



Behaviour Support and Student Disciplinary Policy and Procedure

Document status	
Document owner	Vice Principal – Curriculum and Student Experience
Document author	Director of Personal Development/ Director of Specialist Provision and Support
Document type	Policy and Procedure
Date of document	August 2025
Version number	04
Review requirements	Annual
Date of next review	August 2026
Approval body	Senior Leadership Team
Publication	Staff intranet/website/Student VLE
Code	PO87

Contents

1. Introduction	3
2. Aim	3
3. Scope	3
4. General Principles.....	4
5. Unacceptable Behaviour and Support Responses.....	6
6. Gross Misconduct	7
7. Behaviour Support Contract (Conditional Enrolment).....	8
8. Procedures.....	9
9. Refunds of fees following exclusion	16
10. Re-enrolment following exclusion.....	16
11. Variations and Amendments	16
12. Appeals	18
13. Other Relevant Policies	19
Appendix 1 – Behaviour Support Contract (Conditional Enrolment)	20
Appendix 2: Suspension Letter (parent/guardian).....	24
Appendix 3: Invitation to Stage 2 meeting (student)	25
Appendix 4: Invitation to Stage 2 meeting (parent/guardian).....	26
Appendix 5: Invitation to Stage 3 meeting (student)	27
Appendix 6: Invitation to Stage 3 meeting (parent/guardian)	28

1. Introduction

- 1.1** Wirral Met College (WMC) is committed to an ethos of equality, diversity, inclusion and belonging and strives to support students wherever possible. It wishes to create an environment that is safe and welcoming to all students, staff and stakeholders. It aims to promote a positive culture where students can learn, develop and achieve in a respectful and fair environment. In order to ensure this, we expect students to always behave in an appropriate manner, and to work hard to achieve their goals.

At Wirral Met College, we believe that behaviour concerns should be addressed through a combination of high expectations, early intervention, and where appropriate, restorative and educational strategies. This policy reflects our belief that students grow through guidance, not just sanctions.

2. Aim

- 2.1** The aim of this policy is to promote and support positive behaviour and emotional regulation by:
- Setting clear expectations of conduct aligned to our college values.
 - Offering structured support and intervention when concerns arise.
 - Prioritising restorative approaches and behaviour education for students who show reflection and willingness to change.
 - Retaining clear, fair disciplinary procedures to address persistent, dangerous or anti-social behaviours that impact others.

3. Scope

- 3.1** This policy and procedure relate to all students and apprentices of the College (with the exception of HE students who are subject to the policies of the awarding institution). Throughout this policy, references to Pastoral Coach should be taken to refer to Personal Tutor for students on specialist provision and ESoL programmes, and course tutor or trainer assessor for part-time students/apprentices.
- 3.2** HE students will be subject to the policies and procedures associated with the awarding institution. We will refer any HE student who does not meet the expected standards of behaviour to the relevant university partner.
- 3.3** Pupils from local schools attending transition programmes or taster sessions will be subject to the relevant procedure of their own school.
- 3.4** This policy underpins the requirements of awarding organisations' academic

standards for specific qualifications and cannot be used to vary the standards or decisions of the Awarding Organisation.

4. General Principles

- 4.1** All College staff are expected to challenge inappropriate behaviour. If the inappropriate behaviour persists, this must be raised to the student's Pastoral Coach along with the information about the steps taken to address the behaviour. This should be done through updating ProMonitor ensuring the Pastoral Coach is copied in together with the Head of Department (HoD) and Deputy Head of Department (DHoD) for the student's main vocational area.
- 4.2** Although minor behaviour can be addressed informally, it is recognised that persistent minor behaviour issues can negatively impact not only the student but also the rest of the group. Therefore, it is crucial for staff to follow the established procedures, with the support of the student's Pastoral Coach in guiding the student toward positive behaviour change before any sanctions are considered. The Pastoral Coach, alongside the Course Tutor/Assessor, will engage with the student to understand the underlying issues and develop a tailored approach to support improvement. Their intervention is key in fostering a constructive dialogue, which may be sufficient to resolve the behaviour concerns without the need for further disciplinary action, and will be recorded on ProMonitor or OneFile in the case of apprentices.
- 4.3** In line with our commitment to restorative practice, students who display remorse and a willingness to learn from their behaviour may be offered an educational or restorative intervention. This is designed to support personal development and reintegration rather than default to punitive action. However, behaviour that is threatening, harmful, or shows disregard for college values may still be managed through formal disciplinary action.
- 4.4** Gross Misconduct incidents should be reported directly to the Head of Department (HoD). In most cases these types of incidents would be as a result of actions that have been intended to threaten or harm students or staff. The continuation of persistent minor misbehaviour that is having a negative effect on the group should also be referred to the HoD.
- 4.5** **Suspension** - No formal action will be taken against a student until the circumstances have been investigated. In cases of alleged serious or gross misconduct it may be appropriate to suspend a student from college until an incident has been investigated further (for their own or others' safety or to ensure a fair investigation). The relevant Duty Manager, Site Manager or any HoD or Senior Manager may issue a suspension. If this is the case, the HoD must ensure that parents/guardians are informed if the student is age 16-18. The relevant Director and Director of Personal Development must be informed

if a student is suspended pending investigation.

- 4.6** Any student that is subject to being suspended from their programme of study must be kept up to date with all learning (including Thrive Tutorials), homework, English and maths as defined in the sequenced learning plans, insofar as it is practical to do so.
- 4.7** In all cases where there are persistent concerns about behaviour, consideration must be given as to any possible underlying causes and advice should be sought from colleagues in the Additional Learning Support and/or the Safeguarding team where relevant.
- 4.8** Where it is believed, or where the student states, that their unacceptable behaviour is directly related to their learning difficulty, disability or health condition, and if their college place is at risk, the Fitness to Study Policy must be followed instead of Stage 3 of this policy.
- 4.9** If the student indicates that they are unhappy on their chosen course, they should be supported to look at possible alternatives. If there are other underlying issues, appropriate support should be provided as necessary (e.g. via referral to Pastoral Coach/Mental Health & Wellbeing Team).
- 4.10** If there are any concerns that a student may be at risk of significant harm, e.g. abuse, neglect, radicalisation, exploitation etc, the matter must be referred immediately to the Safeguarding team in accordance with the Safeguarding of Children and Adults at Risk Policy.
- 4.11** At every stage, a student has the right to be advised of the reason for any formal meeting, to hear any evidence, and to state their case.
- 4.12** If a student fails to attend a formal meeting, the meeting can take place and a decision can be made in their absence.
- 4.13** If the student is 16-18 **or** considered to be vulnerable, they have the right to have a parent/guardian accompany them to any formal meeting. In the absence of a parent or guardian a member of the support services or Student Representative, if deemed appropriate, may accompany the student to offer support.
- 4.14** Although the college is only responsible for addressing behaviour that takes place within college time (either on-site or during off-site college activities), the college reserves the right to use this procedure to address behaviour that takes place outside of college time where this behaviour may have a significant detrimental effect on other students, staff or the reputation of the college.
- 4.15** Any warnings issued will be considered 'expired' after the following periods of time:

- Verbal warning – 1 full term
- Written warning – 1 calendar year
- Final written warning – 2 calendar years

4.16 At every stage of the process the over-riding goal is to try and get the student back on the right track so that they can remain at the college and be successful.

4.17 Monitoring and oversight will take place at SLT Meetings and Progress Boards

5. Unacceptable Behaviour and Support Responses

5.1 Shared Responsibility for Behaviour - Addressing low-level disruption and behaviours that fall below our expected standards is the shared responsibility of all staff. Every adult in the college plays a vital role in reinforcing our expectations and modelling respectful, professional conduct. Prompt, consistent responses to minor issues help prevent escalation and support a positive learning environment. While not all staff will know every student by name, any member of staff can calmly challenge behaviour that doesn't meet expectations, reinforce college standards, and report the concern through the appropriate channel. Creating a positive learning environment depends on a whole-college approach.

Staff are encouraged to:

- Address issues calmly and clearly in the moment.
- Reiterate college expectations using restorative language.
- Inform curriculum leads or pastoral staff if patterns emerge.
- Creating a strong culture of conduct and care requires a united, whole-college approach.

5.2 The following are examples of behaviours that may be subject to intervention. Wherever possible, Wirral Met College will explore a behaviour support or restorative response for first incidents, where the student shows accountability. Where this is not possible or the behaviour is serious, formal sanctions may apply.

- any breach of the responsibilities of students outlined in the 'Learning Agreement' and any breach of health and safety or other procedures of the College, as outlined at Induction and in the College Handbook
- bullying (including cyber bullying), intimidation, taunting, verbal abuse.
- any failure to follow the reasonable instructions of a member of

staff.

- deliberately or by gross negligence causing damage to any College buildings, equipment, books or furnishings or any property of others.
- any misuse of substances as defined by the Substance Misuse Policy
- any interference with hardware, software or data belonging to or used by the College or other students which contravenes the Student ICT Usage Policy agreed at Induction.
- any breach of the college Smoking and E-Cigarette/Vaping Policy.
- any cheating, plagiarism, copying of the work of other students, or other breach of the Academic Malpractice Policy.
- inappropriate access to web material deemed unsuitable.
- inappropriate use of college e-mail.
- any unduly noisy or unruly behaviour or the use of foul or abusive language.
- disrupting any class or any other College activity, whether involving staff or other students or not.
- any behaviour which is socially or sexually offensive.
- any behaviour, whether within or outside of college, which could bring the College into disrepute; (e.g. posting inappropriate messages on social media about staff or other students, committing a criminal offence).

6. Gross Misconduct

6.1 Serious incidents that pose a risk to others, involve aggression, or bring the college into disrepute will bypass earlier support stages. However, restorative opportunities may still be explored after exclusion, where appropriate, as part of a future re-engagement process.

6.2 Any allegation of gross misconduct will result in an investigation at Stage 3 of this procedure, irrespective of whether the student has been subject to earlier stages of the procedure (except in cases where stage 3 of the Fitness to Study process is more appropriate). The following are examples of gross misconduct:

- theft of any kind.
- threatening behaviour or assault.
- any behaviour which is racist, sexist, or discriminatory against others on grounds of their disability, religion or belief, sexual orientation, transgender identity, age, pregnancy/maternity or

marital status.

- bullying or harassment including cyber bullying.
- deliberate damage to property (College and personal property).
- endangering the health and safety of others.
- any potentially criminal activities affecting the College or other students.
- possession and/or use of alcohol.
- possession and/or use of illegal substances.
- cheating, plagiarism, forgery and gambling.
- breaching a suspension.

This is not an exhaustive list, and each incident will be reviewed individually.

7. Behaviour Support Contract (Conditional Enrolment)

- 7.1** The Behaviour Support Contract is a structured intervention for returning students with previous conduct concerns. It supports a fresh start, with clear expectations, embedded pastoral support, and where relevant, restorative or educational activities to promote reflection and change.
- 7.2** Students who have progressed internally and whose conduct was a concern in the previous year, may be placed on a Behaviour Support contract as part of the enrolment/ induction period (see Appendix 1). Students must be made aware of this prior to the start of their course so that they understand that failure to improve may result in being immediately withdrawn.
- 7.3** The conditional contract will set out the expectations for the particular course the student has chosen. It will cover the whole of the study programme (Including English and maths).
- 7.4** The Pastoral Coach must collaborate with the Additional Learning Support team to determine if there are any welfare or support needs that should be considered before issuing a conditional contract, and seek guidance as needed.
- 7.5** The Pastoral Coach and HoD or DHoD will meet with the student, and with the parent/guardian if the student is aged 16-18 or considered vulnerable, to discuss the concerns being raised. During this meeting, they will establish a set of realistic targets to ensure the student clearly understands the expectations required from them. These targets will be documented in a

conditional contract, which must be signed by the relevant Director and saved to ProMonitor. A copy of the conditional contract should be provided to the student and their parent/guardian.

- 7.6** The conditional contract will last for a maximum period of 4 weeks.
- 7.7** The targets will be monitored by the Pastoral Coach during this time. Interim meetings with the student, Pastoral Coach and/or HoD may be held at any time throughout the monitoring period (typically at weeks 2 and 4 of the course)
- 7.8** Relevant support services within the college should be involved in the process, where applicable, to maximise the student's chances of success.
- 7.9** If the student does not achieve the behaviour targets agreed in the contract, a meeting will be called with the HoD and the student to discuss withdrawal and make recommendations for the next steps. Parents/carers of 16-18 students and vulnerable adults will also be invited to attend. If the student has ALS needs, the relevant ALS tutor will be invited to attend, and if the student is a High-Level Safeguarding student (Care Experienced, Child Protection, Child in Need) the Safeguarding Manager will be invited.
- 7.10** If it is believed, or where the student states, that their failure to achieve the targets is directly related to their learning difficulty, disability or health condition, and if their college place is at risk, the Fitness to Study Policy must be followed.
- 7.11** If the student has an EHCP and does not achieve the targets agreed in their contract, the ALS team must be contacted so that an emergency EHCP review can be arranged with the Local Authority.
- 7.12** Where it has not been possible to meet with the student due to non-attendance a copy of the conditional contract will be sent to the student and their parent/guardian where appropriate. The student will be offered a guidance interview and if no alternative course is available or appropriate then the student will be withdrawn.

8. Procedures

- 8.1** The procedure for addressing cases of student misconduct or failure to meet required standards is the direct responsibility of the Principal, but the operation of the procedure is delegated to the Senior Leadership Team, HoDs, Deputy HoDs, Pastoral Coaches, Subject Tutors, Course Tutors, and Trainer Assessors.

- 8.2** The starting point for action will depend on the seriousness of the concern. Most minor behaviour issues can be resolved at Stage 1 or Stage 2 of the Procedure. Stage 3 will be used when Stages 1 or 2 have been unsuccessful, or when it is deemed that gross misconduct has occurred.

8.3 Stage 1: Support and Restoration

- The Pastoral Coach meets with the student to discuss the cause for concern
- If the student has ALS needs, the relevant ALS Tutor must be informed to provide any input/advice that may be needed
- If the student has an EHCP or is similarly vulnerable, they should be given the opportunity to be accompanied by a parent/guardian or a member of college support staff.
- If the student is classified as High-Level Safeguarding (Care Experienced, Child Protection, Child in Need), the Safeguarding Manager must be informed to ensure any necessary support is provided, and to share any background information that may be relevant
- They discuss any possible underlying issues and consider whether referral to internal support services is needed.
- Where appropriate, learners may complete a reflective or educational activity (e.g., exploring respectful communication, impact of substance misuse, or empathy building). This will be agreed with their Pastoral Coach and recorded on ProMonitor.
- Record is created in My Meetings on ProMonitor (Meeting type – ‘Stage 1 Verbal Warning’)
- Actions and targets are agreed that will get the student back on track, and recorded in the relevant sections of the meeting record
- Student is given a clear verbal warning that a failure to achieve the targets being set will result in moving to a formal meeting with the HoD at stage 2, and could eventually result in being removed from the course
- Actions and targets reviewed after an agreed timescale, typically 2 weeks although this may vary according to circumstance
- Failure to achieve the targets will usually result in escalation to Stage 2 (with option for a further review if the student is clearly making some progress and needs a little longer)
- If a student is under 18, then contact will be made with parents/carers

to notify them of the Stage 1 warning

8.4 Stage 2: Formal Review & Behaviour Agreement

- This stage is for students who have failed to meet the targets set at stage 1, or for more serious concerns
- Suspension may be necessary to allow an investigation of the facts to proceed (e.g. to interview witnesses)
- The Stage 2 Meeting will be chaired by the HoD, with the Pastoral Coach presenting concerns and evidence
- Wherever possible, the Stage 2 Meeting will take place within 7 working days of the concern being raised/the student being suspended
- If age 16-18 or a vulnerable adult, a parent/guardian/carer must be invited to attend.
- If the student has ALS needs, the relevant ALS Tutor must be informed, and must attend if the behaviour issue is related to the student's additional needs
- If the student is classified as High-Level Safeguarding (Care Experienced, Child Protection, Child in Need), the Safeguarding Manager must be informed ensure any necessary support is provided, and to share any background information that may be relevant
- The student will be given the opportunity to discuss any possible underlying issues (e.g. not enjoying course; commitments outside of college; personal problems)
- Possible outcomes are:
 - No action required
 - A Written Warning is issued, and targets to improve are agreed and recorded on the ILP.
- If the student shows insight and responsibility, a restorative conversation or formal apology may be encouraged. A Behaviour Reflection Task may also be issued, designed to support understanding of the behaviour's impact and alternative actions.
- Student may be referred to relevant student support services if appropriate (Additional Learning Support; Mental Health & Wellbeing support), or to Student Advisers if the student wishes to look at alternative programmes of study
- Record is created in My Meetings on ProMonitor (Meeting type 'Disciplinary Stage 2 – First Written Warning')

- Actions and targets are agreed that will get the student back on track, and recorded in the relevant sections of the meeting record
- Actions and targets reviewed after an agreed timescale, typically 2 weeks although this may vary according to circumstance
- Failure to achieve the targets will usually result in escalation to Stage 3 (with option for a further review if the student is clearly making progress and needs a little longer)

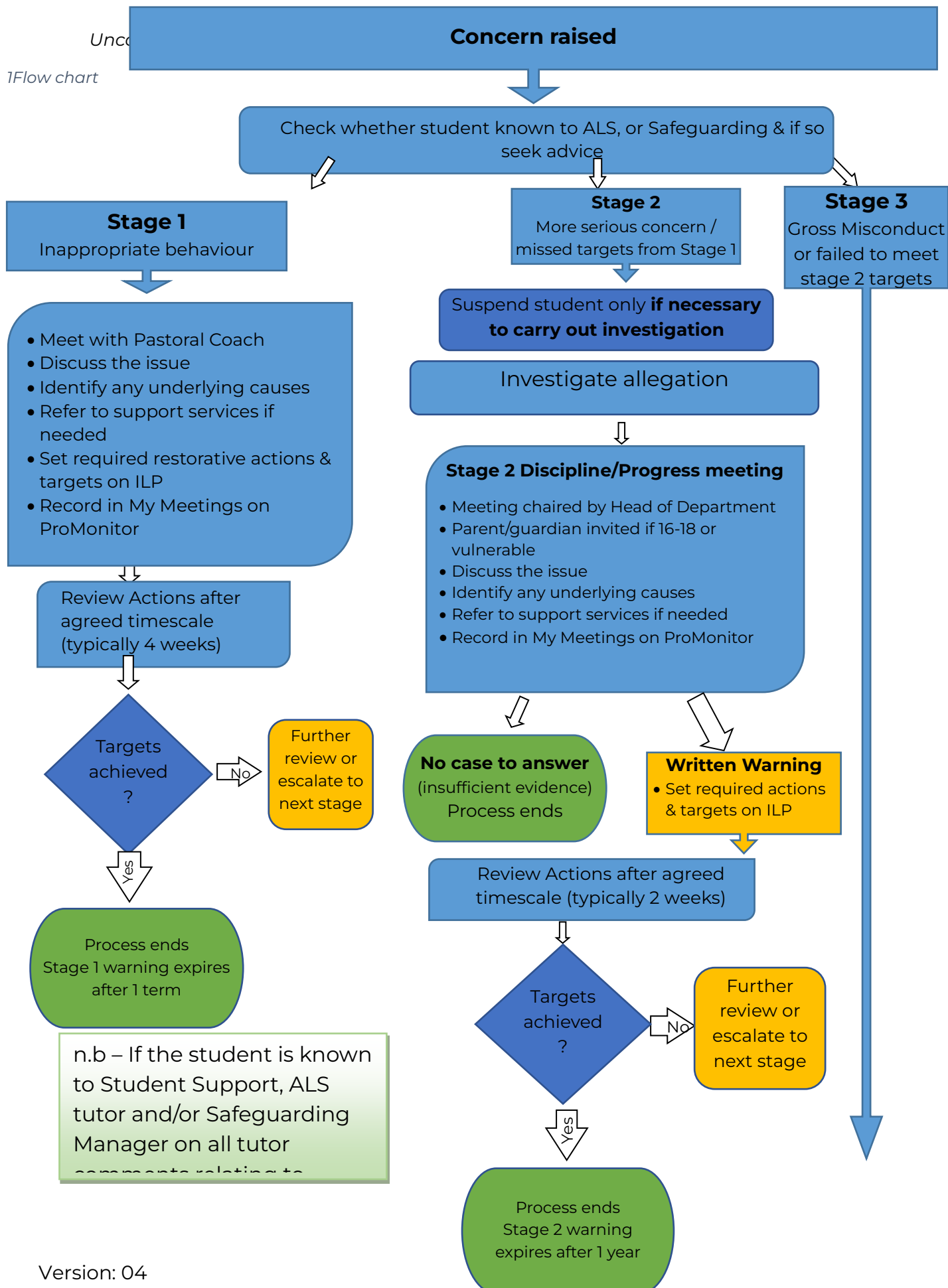
8.5 Stage 3: Serious Breach – Investigation & Outcome

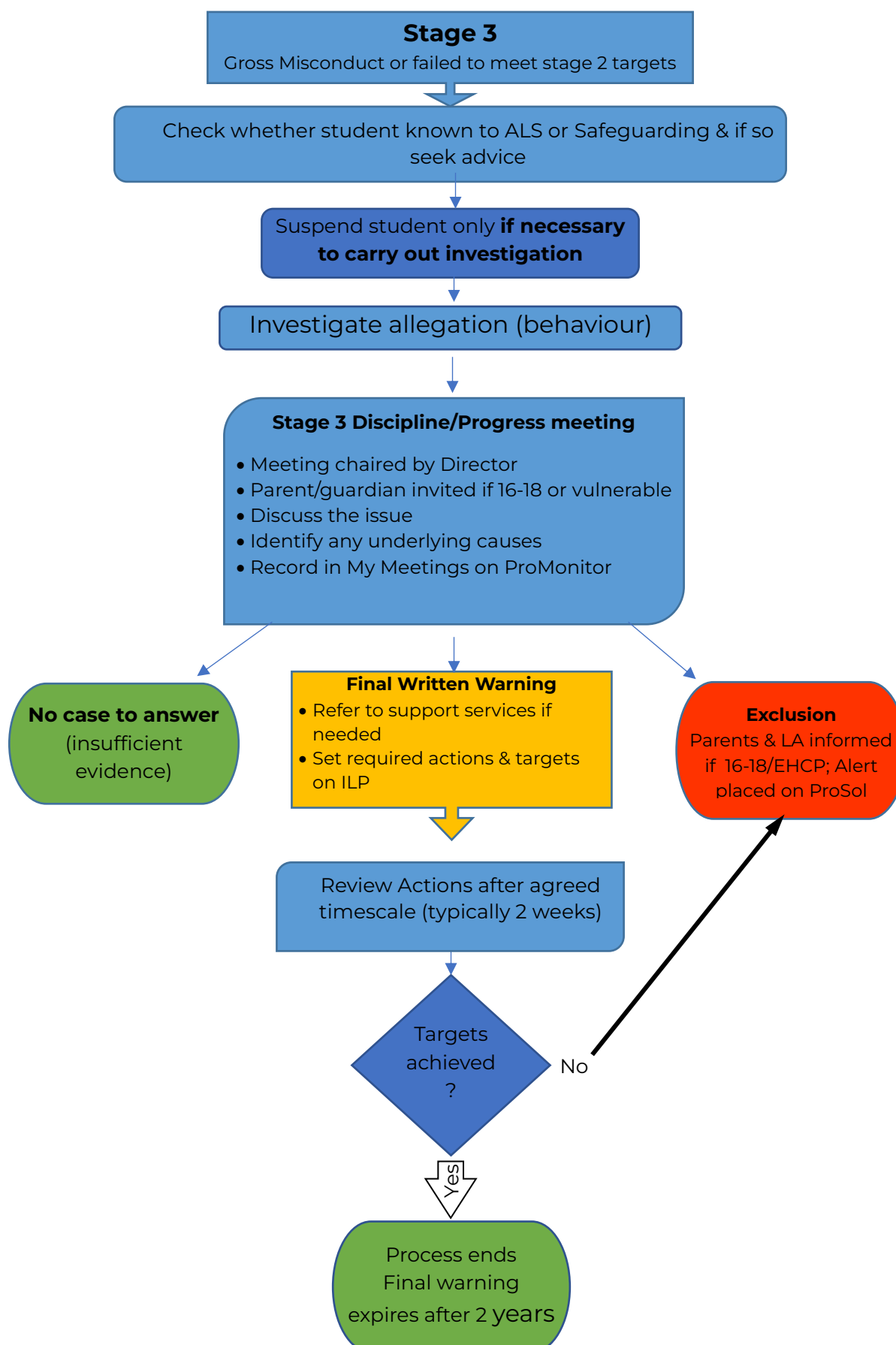
- This stage is for cases of alleged gross misconduct, or for students who have failed to achieve the targets set at Stage 2
- Suspension may be necessary to allow an investigation of the facts to proceed (e.g. to interview witnesses)
- The Stage 3 Meeting will be chaired by a Director, with the HoD presenting concerns and evidence
- Wherever possible, the Stage 3 Meeting will take place within 7 working days of the concern being raised/the student being suspended
- If age 16-18 or a vulnerable adult, a parent/guardian/carer must be invited to attend.
- If the student is classified as High-Level Safeguarding (Care Experienced, Child Protection, or Child in Need), the Safeguarding Manager must be informed so they can provide any necessary input and support
- If it is believed, or where the student states, that their alleged misconduct is directly related to their learning difficulty, disability or health condition, the Fitness to Study Policy must be followed **instead** of a Stage 3 Disciplinary
- If the student has an EHCP, but the misconduct is unrelated to the student's additional needs, the Stage 3 Meeting can go ahead but the ALS team must be informed so that they can consult with the Local Authority **in advance** of any decision to exclude.
- The student will be given the opportunity to discuss any possible underlying issues (e.g. not enjoying course; commitments outside of college; personal problems)
- Possible outcomes are:
 - No action required
 - A Final Written Warning is issued, and a structured restorative

- o reintegration plan is agreed and recorded on the ILP.
 - o Exclusion.
- Record is created in My Meetings on ProMonitor (Meeting type 'Disciplinary Stage 3 – Final Written Warning' or 'Disciplinary Stage 3 – Exclusion' as appropriate)
 - If the outcome is not exclusion, the student may be referred to relevant student support services if appropriate (Additional Learning Support; Mental Health & Wellbeing support), or to Student Advisers if the student wishes to look at alternative programmes of study
 - If a student age 16-18 or with an Education Health and Care Plan is excluded, the relevant Local Authority must be informed.
 - If Actions and Targets are set, these will be reviewed after an agreed timescale (typically 2 weeks)
 - Failure to achieve the targets will result in another Stage 3 meeting, with a likely outcome of Exclusion
 - If a student is excluded, the Director who has taken the decision must contact MIS and request for an alert to be placed on that student's record indicating that the student has been excluded and must not be re-enrolled without the permission of a Vice Principal.

(If the relevant HoD or Director is not available, another HoD or Director can act in their place)

n.b. – ALL staff will challenge inappropriate behaviour and reinforce standards with students, and record on Tutor Comments in





9. Refunds of fees following exclusion

- 9.1** If a student is excluded from a programme for which they have paid fees, please refer to the relevant policy on fee payment (HE or FE) for details.

10. Re-enrolment following exclusion

- 10.1** Students who are excluded are not permitted to re-enrol at the College on any learning programme without express permission from the Vice Principal. Such permission will be granted if the student can make a convincing case that their behaviour in the future will comply with college expectations and that they are ready and prepared for learning (for example by providing references from an employer, probation officer, other learning provider etc). It is likely the student will be placed on a Conditional Contract.

11. Variations and Amendments

- 11.1 People with English literacy difficulties:** At every stage of this process, all staff must be conscious of the needs of students (and families) who may be disadvantaged by a process which relies on written communication and formal interviews. Staff must consider their individual needs and adapt the process, with advice from the Additional Learning Support team, in order to ensure that they are treated fairly and equitably.

This may include:

- adapting the language in any written communication;
- providing additional advice to ensure that the student understands every stage of the process.
- providing interpretation services at any meetings
- considering the student's ability to understand the Student Charter and the degree to which the student has been supported to understand and follow it.

- 11.2 Students age 16-18, or vulnerable students with Education, Health & Care Plans:** Wherever practicable, a parent or guardian will be invited to attend stage 2 and 3 meetings, unless in the view of the member of staff conducting the meeting, such attendance would be prejudicial to a fair and effective process. If the student is given a formal written warning or is excluded or suspended, a parent or guardian will be informed in writing

wherever practicable. All disciplinary meetings concerning vulnerable students, and students with EHCPs will be in agreement with the Director of Specialist Provision and Support

- 11.3 Sponsored students:** where a student is being sponsored at the College by an employer and is subject to stage 2 or 3 of these procedures, the employer will be informed where practicable.
- 11.4 High Level Safeguarding Students (Care Experienced, Child Protection or Child in Need):** The Safeguarding Manager and/or Director of Specialist Provision and Support must be informed if any such student is subject to these procedures, so that any relevant external support services can be involved
- 11.5 Criminal Offences:** Where any member of staff has reason to believe that a student may have committed a criminal offence, the College may refer the matter to the police and may continue action under this procedure or suspend the student pending outcome with the police. The College reserves the right to recommence action under these procedures once any criminal proceedings are known. In cases of alleged gross misconduct where a police investigation is taking, or expected to take, a protracted length of time the College will need to consider whether it is practicable for the student to continue their studies while suspended. If impractical, the college reserves the right to withdraw the student from their studies without prejudice. In such cases, should the criminal case be dropped, the student would not be prevented from returning to the college in the future. Due to their unique and rare nature, such situations will be decided on a case-by-case basis by the Vice Principal.
- 11.6 Amendments:** It may be necessary to change some procedural aspects of this policy. The College may make such changes as it sees fit subject to informing the student concerned and subject to consideration of fairness. Without limitation, such changes may include meetings or appeals being conducted by different persons where necessary. The College may amend this policy from time to time.
- 11.7 Trauma experienced students:** While the intention of this policy is to support students to achieve their goals, it is acknowledged that our students have a wide variety of experiences, and many have experienced trauma. As such, the college reserves the right to vary its application of this policy on an individual basis to take account of students' individual needs and circumstances. Any decisions taken in the application of this policy should take account of students' individual history of trauma where applicable.

12. Appeals

- 12.1** Students who wish to make an appeal must do so by writing to the Vice Principal Curriculum, within five working days from the outcome of the meeting.
- 12.2** Any appeal must state the grounds for appeal. Appeals may only be made on one or more of the following grounds:
- The action taken is too severe for the concern in question
 - The student is not guilty of the behaviour of which they are accused
 - This policy has not been correctly followed
- 12.3** Upon receipt of an appeal, the Vice Principal Curriculum will consider the points raised by the appellant and examine the relevant records, to consider whether there are sufficient grounds for an appeal hearing. If there are sufficient grounds, an appeal hearing will be held within 10 working days of receipt of the written appeal wherever possible. If there are no grounds for appeal, the appellant will be informed of this in writing and this decision will be final.
- 12.4** Appeals hearings against Stage 1 and 2 decisions will be held by a relevant Director. Appeal hearings against Stage 3 decisions will be held by a Vice Principal.
- 12.5** An appeal hearing will be arranged which will follow the same format as a disciplinary hearing as detailed above, save that the student will start the hearing by explaining the grounds for their appeal.
- 12.6** The final decision of the appeal chair will be communicated in writing to the student and parent/guardian within 2 working days of the hearing. The decision will be final.
- 12.7** Possible outcomes of an appeal are:
- Decision upheld
 - Decision amended (e.g. to a less severe course of action)
 - Decision overturned (i.e. no action to be taken against the student)
- 12.8** If the student feels they have been treated unfairly by the Appeals Procedure, they have the right to contact the Department for Education

suing the DfE website.

13. Other Relevant Policies

13.1 In applying this policy, due regard must be given to the following policies where applicable

- Student Performance Policy
- Fitness to Study Policy
- College Charter
- Equality, Diversity and Inclusion Policy
- Substance Misuse Policy
- Health and Safety Policy
- Smoking and E-Cigarette/Vaping Policy
- Student Anti-Bullying Policy
- Comments, Compliments and Complaints Procedure
- Safeguarding and Protection of Children and Adults at Risk Policy & Procedure
- Further Education Fees Policy
- Higher Education Fees Policy

Appendix 1 – Behaviour Support Contract (Conditional Enrolment)



Behaviour Support Contract (Conditional Enrolment) for _____ **(Student Name)**

Student Reference Number _____ **Date of Birth** _____

Course _____

Reason for conditional enrolment contract

As a condition for enrolment at Wirral Met College I agree to conditional status for the first 4 weeks of term. If I do not meet the conditions set out below, I may be withdrawn from the course.

At the conclusion of the conditional period, a review meeting will be held with my Pastoral Coach and parents/guardians (if appropriate) to discuss my progress.

During the conditional period I will:

- a. always comply with the college behaviour expectations
- b. achieve appropriate academic progress (participate in class, hand in assignments to deadlines, seek help when needed etc.)
- c. follow policies and guidelines as stated in the college handbook
- d. attend college 100%* of time including maths & English requirement and be on time for all lessons

Uncontrolled document when printed, refer to staff intranet for current version

e. meet any additional objectives as set in my Individual Learning Plan (ILP)

f. attend review meetings as detailed below

Review Meeting 1- Your Pastoral Coach will meet with you at week 2 to review your progress.

Review Meeting 2 – Your Pastoral Coach will advise you of one of the following outcomes:

1. the Conditional period has been successfully achieved
2. the Conditional time period will be extended for 1 week
3. you will be withdrawn from Wirral Met College as the conditions have not been achieved

I have read and agree to the conditions outlined in this contract.

	Signature	Date Signed
Student		
Parent/ Guardian		
Pastoral Coach/ Tutor/Trainer Assessor		
Director (this has to be agreed at enrolment)		

*exceptions will be made for genuine, verified sickness e.g. with a doctor's note

Agreed date for review meeting 1 (Week 2)		
Actions agreed:		
Agreed date for review meeting 2 (Week 4)		
Actions agreed:		
		Tick as appropriate
The conditional period has been successfully achieved		
Conditional period will be extended (attach details of date and conditions)		
Student to be withdrawn from Wirral Met College as the conditions have not been met (attach details) Director Approval		
Comments from Pastoral Coach:		

Signed: Date:

Comments from student:

Signed: Date:

Copy for Student, Copy for Parent/Guardian, Copy for Head of Department



Appendix 2: Suspension Letter (parent/guardian)

Date

Dear

I am writing to inform you that ****student's name**** has been suspended from college until further notice pending an investigation into an allegation of ****bullying, physical assault, etc****.

Until this matter is resolved, ****student's name**** is not allowed to attend any college site, for any purpose unless invited to attend any investigation meeting. Following the investigation, ****student's name**** will be invited to attend a formal meeting under the Behaviour Support and Student Disciplinary Policy, and you will be invited to accompany them

Breaching the suspension is regarded as a further serious breach of the disciplinary code and subject to further disciplinary action.

Yours sincerely

Name

Job title



Appendix 3: Invitation to Stage 2 meeting (student)

Dear

In line with the College's Behaviour Support and Student Discipline Policy (available on request), I am writing to inform you that a Stage 2 meeting has been arranged to discuss the following concerns about your behaviour **(delete as applicable)**:

(insert) e.g. allegation of misconduct etc.

Please ensure you attend this meeting. Failure to attend will be considered a further cause for concern, and the meeting may be held in your absence.

If you are age 16-18, your parent/guardian will be invited to attend.

Please report to:

Date:

Time:

Room:

Yours sincerely

Head of Department



Appendix 4: Invitation to Stage 2 meeting (parent/guardian)

Dear Parent/Guardian

In line with the College's Behaviour Support & Student Discipline Policy (available on request), I am writing to inform you that a Stage 2 meeting has been arranged for (student name).

This has been arranged to discuss the following concerns about their behaviour/progress **(delete as applicable)**:

(insert) e.g. allegation of misconduct etc.

We hope that you can attend the meeting. This will be chaired by the Head of Department where there will be an opportunity to discuss the issues raised. If you can attend, please report to reception at the following time:

Date:

Time:

If you are unable to attend, you will be informed of the outcome of the meeting.

Yours faithfully

Head of Department



Appendix 5: Invitation to Stage 3 meeting (student)

Dear

In line with the College's Behaviour Support and Student Discipline Policy (available on request), I am writing to inform you that a Stage 3 meeting has been arranged with the Director of XXX to discuss the following concerns about your behaviour/progress **(delete as applicable)**:

(insert) e.g. allegation of misconduct etc.

It is essential you attend this meeting, as possible outcomes include a Final Written Warning, or Exclusion from the college. Failure to attend will be considered a further cause for concern, and the meeting may be held in your absence.

If you are age 16-18, your parent/guardian will be invited to attend.

Please report to:

Date:

Time:

Room:

Yours sincerely

Head of Department



Appendix 6: Invitation to Stage 3 meeting (parent/guardian)

Dear Parent/Guardian

In line with the College's Behaviour Support and Student Discipline Policy (available on request), I am writing to inform you that a Stage 3 meeting has been arranged for (student name).

This has been arranged to discuss the following concerns about their behaviour/progress **(delete as applicable)**:

(insert) e.g. allegation of misconduct etc.

We hope that you can attend the meeting. This will be chaired by the Director of XXX where there will be an opportunity to discuss the issues raised. Please be aware that possible outcomes of this meeting include the issuing of a Final Written Warning, or potentially Exclusion from the college.

If you can attend, please report to reception at the following time:

Date:

Time:

If you are unable to attend, you will be informed of the outcome of the meeting.

Yours faithfully

Head of Department