



Student Support Policy and Procedure

'A relational approach to
understanding behaviour - Ready,
Respect, and Safe'

DEPARTMENT	STUDENT WELLBEING
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1. Introduction

- 1.1 Walsall College is committed to our agenda of 'Every Student Matters', developing students' character and supporting them to positively contribute to society.
- 1.2 We are dedicated to providing an environment where behaviour is at the heart of productive learning. All students and staff are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- 1.3 In order for students to be successful at Walsall College, they need to feel safe and valued. Every Student Matters includes developing their confidence and resilience, so students can keep themselves mentally healthy - especially for those who have experienced adverse childhood experiences, multiple relational loss, abuse, and trauma.

2. Purpose

- 2.1 The purpose of the policy is:
 - to promote a culture of excellent behaviour through relational practice;
 - to understand the feeling and need that often drives behaviour;
 - to understand that student behaviour cannot be fully understood in isolation, without considering their individual differences;
 - to provide high levels of support, as well as high levels of challenge, when addressing undesirable behaviours that hold back a student's readiness to learn.

3. Scope

- 3.1 This Student Support Policy ensures that everyone is treated fairly and with respect. Throughout the policy, where 'students' are referred to, this includes all provision types including those on our apprenticeship programmes. It may be the case the employers or those who oversee industry placements in the workplace share concerns regarding behaviours and attitudes, which will also fall in scope of this policy.
- 3.2 This policy will see both staff and students working together, to create an environment that is positive and inclusive for all. This policy is underpinned by our **Ready Respect Safe Agreement**, that all students will become familiar with whilst on their journey at Walsall College.

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3.3 Please read this policy alongside the ones referenced below:

- Reasonable Adjustments
 - **Reasonable Adjustment Policy**
- Attendance and Punctuality
 - **Attendance and Punctuality Policy**
- Safeguarding concerns
 - **Child Protection Safeguarding Policy and Procedure**
 - **Adult Safeguarding Policy and Procedure**
- Bursary decisions
 - **Bursary Policy**

4. Responsibility

4.1 The overall responsibility for this procedure lies with the Head of Student Wellbeing, Inclusion, and Safeguarding.

4.2 Operational responsibility lies with the Directors of Faculty.

4.3 All staff have a responsibility and, in some cases, a legal duty to act on concerns regarding student safety, behaviour, or conduct in line with the 'Ready Respect Safe' expectations and safeguarding procedures.

5. Policy

5.1 The aims of this policy are:

- to promote a culture of mutual respect, tolerance, democracy, individual liberty, and shared expectations consistent with British Values;
- to set out clearly defined expectations which are defined in the 'Ready Respect Safe' agreement, to promote a secure learning environment for all members of the College community;
- for all staff and students to model and positively reinforce excellent behaviour, instilling an environment that is welcoming, supportive, and friendly;
- to clearly map the consequences of undesirable behaviour, with an understanding of environmental factors that negatively impact our students lives;
- to explore the factors that underpin behaviour, viewing these as potential vulnerabilities that may require internal or external agency support;

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- 5.2 This policy is for **all students** (including those on apprenticeship programmes) at Walsall College and will be applied equitably: that means not every student will be treated the same. Our approach is fair and will acknowledge, as well as consider, the different support needs and experiences of every student.
- 5.3 The Student Support Policy sets out the processes for addressing undesirable behaviour whilst on College campus or when associated with the College. This is a graduated approach with different layers of support, in an attempt to understand the feeling and needs that often drives behaviours.
- 5.4 It is essential that students have a strong sense of belonging and connectedness to the people and the place. This will be achieved through the varying support methods that are in place at Walsall College.
- 5.5 Our 'Ready Respect Safe' expectations (5.8) are shared with all students. The 'Ready Respect Safe' agreement is signed during induction and we bring these expectations alive throughout the year. We believe that this is best achieved through working with our students to develop a clearer idea of what is needed from them, in order to promote a calm, positive, and inclusive environment.
- 5.6 Relationships are at the core of what we do here and we understand that students benefit from clear expectations.

Expectations and standards of behaviour

- 5.7 Through our commitment to developing students as Walsall College Graduates, all students are expected to demonstrate behaviours and attitudes which fosters a culture where every member of the community feels valued, accepted, and is able to be the best version of themselves.
- 5.8 The following outlines the 'Ready Respect Safe' expectations for student behaviour and attitudes:

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**READY
RESPECT
SAFE**

**IT STARTS
WITH YOU.**

Take pride in being a student at Walsall College and adhere to the 'Ready, Respect, Safe' agreement at all times

 Walsall College



**READY
RESPECT
SAFE**

**IT STARTS
WITH YOU.**

HOW HAVE YOU
PREPARED TODAY TO
BE **READY** TO LEARN?

 Walsall College

Ready

- Attend ALL timetabled classes
- Turn up on time
- Have ALL necessary equipment with you
- Have a positive attitude to learning
- For online learning be prepared to log in with a camera and microphone
- Complete classwork and homework to the highest standard
- Complete all examinations and assessments
- Only take water into classrooms and workshops
- Submit work within agreed deadlines
- Make sure all of your work is your own
- Make the most of enrichment and work experience opportunities
- Take pride in your learning
- Be ready to contribute and have your say

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READY
RESPECT
SAFE

IT STARTS WITH YOU.
HOW HAVE YOU SHOWN **RESPECT** TODAY?

 Walsall College

Respect

- Do not use mobile phones in lesson, unless directed by your tutor
- Use positive language
- Respect others and your environment
- Behave in a way that does not offend others
- Keep the College environment litter free and tidy
- Promote British values;
 - Democracy
 - Rule of Law
 - Respect and Tolerance
 - Individual Liberty.
- Take pride in others

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READY
RESPECT
SAFE

IT STARTS
WITH YOU.

WHAT HAVE YOU
DONE TODAY TO
KEEP YOURSELF
AND OTHERS SAFE?

 Walsall College

Safe

- **Wear your student ID pass at all times**
- **Be safe and keep others safe**
- **Stand up in corridors**
- **Understand Prevent duty**
- **Adhere to the College's IT Acceptable Use Agreement**
- **Follow Health and Safety rules and regulations at all times**
- **Take pride in yourself**

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6. Procedure

6.1 We recognise that there are variety of factors that impact upon how students feel, and therefore how well they are able to engage in their learning. Our ethos is that we will praise our students when things are going well and support them when things are not going so well.

Taking action when expectations are not being met

6.2 We believe that any actions taken by the College to address behavioural issues must be supportive. A 'relational approach' is a way of interacting or communicating with others that embodies core values such as respect, inclusivity, honesty, compassion, co-operation and humility. Active listening and courtesy are needed to maintain and build good relationships.

6.3 Key premises of understanding behaviour through a relational lens:

- **Relationships come first** to create a positive culture of connection, inclusion, and respect.
- **Every behaviour is a form of communication**, there is a feeling or need that drives behaviour and must be viewed in the context of relationships, rather than an internal problem.
- **A non-judgmental, curious, and empathic approach** means we can focus on the feeling or need that drives behaviour, not the behaviour itself. This does not mean condoning undesirable behaviours or having no consequences.

- **Not all behaviours are a ‘choice’** a positive choice is made in a calm, thoughtful, and an emotionally regulated manner. Poor choices that display undesirable behaviours are often made from emotionally dysregulated state.
- **Maintain clear boundaries and expectations** with structures, routine, and consistency to create a climate of safety and care.

6.4 Upon entry to Walsall College, every student will have access to the same educational provision:

- high-quality teaching and learning;
- consistent staff who demonstrate botheredness;
- recognition through praise and feedback;
- careers advice, work experience and industry placements;
- access to sexual health advice;
- Personal Development delivered through a tutorial programme, with a range of awareness events throughout the year;
- financial support through the bursary offer for eligible students;
- a dedicated Security Team, to increase feelings of safety when present onsite;
- support via the Wellbeing Team;
- support from the Safeguarding Team;
- access to the Student Union;
- a range of internal and external enrichment opportunities;
- further support from the Inclusive Support Team;
- onsite access to counselling provision;
- Togetherall, a platform of free online mental health and wellbeing support, with 24-hour access.

6.5 Resolving behaviour issues through the Student Support Process should be the priority.

6.6 For whatever reason, if a student behaves in a way that contravenes the ‘Ready Respect Safe’ Agreement, our Student Support Process should begin.

Tier One – Unpicking Conversation

6.7 Our first tier of support, is an Unpicking Conversation. This should take place with the student and relevant staff, dependant on the need (please see Appendix 1).

6.8 The nature of this conversation should address what has happened, who has been affected, and what needs to happen to resolve the situation, these must be documented on the Student Support Register/Smart Assessor.

6.9 Where a resolution is agreed and maintained, no further action may be necessary.

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- 6.10 If Unpicking Conversations are not having the decided impact, we will move to Tier Two of this process.

Tier Two – Impact Meeting (and Student Support Plan - SSP)

- 6.11 A Tier Two Impact Meeting is held between relevant staff and student as soon as possible. The Student Support Plan is created and appropriate support is agreed. The Student Support Plan will be sent within 5 working days of the meeting date by Curriculum Administrators. Where a student is under 18 years old or has an Education Health Care Plan (EHCP) and is under 25 years of age, students/parents/carers will be contacted with this information. This includes those under 18 years who have been in the care of their local authority for more than 24 hours (known as a looked after child).
- 6.12 Review meetings are to take place after two weeks, the purpose is to monitor progress against Student Support Plan. There must be sufficient **time** to work with the student and to ensure that **right support** is in place, to enable long-lasting change. The procedure can be escalated to the next tier in cases where students are not engaging in support offered.

Tier Three – Specialised Further Support

- 6.13 If the Student Support Plan (SSP) is not having an impact and the student fails to engage, the procedure can then be escalated to Tier 3 Specialised Further Support. This stage is overseen by the relevant Curriculum Delivery Manager (CDM)/Apprentice Sector Manager (ASM), (should the need relate to learning or behaviour).

If the need relates to wellbeing or safeguarding, the meeting should also include a Safeguarding Team member.

- 6.14 Parents/guardians/carers are invited to attend the meeting with the student to discuss concerns raised and revise the existing Student Support Plan. Revised Student Support Plans are to be communicated in writing within 5 days of impact meeting taking place, to parents/carers if our student is under 18 years old or has an Education Health Care Plan and is under 25 years of age.
- 6.15 Review meetings are to take place after two weeks, the purpose is to monitor progress against Student Support Plan. There must be sufficient **time** to work with the student and to ensure that **right support** is in place, to enable long-lasting change. The procedure can be escalated to the next tier in cases where students are not engaging in support offered.

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Tier Four – College Place at Risk

- 6.16 If the outcomes of the revised Student Support Plan (SSP) **have not been fulfilled** the procedure moves to Tier 4 College Place at Risk.
- 6.17 The Director of Faculty and Head of Student Wellbeing, Inclusion, and Safeguarding will review the information on the Student Support System to ensure that all appropriate support has been offered and that every opportunity has been given to the student to improve. If evidence is in place, the student will be issued with a **two-week notice period** of termination of their place at Walsall College.
- 6.18 The students place at College will be terminated at the end of the two-week period, if they fail to engage in support and intervention during this period, as this will contravene one of our College Redlines (6.31). If, however, this positive progress continues, the procedure will be de-escalated to Tier 3 - Specialised Further Support, for staff to continue to monitor progress. **However, it is important for students to be aware that if they do not continue with this positive progress, in line with their Student Support Plan, then their College place will be withdrawn.**

Suspension and Exclusion

- 6.19 Suspension will be used in situations where it is not safe, or appropriate, to have a student on site and further investigation is required.
- 6.20 Suspension must be authorised by a College Manager, or Safeguarding Team member.
- 6.21 If a student is suspended, this does not mean that they are at fault, as suspensions can be used to protect those involved until the facts have been confirmed.
- 6.22 To minimise disruption to learning, we will attempt to keep suspension time to a minimum and independent learning materials will be shared with the student, so they can continue with appropriate study.
- 6.23 Where a student is under 18 years old, or has an Education Health Care Plan (EHCP) and is under 25 years of age, parents/carers will be contacted with this information. This includes those under 18 years who have been in the care of their local authority for more than 24 hours (known as a looked after child).
- 6.24 All information must be recorded on the Student Support System.
- 6.25 Students who are suspended, in most cases, will be invited to attend a meeting as soon as possible, before return to College studies is considered.

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This will allow time to investigate the issue and establish the facts regarding the reason for suspension.

- 6.26 We reserve the right to exclude students without a further meeting. For example, where a student presents a clear risk to themselves and or others, a notice of exclusion will be issued with no further meeting arranged. Exclusion is only used in extreme circumstances and is a decision that can only be made by a member of our Senior Management Team. The student will be excluded from accessing all College facilities, courses, systems, and premises.
- 6.27 Where a student is under 18 years old, or has an Education Health Care Plan (EHCP) and is under 25 years of age, parents/carers will be contacted with this information. This includes those under 18 years who have been in the care of their local authority for more than 24 hours (known as a looked after child).
- 6.28 Where students are already enrolled to qualifications that involve working with children, vulnerable adults or protective services, we have a duty of care to reconsider their suitability for their chosen career path and review their programme of study.
- 6.29 **The length of the suspension or exclusion will be decided on a case-by-case basis.**
- 6.30 If an excluded student re-applies for further study at to the College, this will be subject to a Reasonable Adjustment meeting, in order to determine whether it is appropriate for them to study with us.

College Red Lines

- 6.31 Incidents that breach our College Redlines include, but are not limited to:
- being in possession of a weapon/firearm/instrument, with or without the intention of causing harm;
 - substance misuse - suspected to be under the influence, in possession of drugs or paraphernalia, alcohol, legal-highs or banned substances;
 - deliberate acts of intentional harm, abuse or violence to any member of the Walsall College Community - this can be through aggressive, threatening, or dangerous behaviour, including those of a sexual nature;
 - discrimination against a Protected Characteristic;
 - breaching Health and Safety regulations that could place an individual or others at risk of harm;
 - encouraging others to be involved in violence or conflict, including youth violence related incidents;
 - breach of the Prevent Act by attempting to radicalise others or spreading hate;

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- bullying and continually being unkind to others;
- accessing inappropriate material;
- failing to declare a criminal conviction, or an on-going criminal investigation;
- persistent refusal to engage in support and intervention;
- ongoing Safeguarding concerns.

6.32 **The College reserves the right to involve/refer incidents to the Police or other agencies.**

6. Appeals

Internal Appeals

6.1 It is important that students are aware of their right to appeal and that the appeal will be treated fairly. If you are dissatisfied with the outcome, you may appeal against the decision **within ten working days of our response**. If we do not receive an appeal during this period, this will conclude the appeals process.

6.2 Appeals must be submitted within ten working days of the date of the outcome letter by email - feedback@walsallcollege.ac.uk or in writing to:

Quality Assurance Team
Walsall College
Wisemore Campus
Littleton Street West
Walsall
WS2 8ES

6.3 If an appeal is received on behalf of a student who is 18 or over, **we must obtain their permission, prior to undertaking an appeal and disclosing any information.**

6.4 Appeals are considered by an independent Senior Manager, acting as the Appeal Lead.

6.5 A formal appeal meeting does not have to be held, but the Appeal Lead may feel they need to interview those involved to help them make a decision.

6.6 Appeals will only be considered if:

- new evidence has become available.
- it can be proven that College processes were not followed, in a way that could have affected the outcome.

If the appeal is successful, then the outcome can be either overturned completely or amended.

- 6.7 The Appeal Lead must keep written records of the review process and document them (the outcome and any associated alerts) on the Student Support system.

External Appeals

Education and Skills Funding Agency

- 6.8 If the internal appeals stage above **has been fully exhausted**, you can contact the ESFA using the contact details below:

Complaints Team

Education and Skills Funding Agency
Cheylesmore House
Quinton Road
Coventry
CV1 2WT
complaints.ESFA@education.gov.uk

You can also complete their [online enquiry form](https://form.education.gov.uk/service/Contact_the_Department_for_Education)
[https://form.education.gov.uk/service/Contact the Department for Education](https://form.education.gov.uk/service/Contact_the_Department_for_Education)

- 6.9 You can access their Procedure for dealing with complaints about Providers of Education and Training by using this link:
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency/about/complaints-procedure>

- 7.10 The ESFA will acknowledge your complaint and will let you know what will happen next.

Office of the Independent Adjudicator (OIA)

- 7.11 If your appeal relates **to a Higher Education (HE)** course and the internal appeals stage above **has been fully exhausted**, you can contact the Office of the Independent Adjudicator (OIA) using the OIA Online Portal:
<http://www.oiahe.org.uk/myoia.aspx>

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You can also download a PDF version from the OIA website:

http://www.oiahe.org.uk/media/34411/oia_digital_complaint_form_and_guidance_notes.pdf

Please return PDF versions by email to enquiries@oiahe.org.uk or by post to:

OIA

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