidence and reviewed. The student will be issued with a Final Written Warning, which will remain valid for 12 months.

The student will be invited to a Stage 3 Review meeting within 4 weeks of the date of the Final Written Warning was issued. The potential outcomes include:

- No further action to be taken if sufficient improvement be evidenced.
- Referral to Fair Access Panel (FAP) to discuss the potential to withdraw student.
- Curriculum staff should make a CPOMS referral for any student or apprentice with attendance of under 70% that they have not spoken to personally in any one timetabled week.

4 Gross Misconduct and Student Misconduct resulting in Police Involvement

4.1 Suspension - Gross Misconduct in College

For gross acts of misconduct in College (Appendix 5), in the majority of cases a student will be immediately suspended by a member of the Executive Team, pending an investigation. As a duty of care, all parties involved in an incident will be suspended as advised by the member of the Executive

Team issuing the suspension. The College may report any incident to the police. At the time of suspension, the student will be given a fact sheet on suspensions (Appendices 6a and 6b).

Parents/carers of students under the age of 18 will be informed and asked to collect the suspended student.

The investigation will normally be undertaken by an Executive Director/Faculty Director/Head of Department who will interview all relevant parties. The member of the Executive Team issuing the suspension will inform the EA to the Vice Principal, Curriculum and Quality, who will in turn inform the Course Leader or Assessor, Progress Coach, Curriculum Manager and Faculty Director of the action taken.

The suspended student will not be allowed onto College campus/grounds until the Outcome Meeting has taken place with the Faculty Director. Students will be expected to continue to work remotely.

A copy of the final Outcome Meeting will be recorded on ProMonitor by the EA to the Vice Principal, Curriculum and Quality. If, following the investigation and outcome meeting, the suspension is lifted with agreed actions and expected outcomes, the EA to the Vice Principal Curriculum and Quality, will inform the Curriculum Manager and Faculty Director, the Course Leader or Assessor, Reception/ Security, MIS, Student Services team and the Learning Centre.

A letter summarising these arrangements will be sent to the student, the student's parents/carers and/or employers (where applicable).

Where a student has an EHCP, the suspension should be in discussion with the Assistant Principal, Student Engagement and Support and the SENCO. The SENCO will advise the Local Authority of the suspension.

4.2 Student Misconduct resulting in Police Involvement

For gross acts of misconduct that take place in College or within the community which result in arrests, bail conditions or charges being made, a student will be suspended by a member of the Executive Team, pending a risk assessment and advice from the police. The student's parents/carers and/or employers (where applicable) will be informed at this stage.

A risk assessment will be undertaken by the Director of Student Services or allocated Safeguarding Lead, who will determine if the health and safety of other students, staff and visitors are at risk by the return of the student(s). The student, student's parents/carers and/or employer (where applicable) will be informed of the findings of the risk assessment.

The risk assessment, with advice from the police, will determine one of the following next steps:

- Whether the student should be suspended until the outcome of the police investigation.
- If suspension from College pending police investigation is deemed to be the most appropriate course of action, the student will be expected to continue to study at home with work provided by teaching staff.
- Whether an independent College investigation should take place alongside the police investigation.

At the time of suspension, the student will have their ID card blocked and be told not to return to the College campus/grounds until the suspension is lifted.

The member of the Executive Team issuing the suspension will inform the EA to the Vice Principal, Curriculum and Quality, who will in turn inform the Course Leader or Assessor, the Curriculum Manager and Faculty Director of the action taken. The EA to Vice Principal, Curriculum and Quality

will also inform Reception/Security, MIS, Student Services Team and the Learning Centre Manager who will suspend the student's IT access and membership of the Learning Centre temporarily. At the same time, the student will be told that their Course Leader or Assessor will send them paper-based work to complete.

Whilst under suspension, the student will be treated as a College visitor and, when attending an interview, will be requested to sign in as a visitor.

5 Welfare Breaks

5.1 Cross College

Where there has been an allegation or incident, students may be given a Welfare Break, (Appendices 4 and 4a) of up to 2 working days by a member of the Executive Team or Faculty Director (who must inform the Assistant Principal, Student Engagement and Support), to allow the Curriculum Manager time to conduct a 'fact find' and decide on the next course of action. The next steps would be decided by the Faculty Director for the area.

The Curriculum Manager will inform the student and parent/carer of the reason for the Welfare Break, and this should be recorded on ProMonitor. The Curriculum Manager will conduct a 'fact find' with those involved/witnesses to gather evidence and will liaise with the Faculty Director on the next course of action. The Faculty Director will contact the parent/carer to inform them of the next steps.

5.2 EHCP Students

Where a student has an EHCP, the Faculty Director or a member of the Executive Team may request that the student is granted up to 5 working days for a Welfare Break whilst a 'fact find' takes place (and inform the Assistant Principal, Student Engagement and Support). The SENCO should be informed, who will inform the local authority of the Welfare Break. The Curriculum Manager should record the Welfare Break on ProMonitor. Within those 5 working days, the Curriculum Manager for the curriculum area will 'fact find' and review the findings with the SENCO, Faculty Director for the area and Director of Student Services, where a managed return to College will be planned.

If an extension of 5 working days is needed to ensure the right levels of support can be put in place, or that an emergency Annual Review is required, this can only be actioned by the SENCO in conversation with the Assistant Principal, Student Engagement and Support.

A Welfare Break is not appropriate for acts of gross misconduct – please see Appendix 5 for examples of gross misconduct.

6 Permanent Exclusion

Where a permanent exclusion is recommended following an investigation, the student will be interviewed (in the presence of parents/carers) with a final decision made by the Vice Principal, Curriculum and Quality. The student, the student's parents/carers and/or employers (where applicable) will be informed of the outcome of the interview. The Principal will be immediately informed of a decision to exclude a student permanently.

Students who are permanently excluded are not permitted access to the College campus/grounds as a visitor or to use the College's services.

A decision to exclude a student permanently shall be subject to a Right of Appeal. The student should write to the Principal, within 10 working days of the decision to exclude, stating the reasons

for the appeal. The Principal will review all the evidence submitted during the investigation. The Principal will make the final decision as to whether the student should be permanently excluded.

The College recognises that circumstances can change; an individual may apply to the Principal to have their permanent exclusion status removed. A letter should be written to the Principal outlining the reasons and provide evidence for this change in status. The Principal will review all the evidence and interview the student. The Principal will make the final decision as to whether the student should be permitted to apply to study at the College.

7 Appendices

Appendix 1 – Student Charter

Our Student Charter is designed to guide you through your time at Buckinghamshire College Group (BCG) to ensure you make the most of your experience. All students are expected to read and sign the Student Charter so you know what you can expect at College and what is expected of you.

Our Student Engagement Team (SET) is dedicated to making our students' time here as enjoyable, fulfilling, safe and inclusive. We wish you every success in your studies and hope that you have a great student experience here at Buckinghamshire College Group.

Buckinghamshire College Group's commitment to you: We will:

- Provide excellent educational experiences and do everything we can to make you highly employable while developing a lifelong passion for learning.
- Ensure the health, safety, and wellbeing of yourself and that of others within our community.
- Provide you with a high quality-learning environment to support your academic, professional and personal development.
- Provide a friendly and supportive environment, which will encourage you to succeed whilst allowing you to make mistakes and equip you with skills to learn from them.
- Work in partnership with Student Engagement Team to enable you to contribute to the improvement of College life.
- Be entrepreneurial, innovative and creative in our outlook, and open to doing things differently.
- Live through our values of: Ambition, Integrity, Innovation and Respect.

Your commitment to us: You agree to:

- Participate fully in your studies and College experience, so you become the best that you can be.
- Comply with the requirements of Ready Respectful Safe.
- Prioritise the health, safety, and wellbeing of yourself and that of others within our community.
- Make use of our facilities, resources and support on offer at the College, asking for help when you need it.
- Positively represent yourself, the people you work with and the places in which you live and study.
- Engage proactively with your Student Engagement Team supporting them to make your voice heard.
- Make the most of opportunities to feedback about your student experience.
- Not be afraid to make mistakes and take the opportunity to learn from them.
- Live through our values of: Ambition, Integrity, Innovation and Respect.

Your Student Engagement Team's commitment to you: We will:

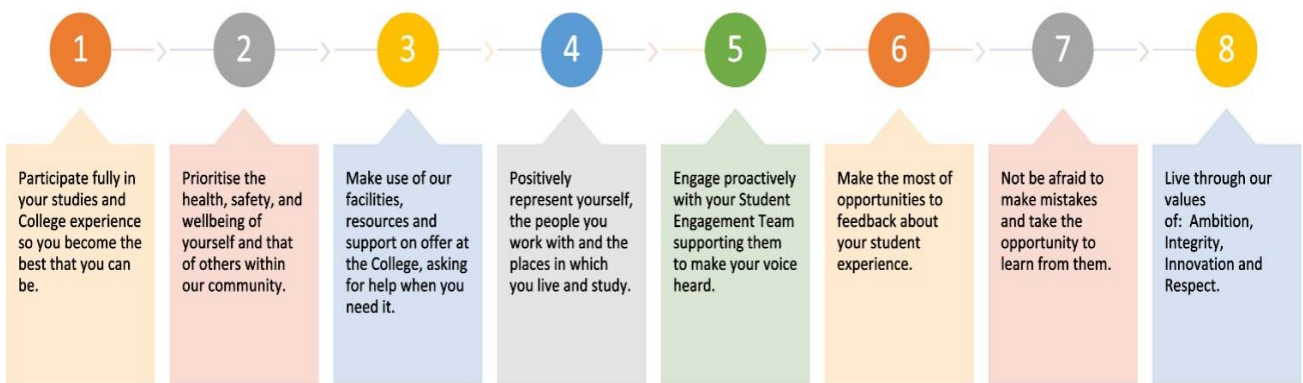
- Actively seek your views to represent you and support student-led change on College campuses and within the local community.
- Strive to provide, as part of the BCG community, relevant services and opportunities that allow you to reach your potential.
- Provide relevant and student focused activities enabling you to have the best possible experience.
- Listen to your feedback and represent your academic interests.
- Provide you with opportunities that are fun, safe, diverse and challenging.
- Provide an independent voice for all students.

Shared commitments: We agree to:

- As a community of staff and students, speak out against and report any form of bullying, harassment, sexual harassment, assault, and discrimination.
- Behave professionally, with kindness and integrity.
- Respect each other, working collaboratively and in partnership.
- Work together to develop our College through ongoing dialogue and feedback.
- Value our collective identity and our individual diversity.
- Make a personal contribution to our communities within and beyond the College.
- To be aspirational and celebrate our successes.



The Student Charter asks you to...



Appendix 2 – Risk Rating Trigger Points and Interventions

All students will have two risk ratings:

1. Attendance Risk Rating
2. Achievement Risk Rating



	Element	Red (High)	Amber (Medium risk)	Green (Low/no risk)	Blue (Exceptional)
Attendance Risk Rating					
Attendance is viewed as something to achieve. Risk ratings for attendance are automated using register marks from ProSolution. Where attendance is risk rated as amber or red, interventions should be in place.	Attendance	70% +	80% +	90% +	95% +
Achievement Risk Rating					
The teacher risk rates a student's progress towards achieving their individual learning aim/qualification prior to each census point. Where attendance is risk rated as amber or red, interventions should be in place.	Individual learning aim	Off track	On track with intervention	On track	Exceeding
Overall risk ratings are automated using the lowest rating selected for each learning aim/qualification e.g. Art = Green Maths = Blue English = Amber Overall = Amber	Overall student risk assessment	Off track	On track with intervention	On track	Exceeding

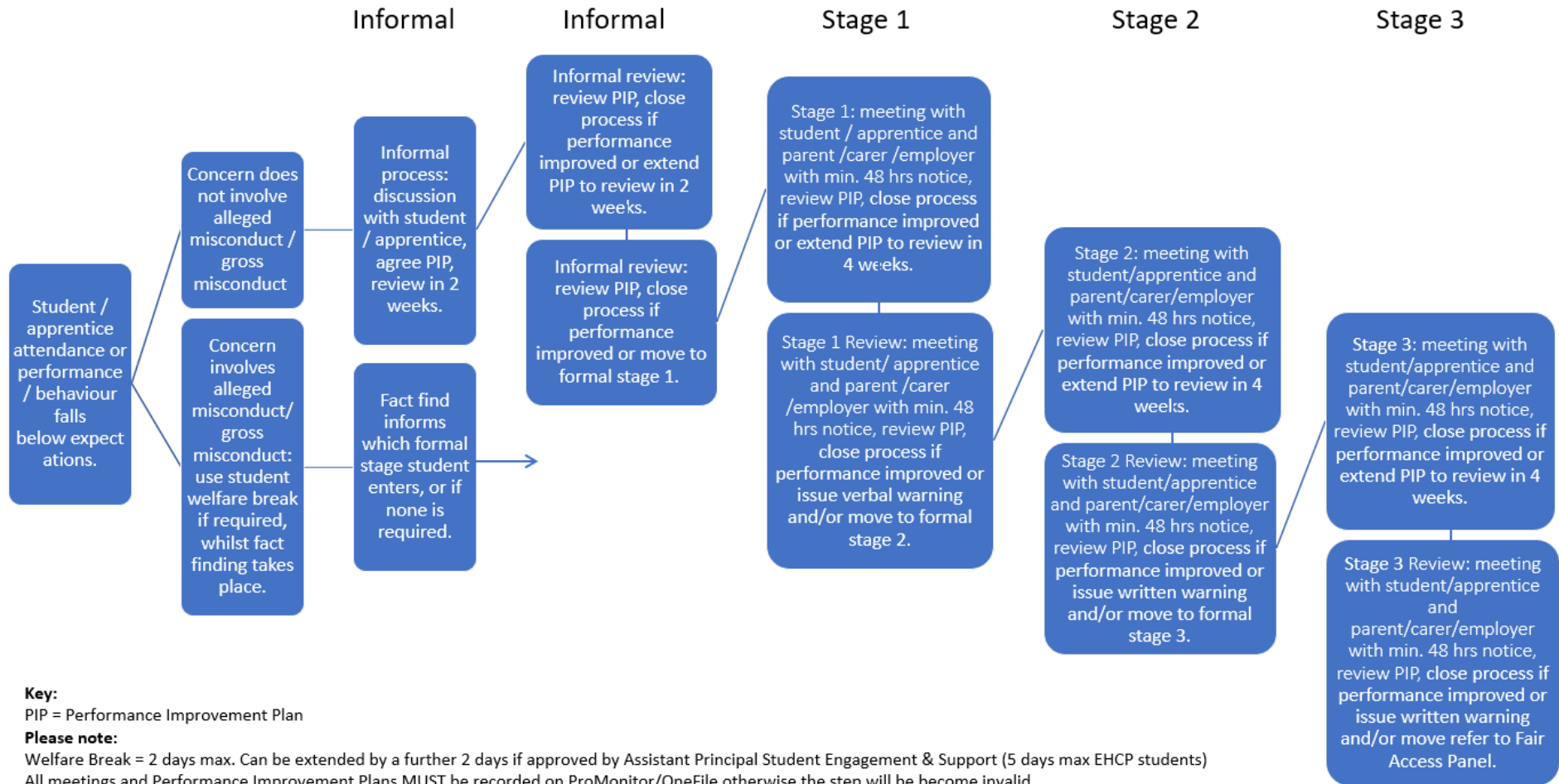
Apprentice Risk Rating Criteria

Two or more in one colour determines the overall risk rating

Risk Rating OneFile	Aspect	Red (High) Every Three week	Amber (Medium) Every Six weeks	Green (Low/No risk) Every 8 weeks	Blue (Exceptional) Every 10 weeks
	Employer	<p>History of low apprentice retention or apprentices who transfer to other employers.</p> <p>Employer is in redundancy discussions with staff.</p> <p>Employer has a poor credit rating.</p> <p>Employers paying the apprenticeship national minimum wage for their age.</p> <p>Employers who fail to attend two or more consecutive Progress Reviews.</p>	<p>Employers new to apprenticeship programmes, or those who have not prioritised their apprentice's off-the-job training, affecting their progress and untimely achievement.</p> <p>Employers who only contract apprentices to achieve their apprenticeship, without commitment to retain.</p> <p>Employers paying the below the living wage.</p> <p>Employers who do not attend a Progress Review and do not engage with pre-post conversations.</p>	<p>Employers experienced in recruiting and developing apprentices. They commit to the Training Plan and any catch up plans for missed off the job. Most of their apprentices make planned progress and achieve by the end date.</p> <p>Employers actively contribute to Progress Reviews, always in attendance with specific examples of competence to update the scorecard. Employer can confidently discuss the progress their apprentice is making to the Training Plan and EPA requirements.</p>	<p>Employers who provide excellent training in the workplace, beyond the Training Plan. They prioritise Progress Review meetings, retain, and promote their apprentices once qualified.</p> <p>Employer invests time with the apprentice to capture competency progress on their scorecard. They feed comments into the Progress Review relating progress to apprenticeship KSBs, End Point Assessment requirements as well as workplace performance.</p>
	Attendance	<p>Below 90%</p> <p>Repeated absence or regular patterns</p> <p>Regularly late for lessons</p> <p>Concern from employer around attendance and punctuality</p>	<p>Below 95%</p> <p>Worsening attendance that is being monitored in College and/or workplace</p>	<p>Attendance at or above 95%</p> <p>Good punctuality – rarely late and never on a regular basis both at College and workplace</p>	<p>Attendance above 97%.</p> <p>Excellent punctuality.</p>
	Progress	<p>Apprentice is subject to disciplinary process and is at risk of contract termination.</p> <p>Has failed to produce the required quality or quantity of work for more than two months of the course and is not currently displaying the ability to do so independently.</p>	<p>Employer has raised concerns with apprentice's workplace performance, an action plan is in place.</p> <p>Learning falling behind the training plan and without engagement to catch up plans. Feedback from previous Apprenticeship portfolio work and/or assessment activities that have not met expectations is being disregarded.</p>	<p>Apprentice is meeting employer expectations, citing the expectation to retain in post beyond the apprenticeship.</p> <p>Almost all work completed on time to a good standard; may have a few minor referrals but is well on track to correct these and complete remaining work on time. At least meeting all targets set, and gaining a good level of knowledge and skills with continued ability to apply them confidently.</p>	<p>Apprentice is making a significant contribution to their employer. The contribution is noted in the journals/Progress Reviews.</p> <p>Work produced of an excellent quality to meet all deadlines. Exceeding all targets set and gaining an excellent level of knowledge and skills with ability to apply them confidently and consistently.</p>

Appendix 3 – Student Performance Management Process Summary

Student Performance Management Procedure 24-25



You have been given a Welfare Break



Tick relevant box: Mainstream (2 days) EHCP (5 days)

So, what does that mean?

- There has been a request for a welfare break.
- The welfare break allows you time for reflection on your actions, and allows the Curriculum Manager time to carry out fact find regarding the situation.
- The welfare break will be either 2 days or 5 days depending on whether you are a mainstream student or have an EHCP.



Expectations



- The College expects you to complete the work that is sent by your Course Leader/Assessor while you are on your welfare break. You must inform any work placements that you are on a welfare break.
- You can expect the College to provide well-being check-ins, tutor contact, approximate timescales and policy information.

Who can I talk to?

- You can still get in touch with your Course Leader, Curriculum Manager, Assessor and Student Services., but please do not talk to other students about anything to do with the welfare break.
- The College will also provide contact detail for external support such as mental health charities.





What is a Welfare Break?

Q: What is a welfare break?

There has been a request for a welfare break for you.

The welfare break allows the Curriculum Manager time to carry out find fact regarding the situation.

Q: How long will I be away from College?

A maximum of 2 working days for cross college student or 5 days if you have an EHCP (Educational, Health and Care Plan). However, there may be an extension to ensure the right level of support can be put in place.

Q: What are the next steps?

Dependent on the fact find, you could return to college with no further action, an informal or formal disciplinary or you could be suspended. For EHCP students, if the College can no longer meet needs, then there will be an emergency annual review planned.

Q: Who will keep myself and my parent/carer updated on the progress of the fact find?

The Curriculum Manager for the area will keep you updated.

Q: Who can I communicate with whilst I am on a welfare break?

Your Course Leader or Assessor, Curriculum Manager and Student Services. Please do not talk to other students about your welfare break.

Q: I'm worried about being on a welfare break

Don't worry. The Student Services team will be completing well-being checks with you. You can discuss any concerns you have with them, and they will also be able to help you with any outside agency support you require. Here are a few that you might find helpful:

- The Samaritans - www.samaritans.org or call free 116 123.
- Kooth.com
- Youth Enquiry Service - www.yeswycombe.org or call 01494 437373.

Q: Will the welfare break be added to my College records?

No if no further action is taken however, if you reported an incident, there will be a record of this.

Appendix 5 – Examples of Gross Student Misconduct and Student Misconduct

Gross Student Misconduct

The following may be viewed by the College as Gross Misconduct, but are not exhaustive:

- Violence to students, staff or visitors.
- Theft of property.
- Vandalism.
- Threats to students, staff, or visitors.
- Racial or sexual harassment.
- Discrimination of any form.
- Bullying or harassment (including child on child abuse, sexual harassment; and violence, prejudice based, hate crime, discriminatory bullying and cyber-bullying) - Appendices 5 and 5a.
- Possession of drugs or weapons.
- Alcohol or substance misuse on any premises, or activities that come under the responsibility of the Buckinghamshire College Group (see Substance Abuse Policy).
- Acts of behaviour that could endanger the health and safety of others including deliberately spitting or threatening to spit.
- Acts of behaviour that lead to a breach of security including unauthorised opening of Fire Exits Doors.
- Similar offences that take place outside of College for which a student is arrested and charged.
- Sharing of indecent/inappropriate materials.
- Unauthorised sale of goods on College premises.

Student Misconduct

The following may be viewed by the College as Misconduct, but are not exhaustive:

- Persistent lateness and/or excessive breaks including smoking breaks.
- Poor attendance.
- Unauthorised absence and/or unacceptable absences from College.
- Breaches of Health and Safety rules and regulations.
- Misuses and/or damage to College property (may result in cost implication).
- Failure to comply with and/or abide by College policies and procedures.
- Refusal to carry out reasonable instructions issued by a member of staff.
- Poor attitude towards others (e.g. unprofessional/unhelpful).
- Abusive or inappropriate behaviour.
- Swearing or other inappropriate language or other inappropriate behaviour towards students, staff or visitors.
- Smoking and/or vaping on the College's premises/grounds (including the use of e-cigarettes) except in the designated smoking/vaping areas.
- Persistent refusal and/or repeated failure to have ID card visible at all times whilst on College premises.

Suspension from College



So, what does that mean?

- The reason for the suspension is to protect everyone, including you.
- Suspension is not an assumption of guilt nor does it mean the allegation is true.
- It allows us time to complete a thorough fact find and contact all related parties appropriately.



Expectations



- The College expects you to complete the work that is sent by you Course Leader or Assessors while you are on suspension. You must inform any work placements that you are suspended.
- You can expect the College to provide well being check ins, tutor contact, approximate timescales, and policy information.
- You can also expect a fair and thorough fact find. When the time is right, you will be given a fair chance to have your voice heard.

Who can I talk to?

- You can still get in touch with your Course Leader or Assessor, Curriculum Manager and Student Services, but please do not talk to other students about anything to do with the suspension.
- The College will also provide contact details for external support, such as mental health charities.



What does suspension mean?



Q: Why have I been suspended?

A report has been made of gross misconduct in College under the Student Performance Management Procedures. Being suspended is not an assumption of guilt or the allegation is true. Suspension gives us time as an organisation to look into the allegation or incident thoroughly and issue the appropriate sanctions.

Q: Why am I being suspended for something I did not do?

We know it's scary, try not to worry. This will come out in the fact find. Just because you are being suspended it doesn't mean you are guilty, or the complaint is true. Suspension enables us to protect all parties involved in the complaint or incidents. You will not receive any disciplinary actions if the 'fact find' finds you were not involved. Be reassured the fact find will be carried out fairly and thoroughly.

Q: Why am I being suspended when I reported a concern?

As a duty of care, all parties are suspended initially. If appropriate, throughout the fact find, you may be asked to return to College.

Q: How long can I expected to be suspended for?

We try to fact find a suspension within 14 working days, however this is dependent on the complexity of the suspension.

Q: What about my College work, what if I fall behind?

Don't worry. Your Course Leader or Assessor will send you work and you are expected to return it to them for marking.

Q: I usually attend a placement for my course, can I still attend?

Sorry no. Whilst suspended, you cannot take part in any College activities. You will need to inform your placement, but you may contact your tutor for help.

Q: Who can I communicate with whilst I am suspended?

Course Leader or Assessor, Curriculum Manager and Student Services. Please do not talk to other students about your suspension.

Q: I'm worried about being suspended

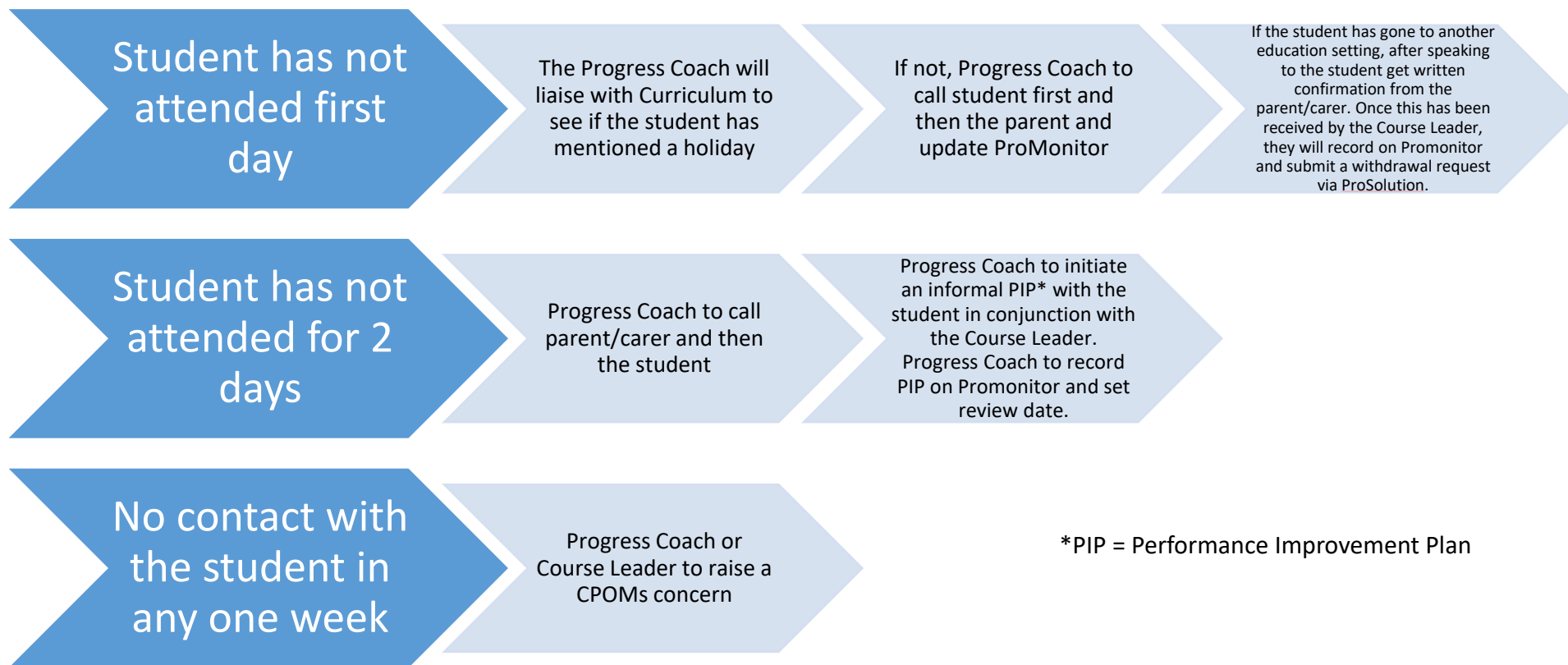
Don't worry. The Student Services team will be completing well-being checks with you. You can discuss any concerns you have with them, and they will also be able to help you with any outside agency support you require. Here are a few that you might be helpful:

- The Samaritans - www.samaritans.org or call free 116 123
- Kooth.com
- Youth Enquiry Service - www.yeswycombe.org or call 01494 437373

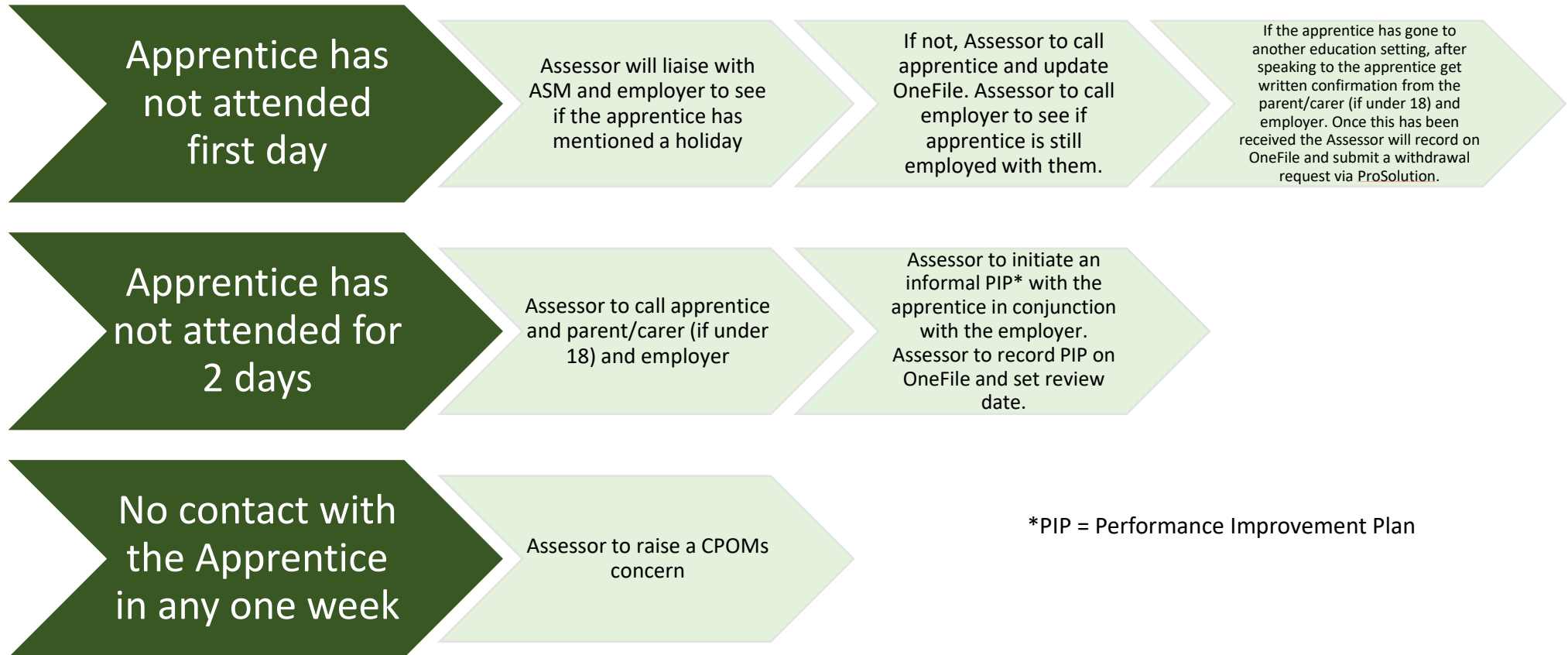
Q: Who will keep me updated on timescales?

This will be the Curriculum Manager. Details of who this will be, can be found in your suspension letter

Appendix 7 – Probationary Study Programme Attendance Flowchart



Appendix 8 – Probationary Apprentice Attendance Flowchart



Appendix 9 – Equality Impact Statement

Section One	
College:	Buckinghamshire College Group
Departments Effected:	Whole College
Who is responsible for the Equality Impact Assessment?	Assistant Principal for Student Engagement and Support
Title (of the policy/practice/decision)	Student Performance Management Procedures
Description (Provide a brief description of the policy/practice/decision)	This policy will ensure all students are treated fairly and equitably students across all learning programmes to succeed. As a college we support, facilitate and promote positive behaviour through our Ready Respectful Safe approach.

Section Two – Stakeholder Consultation		
2	Who are the main stakeholders and what consultation exercise are you planning to undertake, if required (e.g. consultation with Employee Voice, Trades Unions, Staff groups, Student groups?)	Student Group
3	Are there concerns that this could result in differential or adverse impact on any Equality Groups (Protected Characteristics as identified by the Equality Act 2010)	No

Section Three

Please identify how the policy may impact the following protected characteristics:

- Identify any positive impacts the policy/practice/decision may have on equality groups.
- Identify any negative impacts the policy/practice/decision may have on equality groups.
- Propose measures to mitigate or eliminate identified negative impacts.

Protected Characteristics	Impact High/Medium/ Low/N/A	Action(s) you will take to mitigate or remove the negative or adverse impact if identified? <small>Propose measures to mitigate or eliminate identified negative impacts</small>
1. Age <small>(e.g. are there ways older or younger people may find it difficult to engage?)</small>	Low	
2. Disability <small>(eg do you need to consider large print or easy read?)</small>	Medium	This policy will take a trauma informed approach
3. Gender identification <small>(eg is your language inclusive of LGBTQ+ groups?)</small>	Low	
4. Gender Re-assignment <small>(eg is your language inclusive of trans and non-binary people?)</small>	Low	
5. Marriage and civil partnership <small>(eg does it treat marriage and civil partnerships equally?)</small>	Low	
6. Pregnancy & Maternity <small>(eg with this have an impact on pregnant or those on family leave; breastfeeding services?)</small>	Low	
7. Race / Ethnicity	Low	

<i>(eg does it take into account the needs of people from different groups)</i>		
8. Religion or Belief <i>(eg do people from faith groups experience any specific disadvantage)</i>	Low	
9. Sexual Orientation <i>(eg is your language inclusive of LGBTQ+ groups?)</i>	Low	

Section Four – Monitoring and Review

Does your criteria and procedure promote fairness and equal opportunities? <i>Utilize relevant data sources, such as demographic information, student feedback, or staff surveys, to inform the analysis as necessary</i>	Yes this policy will take trauma informed approach to behaviours and consequences
How will you monitor and evaluate the effectiveness of these measures to determine whether it has been effectively and fairly applied	Regular monitor of incidents with training on any emerging themes

Section Five – Outcome, Sign-off and Authorisation

Equality Impact Assessment Outcome Select one of the four options below to indicate how the policy will be progressed and state the rationale for the decision	
Option 1: No change required – the assessment is that the policy is robust.	X
Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	
Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified	
Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.	
Name & job title of authorised person	Assistant Principal Student Engagement & Support
Equality Impact Assessment was completed on:	30-8-24
Date of next review, and by whom? <i>This may include regular reviews, data analysis, and stakeholder feedback</i>	August 2025 – Nicola Ellis