



**STUDENT
BEHAVIOUR,
ABSENCE &
REVIEW
POLICY AND
PROCEDURES**

2025/26

BEHAVIOUR, ATTENDANCE AND REVIEW POLICY AND PROCEDURE

Responsibility

SMT Member: Deputy Principal – *Philip Tranter*

Working with: All Staff

Aims

- To nurture and reinforce a college culture of **autonomy, respect, and personal responsibility** for all members of the community, using **positive reinforcement and restorative approaches**.
- To promote **self-discipline, kindness, and mutual respect** within a supportive and inclusive environment.
- To provide clear guidance for staff and students on how to maintain and encourage **high standards of behaviour and engagement**.
- To ensure effective monitoring of attendance and punctuality, fostering a **culture of commitment and full participation**.

Responsibility

The College sets **high expectations within a culture of care, trust, and autonomy**. We recognise that every member of our community contributes to this culture, and that students sometimes need guidance and support to meet these expectations. Systems such as **Personal Tutor Support, Wellbeing Support, Lead Tutors, and the Pastoral Team** are available to help students overcome challenges and achieve their best.

All members of the College community — including students, staff, visitors, volunteers, Governors, and external partners — share responsibility for maintaining a **safe, inclusive, and respectful environment**.

In all interactions, we uphold the principles of **Equality and Diversity, Fundamental British Values**, and **tolerance**, ensuring that everyone feels **valued and respected**.

Equality, Diversity and Inclusion (REGARDS)

Our commitment to equality and inclusion is guided by the **Equality Act 2010** and the College's "REGARDS" framework:

- **Race and ethnicity**
- **Economic and social background**
- **Gender, transgender, pregnancy, parenting, marital status**
- **Age**
- **Religion or belief**
- **Disability**
- **Sexual orientation**

We celebrate diversity and individuality, recognising that inclusion strengthens our community and enriches learning for all.

Expectations for Students

We encourage all students to:

- **Prioritise attendance and punctuality** by attending all timetabled lessons, enrichment activities, and personal tutor appointments on time.
- **Engage fully in learning**, completing work to the best of their ability and meeting agreed deadlines.
- **Take ownership of their learning** and actively participate in lessons and review processes.
- **Seek help early** when challenges arise, using the support available from tutors, mentors, and wellbeing services.
- **Contribute positively to the College community** by showing respect, kindness, and cooperation in all interactions.
- **Champion equality and inclusion** by:
 - Using inclusive and respectful language;
 - Valuing others' perspectives;
 - Challenging and reporting inappropriate or discriminatory behaviour;
 - Supporting peers and fostering belonging.
 - **Get involved** in wider College life through enrichment, volunteering, and leadership opportunities.
 - **Help maintain a safe and welcoming environment** for everyone.

Students are expected to ...

Be Ready

Arrive on time and prepared with the right materials.

Complete prior reading and homework.

Maintain organised files and notes.

Be Respectful

Listen, participate, and treat everyone with courtesy.

Use appropriate and positive language.

Value others' learning by minimising distractions.

Be Responsible

Take ownership of your learning and your actions.

Keep phones away unless permitted for learning.

Seek help when needed and support others to succeed.

Attendance and Punctuality

Excellent attendance and punctuality underpin success and reflect commitment to learning. We encourage all students to aim for **100% attendance** and to communicate proactively if difficulties arise.

If you are unwell or unable to attend, please ensure your parent/guardian contacts the College (by telephone or portal) as soon as possible.

Routine appointments, such as driving lessons or non-urgent medical visits, should be arranged outside College hours whenever possible.

Where attendance becomes a concern, support will be offered through the **Personal Tutor**, **Lead Tutor**, and **Attendance Team**, focusing on understanding barriers and developing practical solutions.

Expectations for Staff

- Staff will model and promote **positive, respectful, and inclusive behaviour**.
- Staff will **encourage a positive culture** by recognising and celebrating success and progress.
- When students face challenges, staff will **address issues constructively and supportively**, using restorative conversations and early interventions.
- Classrooms and study spaces will display and promote our shared expectations for learning:

Promoting Positive Behaviour

Positive behaviour is recognised, celebrated, and reinforced through a range of systems, including the **Traffic Light system**, **Progress Reviews**, **Tutor recognition**, **Certificates of Achievement**, and other College celebrations.

Staff and students work collaboratively to identify strengths, build confidence, and set goals for continued success.

Staff Responsibilities

Subject Tutors

- Keep accurate and timely registers.
- Monitor attendance patterns closely.
- Promote the importance of full participation and punctuality in every class.

Personal Tutors

- Monitor overall attendance and punctuality of tutees.
- Use one-to-one reviews to identify and address barriers to attendance.
- Encourage students to take ownership of their progress.

General Office

- Log all reported absences and reasons on the College database.
- Ensure accurate coding of absences in registers.

Safeguarding: Children Missing in Education

If a student is absent for a prolonged period and contact cannot be established, the College will follow **local safeguarding procedures** and work with external agencies to ensure the student's safety and wellbeing.

Supporting Students with Behavioural or Engagement Concerns

The vast majority of students demonstrate excellent behaviour, respect, and commitment. Where a student is finding it difficult to meet expectations, the College will adopt a **supportive and restorative approach** to help them re-engage.

This includes:

- Identifying any underlying causes or barriers;
- Collaborating with the student to agree achievable goals;
- Providing clear guidance, structure, and encouragement.

Review System

A student may enter a **Review Process** when persistent concerns arise regarding attendance, engagement, or conduct. This is a supportive measure aimed at reflection and improvement.

Possible reasons include:

- Ongoing attendance or punctuality concerns;
- Consistent failure to meet coursework deadlines;
- Work not reflecting the student's capability;
- Health, wellbeing, or fitness-to-study issues;
- Behaviour that disrupts learning or disrespects others;
- Breach of College policies, including ICT or Equality guidelines.

The process is **restorative and developmental**, not punitive. It provides students with the opportunity to reflect, set goals, and access targeted support.

Possible Supportive Outcomes

While on review, a student may engage in one or more of the following actions to support their success:

- Attendance at targeted support workshops;
- Meetings with Personal or Lead Tutors for goal-setting and mentoring;
- Structured check-ins to monitor progress;
- Directed Study or skill development sessions;
- A **Support Plan** agreed in collaboration with staff and parents/carers;
- Involvement in College-based community contributions;
- Referral to Wellbeing or Counselling services if appropriate.

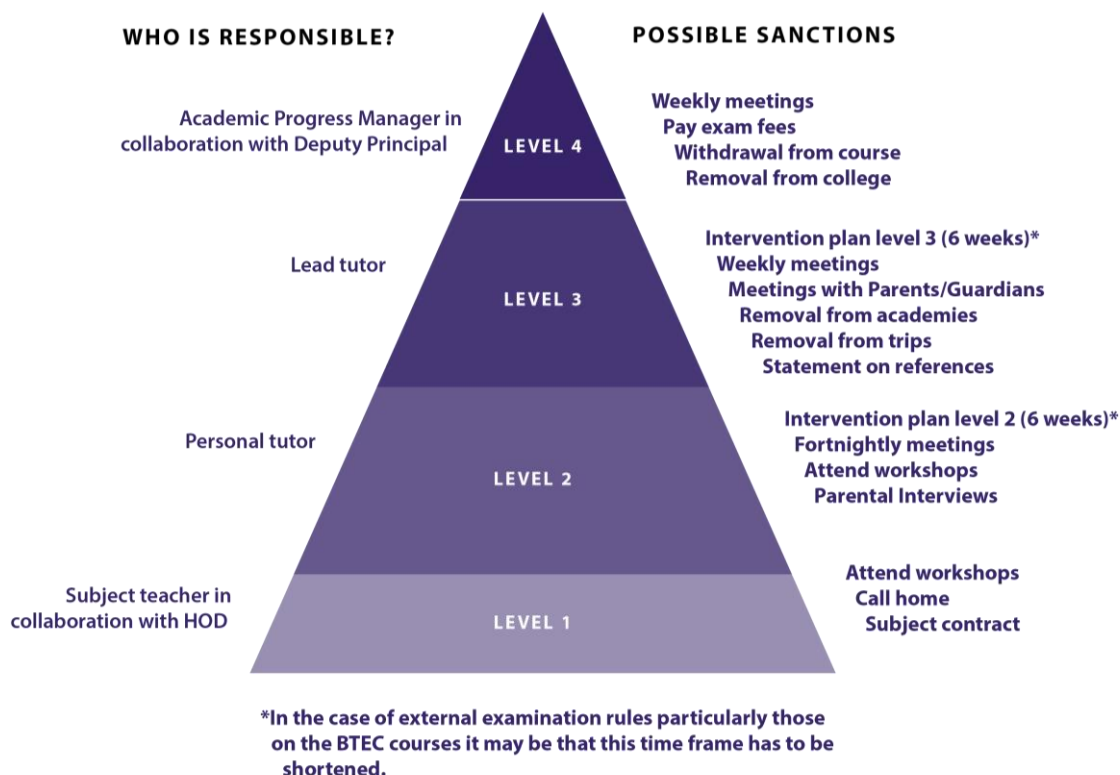
In cases where behaviour or attendance remains a serious concern despite support, the matter may be referred to the **Deputy Principal or Principal**, who will review next steps in line with College policies.

Summary

This policy promotes a **community of mutual respect, shared responsibility, and positive growth**.

By focusing on encouragement, restorative practice, and inclusion, we ensure that every student feels **safe, supported, and empowered to succeed**.

Academic Support and Interventions at Hereford Sixth Form College



The Review System and Support Plans

Stage 1: - Personal Tutor/Teacher/Parent – concerns have arisen and need to improve.

- Involve Safeguarding Team or external agencies if safeguarding/welfare concern.
- Personal Tutor set initial targets/support plan on Student Records Interview and review in a timely manner e.g. attend workshops. Liaise with subject tutors and inform Lead Tutors.
- Contact home if appropriate
- May include: Subject Contract – information collated from Head of Department if subject specific behavioural issues. Forward contract to Personal Tutor.

Stage 2: - No improvements made &/or increasing concern

- Meeting with Lead Tutor and Personal Tutor contact home
- Clear timeline given for improvements (with a review approx. every 4 weeks)

- Involve Safeguarding Team or external agencies if safeguarding/welfare concern
- May bring parents into meeting at this stage
- Clear conditions are set out in the contract terms drawn up and the student must abide by these terms and conditions or their place at College may be at risk
- A copy of the Support Plan is given to the student and sent to the Parent/Guardian of the student and the student's tutors, Lead Tutor, Academic Progress Manager for reference. All staff of students on contract will be kept informed

Stage 3: Review meeting with Lead Tutor and parents

- Student has improved – taking off contract or given extension to show sustained improvement
- If all remedial strategies put in place fail to have the necessary positive effect on student performance and/or behaviour a **final warning Contract** will be initiated with the student.
- The Deputy Principal, alongside the student's Lead Tutor and Academic Progress Manager meets with the Student and will set a final warning action plan. Parents invited in to attend meeting.

Stage 4: Failure to meet the conditions of the final warning action plan will result in the student agreeing to leave College.

Responsibility for a student on a Support Plan lies with the Lead Tutor and collectively with the Vice Principal if a final warning contract has been issued to the student.

A flow chart detailing an overview of the Review and Final Warning System is summarised in Appendix 1.

In situations where student behaviour is deemed to be paramount to misconduct/gross misconduct the student may be suspended or excluded depending on the nature of the incident or matter reported. The College student *Exclusion Policy and Procedure* covers this particular area in detail and what actions are taken with regards to reports of gross misconduct.

Explanation of procedures to students

At the beginning of term all students will be made aware of the expectations around behaviour, being part of a positive culture and the absence procedures and sanctions (contract system, UCAS references, payment of examination fees, ultimately exclusion from the College).

Explanation of procedures to parents

Parents will be made aware of our procedures through the parent handbook and during the information evenings for parents of new students.

Parents will also be reminded, through the parent handbook, of the requirement to phone the College as soon as a student is unwell or has another valid reason for absence.

Parents will be requested to give a daytime contact number.

Other related Policies and Procedures:

- *Acceptable Use Policy*
- *Anti-Bullying and Harassment (Student) Policy & Procedures*
- *Equality, Diversity and Inclusion Policy/Disability Disclosure and Confidentiality Policy*
- *Exclusion Policy and Procedures*
- *eSafety (Learner) Policy & Procedures*
- *Health, Wellbeing and Fitness to Study Protocol*
- *Prevent Strategy*
- *Recording and reporting of achievement Policy and Procedure*
- *Safeguarding & Child Protection Policy & Procedures*
- *Smoking Policy & Procedures*
- *Stop & Search Policy & Procedures*
- *Substance Misuse Policy & Procedures*
- *Trips and Visits Policy & Procedures*
- *Tutorial and reporting Policy and Procedure*
- *Use of Reasonable Force Protocol*
- *Equality Act 2010*
- *Related government guidance Behaviour and discipline in schools – Advice for headteachers and school staff September 2022 DFE*

STAGE 1**Meeting with Personal Tutor/Head of Department**

Personal Tutor set targets on Student Records Interview and reviews in a timely manner

STAGE 2

Student is identified by personal tutors/subject tutors as a
Serious cause for concern and at risk of not reaching their full potential

Lead Tutor Support Plan

Lead Tutor meets with student, parent and issues the student with support plan following Discussion.

Targets and terms of the support plan are agreed with the student. Copy of support plan given to student and sent to:

- Personal tutor
- Subject tutors
- Parents/Guardian

Review indicates **satisfactory progress**

Support Plan success,
Personal Tutor/
Subject Tutor
continues to monitor

Review indicates **unsatisfactory progress**
towards terms and conditions of support plan

Stage 3: Period of Reflection

Review meeting with Lead Tutor, Academic Progress Manager, parents and student (& possibly Personal Tutor)

Prior to meeting, the student will be required to reflect upon progress and behaviour to date. Student to reflect upon reasons as to why they would like to stay in College and write an action plan as to how they will make changes if they are allowed to continue with their studies at HSFC

Lead Tutor to continue to monitor and review student's progress against the agreed Support Plan

Review indicates **satisfactory progress**

Support Plan success, Personal Tutor/Subject Tutor continues to monitor

Review indicates **unsatisfactory progress**
towards terms and conditions of agreed action plan

STAGE 4 - Meeting with the Deputy Principal Lead Tutor & Academic Progress Manager

Held to determine the student's future at the College. Student, Deputy Principal, Lead Tutor and parents present at the meeting. The Student's Action plan to be presented and agreed with Lead Tutors and Deputy Principal.

Copy of action plan and final warning will be issued in writing given to the student and sent to:

- Personal tutor
- Subject tutors
- Parents/Guardian

Outcome:

Satisfactory progress – contract stopped

Unsatisfactory progress- student is asked to leave (Letter with reasons for this decision will be sent to Student, Parents/Guardians. The right to appeal to the Principal will also be included in the letter.)

BASIC STUDENT EXPECTATIONS

TURN UP ON TIME – *Don't miss key skill development and information.*



READY TO LEARN – *prior reading completed and pens, paper and other necessary equipment to hand.*

ORGANISED FILES



SHOW RESPECT AND CONTRIBUTE

PHONES OFF, UNLESS REQUESTED BY STAFF

