



**South Gloucestershire and Stroud College**

**Disciplinary policy and procedure  
(Including the learner probation period procedure)**

**If you would like this document in an alternate format  
Please contact the Human Resources Department**

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<b>Ref. No.:</b>  <b>Q/P 108</b>	<b>Date of this version:</b> 20 April 2021 <b>Review date:</b> 30 June 2022 <b>Upload to External College website?</b> Yes <b>Upload to e-Campus?</b> Yes
<b>Approved by:</b>	Corporation
<b>Date of Approval:</b>	

Completed by:		
Gavin Murray	Vice Principal - Performance, Standards & Effectiveness	20/04/2020
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		✓

EQUALITY AND DIVERSITY IMPACT ASSESSMENT		
Characteristic	This policy seeks to:	
Age	No appreciable impact	
Disability	Use available resources to identify and address any issues of inequality as a result of disability. Supporting learners both academically and pastorally in order that they should be able to access this policy and procedure.	
Faith or Belief	No appreciable impact	
Gender	No appreciable impact	
Race or Ethnicity	No appreciable impact	
Orientation	No appreciable impact	
Gender reassignment	No appreciable impact	
Economic disadvantage	No appreciable impact	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Academy Trust's stakeholder groups:	Sections 2.5 and 3	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Academy Trust's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

**Note:** if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child ( <a href="#">UNCRC</a> ), Right does this policy most protect:	Art. 42 Right to know your rights Art. 40. Right to justice Art. 23 Disability protection
Which Human Right ( <a href="#">HRA</a> ) does this policy most protect:	Art. 14 Prohibition of discrimination Art. 7 No punishment without law

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Academy Trust systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	✓

## 1. Aim of this Policy

1.1. The aim of this Policy is to provide a consistent approach to disciplinary issues across the entire College and this policy applies equally to all learners including apprentices and higher education learners. This policy is designed to:

- Protect every learner's learning experience from poor behaviour or disruption caused by their own misconduct or the misconduct of others.
- Promote inclusion and mutual respect, ensuring fair treatment of all.
- Clarify individual rights and liberties in respect of any disciplinary action resulting from misconduct;
- Identify staff responsibilities in handling disciplinary issues.
- Support staff to manage behaviours and reduce negative experiences from impacting upon learning.

1.2. This policy applies to all learners whilst on College premises, work placement, trips or events, travelling to and from College and when engaged in any College activity.

1.3. Where attendance is good and work is up-to-date, an inability to meet expected academic progress will not be treated as a disciplinary issue, it will instead be addressed through the tutorial programme.

## 2. The first 5 weeks of your learning journey - The Probationary Period

2.1. During your first 5 weeks at College (up to the end of the 5<sup>th</sup> week of teaching as identified on the College Calendar) your tutor will be assessing you to confirm that you are on the right programme of study, that you will be challenged by it, are able to achieve it and that it will help you to reach your progression goals.

2.2. You will receive a copy of the probationary period letter at the beginning of your studies and your tutor will talk you through our expectations of you.

2.3. You will also discuss, and be sent copies of your probationary targets, you must do your best to meet these targets, within your first 5 weeks, to successfully complete the probationary period.

2.4. During this time you will also receive a personal progress review where you will start thinking about your personal progression plan. Your tutor will monitor and record your progress during your time at College and we will always aim to keep your parents, carers, guardians or employer sponsors informed of your progress, unless you have told us not to.

**YOU will be at risk of failing** your probation, and may therefore be asked to leave the College, if without good reason you:

- Have unauthorised absences or your attendance is less than 90%
- Are consistently late to lessons
- Engaged in any poor or disruptive behaviour; or
- If you have not made arrangements to pay your tuition or materials fees (which, you agreed during enrolment, to arrange to pay before the end of your fifth week at College)

The College also reserve the right to explore other study opportunities with you if we feel that you are on the wrong programme of study. If this happens:

- We will work with you to find a suitable alternative course for you
- We will provide you with independent careers advice and guidance; and,
- We will ensure you can access support from the SGS Well-being Team

If we decide to fail your probation we will explain our reasons and you will have the right to ask that we review our decision. All learners in these circumstances will be encouraged to invite a friend, parent or carer, or a Well-being Mentor to support them.

### 3. Learner Disciplinary Policy

- 3.1. SGS treats all learners equally with dignity and fairness. We **EXPECT** the same from you. We will not tolerate criminal activity, discrimination, harassment or victimisation in any form and will treat this behaviour as gross misconduct. If you behave badly you will be asked to return your College lanyard and leave the College's premises.
- 3.2. All learners are subject to this Policy equally. However if you have special or extenuating circumstances or commitments which affect your ability to obey our rules, you **MUST** inform your Tutor as soon as you can or seek reasonable adjustment using the College's extenuating circumstances procedure.
- 3.3. If you have an Education, Health and Care Plan (EHCP), a disability, or you are a Looked after Child, then the College's Special Educational Needs and Disability (SEND) Manager will be informed and involved in any disciplinary action taken against you.
- 3.4. If you are pre-16, or an Early College Placement (ECP) learner the 14-16 manager will be informed and involved in any disciplinary action taken against you.
- 3.5. SGS College will always aim to keep your parents, guardian, carer, school or employer informed of any possible disciplinary action, unless you have told us not to.
- 3.6. The purpose of any disciplinary action or the resulting action plans is to protect inclusion and promote employability and **RESPECT**. It is your **RESPONSIBILITY** to uphold the values of SGS and successfully complete your Programme of Study; to do this you must be **RESILIENT**. SGS will always seek to **RECOGNISE** and **REWARD** good citizenship and behaviour. Learners, subject to a disciplinary action plan, can effectively 'reset' their disciplinary record by fulfilling their action plan.
- 3.7. The College will hold you to account for your behaviour; if any member of College staff is concerned about your behaviour they will first meet with you to try and resolve problems informally. In some instances the resolution may involve the provision of mediation or support; which you will be expected to accept.
- 3.8. **Failure to politely acknowledge an approach from a concerned member of staff, or rudeness when approached by a member of staff, will be treated as gross misconduct and you will be asked to leave the College's premises.**

3.9. In every instance where poor behaviour or disruption is identified the instigator will be expected to recognise their wrongdoing and apologise. This will be recorded on their record as a Stage 1: **Informal Verbal Warning**

3.10. If you receive an Informal Verbal Warning, your tutor will work with you to find an appropriate solution and monitor this through an Action Plan. An informal verbal warning will be recorded as a cause for concern on your record and failure to complete the corresponding action plan may be treated as gross misconduct. The Action Plan will try to find a solution to the problems and help you to develop 5 positive characteristics. These are: Respect, Resilience, Responsibility, Recognition and Reward.

It is **YOUR** responsibility to familiarise yourself with our behaviour expectations. You **MUST** read your learner handbook.

#### [SGS College Learner Charter & Codes of Conduct](#)

**NOTE:** The College operates 24 hour CCTV, Criminal activity will always be reported to the Police.

Learners may be given the opportunity to take part in restorative practices or mediation as a way of settling an issue.

[www.restorativejustice.org.uk/resource/best\\_practice\\_guidance\\_for\\_restorative\\_practice\\_2011/](http://www.restorativejustice.org.uk/resource/best_practice_guidance_for_restorative_practice_2011/)

**The following action will be taken in response to a failure to respond to an informal verbal warning, any gross misconduct or persistent poor behaviour or disruption.**

#### **4. Stage 2: Formal written warning**

4.1. This disciplinary action may be taken in response to a breach of the College's [Codes of Conduct](#) and it will start with a formal meeting between you and your tutor, teacher or training advisor plus your Learning Area Manager, who will act as the 'chair' for the meeting. You can ask a friend or Wellbeing Mentor to support you, but not to speak for you.

4.2. If it is decided that action should be taken, the chair will record a formal written warning on your record and confirm this in writing.

4.3. After the meeting, the chair will meet with you to agree an action plan which will be recorded on the College's System. The Action Plan will try to find a solution to the problems and develop 5 positive characteristics moving forward. These are: Respect, Resilience, Responsibility, Recognition and Reward.

4.4. You will remain on a formal written warning for eight weeks following completion of your Action Plan. Any further cause for concern, within that time, may result in you progressing to the next stage of this procedure.

**4.5. If you complete your Action Plan and maintain good behaviour, the disciplinary record will be removed from your file, effectively moving you back to stage 1 of the disciplinary process** (all notes and comments within ProMonitor and elsewhere will remain for a period of 3 years).

4.6. However if you do not stick to your Action Plan the next stage of the disciplinary procedure will start.

**5. Stage 3: Final written warning** (Following instances of gross misconduct or failing to comply with the terms of a formal written warning)

**5.1. Depending on the seriousness of your conduct this stage will be conducted by your Head of Faculty or a Senior Curriculum Manager. A Senior Curriculum Manager may give you a final written warning or recommend your exclusion from the College.**

5.2. Should you progress to this stage, you will be notified of a formal meeting between yourself, your tutor, teacher or training advisor and your Head of Faculty or another Senior Curriculum Manager, who will chair the meeting.

5.3. If it is decided that action should be taken, the Chair will issue you with a final written warning. They will also make sure the relevant details are recorded and added to your record on the College's System.

5.4. After the meeting, a mandatory action plan and Code of Conduct Contract will be agreed with you. The Action Plan will try to find a solution to the problems and develop 5 positive characteristics moving forward. These are: Respect, Resilience, Responsibility, Recognition and Reward.

5.5. A final written warning will remain on your record for a period of twelve weeks following completion of your action plan.

**5.6. Refusal to accept an Action Plan or Code of Conduct Contract will result in your being immediately excluded from the College.**

**5.7. If you complete your action plan and maintain good behaviour the disciplinary record will be removed from your file, effectively moving you back to stage 2 of the disciplinary process** (all notes and comments within ProMonitor and elsewhere will remain for a period of 3 years).

5.8. However, if you do not stick to your action plan or contract or there is any further cause for concern you may be summoned to a further meeting or the Chair may recommend your exclusion from the College.

5.9. A decision to exclude you from the College will be confirmed in writing by an Assistant Principal. SGS College will always aim to keep your parents, guardian, carer, school or employer informed of any disciplinary action, unless you have told us not to.

**6. Appeals procedure**

6.1. You may appeal against exclusion, or any stage of the disciplinary procedure, within ten working days of any action being taken against you. You should do this by sending the Vice Principal - Performance, Standards & Effectiveness a letter or email setting out why you are appealing.

6.2. You cannot appeal against a disciplinary decision unless you believe:

- That the College did not follow this procedure properly;

- That the College failed to make reasonable adjustments for personal circumstances that you had previously made us aware of; or
- That there is new evidence that wasn't available during any stage of the disciplinary process.

6.3. Appeals will be heard by the Vice Principal - Performance, Standards & Effectiveness or another Senior College Manager within 20 working days of the College receiving your appeal.

6.4. If a formal hearing is required you will be invited along with any other relevant members of staff. You can ask a friend or Learning Mentor to support you, but not to speak for you.

6.5. The possible outcomes of an appeal are:

- Your appeal is rejected (because it has no merit or falls outside the ground for appeal, listed in section 6.2 above)
- Your appeal is agreed, but with conditions attached to help you settle back into College; or,
- Your appeal is agreed without attaching any conditions

## **7. Returning to College after being excluded**

7.1. Learners who are excluded from College and whose appeal (if any) has been rejected will not be allowed to enrol at the College again for a period of two years from the date they were excluded.

7.2. Tutors completing the withdrawal procedure must ensure 'Exclusion' is highlighted where it is the reason for removing a learner from College.

7.3. After two years, an excluded learner can apply to return to College by writing to the appropriate Assistant Principal.

7.4. The appropriate Assistant Principal will decide whether or not the learner can enrol, and may arrange a meeting for the learner to present their case.

## **8. The following appendices are for Learner use only:**

Appendix 1: Disciplinary policy flowchart

Appendix 2: Learner Behaviour & Discipline flowchart for Performing Arts and Sports Academy learners

## **9. The following appendices are for staff use only:**

Appendix 3: Stage 1, informal warning and action plan

Appendix 4: Stage 2, written warning and action plan

Appendix 5: Stage 3, final written warning and action plan

Appendix 6: Stage 3, code of conduct contract or exclusion

Appendices 7, 8 and 9: Stage 3, exclusion

Appendix 11: Guidelines for mediation

Appendix 12: Probationary '5 week targets' letter

## Appendix 1:

### Learner Behaviour & Discipline

Cause for concern	Disciplinary procedure
<ul style="list-style-type: none"><li>Poor behaviour or disruption (including to your own academic progress as well as that of others)</li></ul>	<p><b>INFORMAL VERBAL WARNING (Stage 1)</b></p> <p>Your tutor will work with you to find an appropriate solution and develop an action plan based upon the 'five characteristics of positive behaviour (Respect, Resilience, Responsibility, Recognition and Reward). An informal verbal warning will be recorded as a cause for concern.</p>
<ul style="list-style-type: none"><li>Failure to keep to an action plan; or,</li><li>Poor behaviour (for example: persistent breaking the rules on smoking, spiting or dangerous driving on College premises; or, refusing to carry out a reasonable request or failing to display a valid ID)</li></ul>	<p><b>FORMAL WRITTEN WARNING (Stage 2)</b></p> <p>Your tutor will work with you to agree an action plan. The action plan will try to find a solution to the problem and develop the five characteristics (Respect, Resilience, Responsibility, Recognition and Reward) of positive behaviour.</p>
<ul style="list-style-type: none"><li>Failure to carry out actions identified within an Action Plan</li><li>Serious misconduct (for example, bullying, serious disrespect, or verbal abuse, inappropriate behaviour towards others in class, on college premises and during college activities off the premises.)</li></ul>	<p><b>FINAL WRITTEN WARNING (Stage 3)</b></p> <p>A mandatory action plan and Code of Conduct Contract will be agreed with you. The action plan and Contract will try to find a solution to the problem and develop the five characteristics (Respect, Resilience, Responsibility, Recognition and Reward) of positive behaviour, or expulsion may be recommended.</p>



## Appendix 2:

### Learner Behaviour & Discipline (Special Cases)

#### Sport Academies

**Action Plan –**  
Seven days' suspension from training and matches. If the learner is under 16, a letter is sent to their parents or guardian.



**Stage 1 –** 14 days' suspension from training and matches. If the learner is under 16, a letter is sent to their parents or guardian.



**Stage 2 – yellow card.** 28 days' suspension from training and matches. If the learner is under 16, a letter is sent to their parents or guardian.



**Stage 3 – red card**  
56 days' suspension from training and matches. If the learner is under 16, a letter is sent to their parents or guardian.

#### Performing Arts

**Action Plan –**  
Seven days' suspension from rehearsals and performances.



**Stage 1 –** The learner's role is at risk. If the learner is under 16, a letter is sent to their parents or guardian.  
14 days' suspension from rehearsals and performances  
The learner will lose their role if there is a further incident.



**Stage 2 –** The learner will be removed from their role. Alternative work will be set for the learner. If the learner is under 16, a letter is sent to their parents or guardian.



**Stage 3 –** The learner continues to be suspended until a decision is made on whether or not to exclude them. If the learner is under 16, a meeting will be held between their parent or guardian and the Head of Faculty.

**Appendix 3:  
Learner Action Plan – Cause for Concern / Stage 1: Informal Verbal Warning**



Name of learner:

Course:

Tutor or training advisor:

Date:

<b>Tutor's or training advisor's comments (Reasons for action plan)</b>		
<b><u>General actions for learner</u></b>	<b>By Date</b>	<b>Date Achieved</b>
<b>Actions to promote respect</b>		
<b>Actions to promote responsibility</b>		
<b>Actions to promote resilience</b>		
<b>Actions to promote recognition</b>		
<b>Actions for tutor or training advisor (to support the learner's targets)</b>		
<b>Restorative practices suggested, offered and agreed</b>		
<b>Monitoring update (record progress and further actions if necessary)</b>		
Date: _____		
<b>Tutor's or training advisor's signature:</b>		
<b>Learner's signature:</b>		



**Appendix 4:**  
**Learner Action Plan – Stage 2 – Written Warning**

Name of Learning Area Manager who gave the warning:

Date the warning was given:

Name of learner:

Course:

Course tutor or training advisor:

Date of incident:

Reported by:

Give a brief description of the incident and action taken.

<u>Targets</u>	Who By?	Review Date
<b>Actions to promote respect</b>		
<b>Actions to promote responsibility</b>		
<b>Actions to promote resilience</b>		
<b>Actions to promote recognition</b>		

If the Action Plan involves a requirement for additional learning support such as for – literacy, numeracy, motivation, behaviour and so on – send copy of this action plan to the Senior Learning Support Worker.

Learner's signature:

Staff signature:

Summary review date:

Course tutor or teacher leading review:

Outcomes of review:

Copy to:                   Learner  
                                  Education & Wellbeing Mentor



**Appendix 5:**  
**Letter – Stage 2 – Written Warning**

< *Date* >

< *Addressee* >

Dear

**Stage 2 – Written Warning**

< *Name* > this letter confirms that you have been given a written warning on < *date* > for < *reason for warning* >

I have had to give < *name* > a written warning for < *reason for warning* >. This is following an informal verbal warning given on < *date* >.

Unfortunately, < *name* > has not met the targets set at that time and therefore we have agreed a further action plan.

I have had to give < *name* > a written warning for being involved in an incident of serious misconduct on < *date* >. That serious misconduct was < *details of incident* >.

\* delete as appropriate

I enclose a summary of the warning and the agreed Action Plan resulting from it.

I am sure < *name* > will aim to meet the targets in the Action Plan and we look forward to seeing improvement.

However, if < *name* > fails to meet the targets, we may have no alternative but to move to the next stage of the disciplinary procedure, which could result in them being excluded from the college.

If you want to discuss this further, please get in touch.

Yours sincerely

< *LAM's Name* >

< *Title* >

< *Contact Details* >

Enclosed:   Learner Action Plan

Copy to:     Learner's personal file  
                Parent or guardian (if appropriate)  
                Education & Wellbeing Mentor

**Appendix 6:**  
**Learner Action Plan – Stage 3 – Code of Conduct Contract or Exclusion**



Name of Assistant Principal issuing this contract:

Date the contract was issued:

Name of learner:

Course:

Course tutor or training advisor:

Date of incident:

Reported by:

Give a brief description of the incident and action taken.

<u>Targets</u>	Who By?	Review Date
<b>Actions to promote respect</b>		
<b>Actions to promote responsibility</b>		
<b>Actions to promote resilience</b>		
<b>Actions to promote recognition</b>		

If the Action Plan involves a requirement for additional learning support (ALS) – literacy, numeracy, motivation, behaviour and so on – send a copy of this action plan to the Additional Learning Support Worker.

Learner's signature:

Staff signature:

Summary review date:

Course tutor or training advisor leading the review:

Outcomes of review:

Copy to:                   Assistant Principal  
                                   Learner  
                                   Education & Wellbeing Mentor  
                                   Course tutor or training advisor

Learning Area Manager

**Appendix 7**  
**Letter – Stage 3 – Code of Conduct or Exclusion**



< Date >

< Addressee >

Dear

**Stage 3 – Code of Conduct or Exclusion**

You are invited to a meeting about < *summary of suspension/disciplinary issue(s) and date(s) if appropriate* >. This meeting will take place at < *venue* > on < *date & time* >. Please report to reception five minutes before the time of the meeting. A member of your family, a friend or a representative may support you at the meeting, but they cannot speak for you.

I enclose a copy of the Behaviour Policy. I also enclose a copy of the < *insert relevant report/action plan* >, which will guide our meeting and you will be given the opportunity to discuss this at the meeting.

If you do not come to the meeting, it will still go ahead and a decision will be made in your absence.

Please contact < *name & contact details* > to confirm whether or not you can attend the meeting.

Yours sincerely

< *Head of Faculty Name* >

< *Title* >

< *Contact Details* >

Enclosed:           Disciplinary Policy  
                          Report or Action Plan relevant to the meeting

Copy to:            Assistant Principal  
                          Learner  
                          Parent or guardian (if appropriate)  
                          Education & Wellbeing Mentor  
                          Learning Area Manager  
                          Course tutor, teacher or training advisor

**Appendix 8**  
**Letter - Outcome of Stage 3 – Code of Conduct Contract**



< *Date* >

< *Addressee* >

Dear < *Learner Name* >

**Outcome of Stage 3 Meeting – Code of Conduct Contract**

The outcome of the meeting on < *date* > was as follows.

< *Insert outcomes/actions* >

If you do not keep to the code-of-conduct contract, you will be excluded from the college.

I look forward to seeing you take responsibility for your actions and respond in a positive way. Your success is important to us; however, the learning journey must be an equal partnership and this requires a positive commitment from you.

Yours sincerely

< *Assistant Principal name* >

< *Title* >

< *Contact Details* >

Enclosed: Code of Conduct Contract  
Behaviour Policy

Copy to: Assistant Principal  
Learner's personal file  
Learner  
Parent or guardian (if appropriate)  
Education & Wellbeing Mentor  
Learning Area Manager  
Course tutor, teacher or training advisor

**Appendix 9**  
**Letter – Outcome of Stage 3 – Exclusion**



< Date >

< Addressee >

Dear < Learner Name >

**Outcome of Stage 3 Meeting – Exclusion**

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

You may appeal against the decision to exclude you. I enclose a copy of the Behaviour Policy which outlines the procedure you must follow to lodge an appeal (see page 6 of the policy).

Yours sincerely

< Assistant Principal >  
< Director of Curriculum Name >  
< Contact Details >

Enclosed:                      Behaviour Policy

Copy to:                        Assistant Principal  
                                      Learner's personal file  
                                      Learner  
                                      Parent or guardian (if appropriate)  
                                      Education & Wellbeing Mentor  
                                      Learning Area Manager  
                                      Course tutor, teacher or training advisor



## **Appendix 10**

### **Guidelines for mediation**



### **Guidelines for mediation**

The mediator will normally be a member of the relevant Curriculum Area or Department. The mediator can help to settle disputes through the following procedure.

- Each party explains the problem as they see it, in an individual meeting with the mediator.
- The mediator identifies and records the main issues for both parties.
- After the end of the individual meetings, the mediator finds out whether or not the parties are willing to meet together, with the mediator. If both parties agree, this is the point when real mediation can take place.
- At the joint meeting, led by the mediator, both parties express their opinion with only one person allowed to speak at a time. The mediator firmly controls the meeting to make sure it does not turn into a battle.
- The mediator sets up a plan of action which both parties agree to.
- A follow-up meeting is agreed and the situation monitored at agreed intervals.

Outcomes are likely to involve apologies, changes in behaviour, and perhaps some help to achieve this (for example, anger management or other skill improvements).

## **Appendix 11**

### **Letter – Probationary period for all students at SGS College**

<Addressee>

<Date>

Dear Parents/Guardians,

#### **Probationary period for all Learners at SGS College**

South Gloucestershire and Stroud College runs a probation system and all learners are considered to be on probation during the first five weeks of their course.

During this period, learners will be assessed on their attendance, attitude, punctuality, aptitude and performance. In addition, and to pass the probationary period the materials fee will need to be paid in full or evidence of an arranged bursary or instalment plan must be provided.

Your son/daughter/young person will also receive specific targets relating to their Programme of Study, these targets also need to be met within the first five weeks.

Failure to meet the probationary criteria or targets may result in removal from a Programme of Study.

Progression to the next year of a Programme of Study will be based upon end of course achievement; particularly the results of English and maths exams, attendance, attitude and disciplinary record. Progression to the next level is not automatic.

Yours Sincerely,

**Learning Area Manager**





## Appendix 12 Letter – Probationary 5 week targets

<Addressee>

<Date>

Dear Learner,

### **Probationary '5 Weeks' Targets**

As discussed during your Induction, here are the initial targets to be met during your first five weeks of study. Please remember we are here to support you during this stage of your education and if you have any worries do not hesitate to contact us.

### **Department Five Week Targets - Deadline DD/MM/YY**

College rules, including those regarding **appropriate behaviour**, were shared with you during your induction period. These include wearing your ID lanyard at all times, not using your mobile phone during lessons, unless you are directed to do so, and showing respect at all times towards staff and other learners. You now need to sign and return the **Learning Agreement** and **Code of Conduct form** before **DD/MM/YY**.

The full probation criteria includes the following and these will be discussed with you in your probationary 1-1 review:

- Attendance in all aspects of your Programme of Study, including attendance in Maths and English,
- You must be on-time and punctual
- Payment of course and material fees, including fees for a DBS check (if applicable), or evidence of arrangement of a bursary or instalment plan
- Successful completion of your department's induction criteria (including securing a work placement if applicable)
- Successful completion of all academic and practical assessments
- Good behaviour, at all times; and
- Commitment to your course of study

Your tutor will review your progress during the probationary period, **all targets must be met by DD/MM/YY so that you may remain on your course**. Should

there be any concerns these will be discussed with you so that you might address these concerns before this deadline.

Yours Sincerely,

**Learning Area Manager**