



Support for Continuing Studies Policy (Students) 2025-2026

Equality Impact Assessment: Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

1. INTRODUCTION

- 1.1 The College is committed to providing an inclusive and supportive environment for its students. It understands the importance of their health and wellbeing in relation to their learning, academic achievement and wider student experience and seeks to develop a positive and safe environment that enables them to engage with their studies and achieve to the best of their ability.
- 1.2 Askham Bryan College recognises the importance of promoting support for continuing studies by having a clear and consistent approach. Our aim is to ensure that where possible, students can stay at college and achieve the best experience and outcomes. We will take a holistic and individual approach, considering all factors, when considering student behaviour and wellbeing concerns.
- 1.3 The College seeks to maintain a safe, harmonious and enjoyable community in which all students can learn and achieve to their individual potential. The College seeks to protect its community by promoting appropriate behaviours in its student body. The College seeks to achieve this by promoting respect, fairness and appropriate behaviour at all times. In the rare cases where students do not exhibit behaviours in line with our values/Student Charter, OR the behaviour of students causes concern AND/OR there is an underlying learning difficulty/disability or mental health concerns that impact on the student's capacity to engage effectively in their studies, the College will seek to support and encourage change using this policy. As such, actions taken to address behavioural concerns must, where possible, follow the principle of supporting appropriate behaviours and actions and, as appropriate, helping students develop an understanding of the consequences of their actions.
- 1.4 This Policy seeks to ensure that we have:
 - a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations, consistent with British values;
 - a safe learning environment for all members of the College community free from health and physical risks, bullying or harassment;
 - an environment that is welcoming, friendly and supportive that promotes good attendance, punctuality and student progress both on campus, in work placements and online; and

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- an approach and response to behaviours which is based on recognising the contextual backgrounds that differentiate our students as individuals.

Positive affirmation

- 1.5 College staff will seek to ensure that students are recognised and rewarded for either consistently good performance and achievement, and/or singular achievements or activities and progress made, taking into account the internal and external factors that may impact on the student and potentially act as a barrier to progress and learning. Students will be encouraged to recognise their own achievements through GROW, and staff should support them to be cognisant of those achievements through GROW, and support nominations for awards where relevant, in addition to notes of commendation on Promonitor that should be shared with the student.

2. PURPOSE

- 2.1 The purpose of this policy is to set out the College's approach to effective promotion and support for continuing studies through consistently applied processes that keep the students at the heart of our decisions.

3. SCOPE AND LIMITATIONS

- 3.1 All students are expected to adhere to the Student Charter and college policies at all times when on college premises or at any location where education, enrichment, pastoral services or work experience is being undertaken and being overseen by the College. This includes trips, visits, work placements, on transport arranged by the College or in any other place or on an activity organised by the College. Student conduct/behaviour on social media/online is also considered as part of this policy.
- 3.2 Residential students must comply with the Student Charter, College policies and the terms of their Accommodation Agreement at all times. A student is considered to be resident if they have a room allocated at the College.
- 3.3 It should be noted however that, dependent on the circumstances, the College reserves the right to implement this policy where students are involved in incidents that breach any College policy or the Student Charter, whether they occur on or off any of our sites.

** A student is defined as a person who is currently enrolled on a programme of study at any level and in any mode of attendance at the College.*

4. RESPONSIBILITIES

Senior Leadership Team

- 4.1 The Assistant Principal (Students) is responsible for the monitoring and review of this Policy and associated procedures. Advice should be sought from the Assistant Principal (Students) when needed regarding which stage of the procedure or which College policy is appropriate to use.

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Heads of Departments and Residential Services Manager/Student Services Manager

4.2 Heads of Departments are responsible for ensuring that their staff are aware of the Policy and associated procedures and understand how they affect them and their students and for chairing any meetings where there is a significant concern about a student or a new emerging concern that is at crisis level. The responsibilities at different stages of the process are set out in the associated Support for Continuing Studies Procedures. The Residential Services Manager/Student Services Manager is also responsible for working with People Services to enable staff development to support the use of this Policy and procedures.

Curriculum Team Leaders and Course Managers

4.3 Curriculum Team Leaders and Course Managers are required to understand the Support for Continuing Studies criteria, policy and processes and apply the same effectively to their students where appropriate, where necessary taking advice from their Line Manager. Curriculum staff may be responsible for chairing meetings (Stages 1 to 3) dealing with emerging/new concerns about a student – the responsibilities at different stages of the process are set out in the associated Support for Continuing Studies Procedures.

Student Services Manager, Residential Services Manager or HoD

4.4 These staff are required to understand the Support for Continuing Studies criteria, policy and processes and inform curriculum staff in the event that they identify students who may require an intervention. They are also responsible for ensuring that their staff understand the Policy and Procedures and will act as Chair for Stage 3 & 4 in interventions relating solely to behaviour or issues in accommodation.

Progress Tutors

4.5 Progress Tutors are required to understand the Support for Continuing Studies criteria, policy and processes and apply the same effectively to their students where appropriate, where necessary taking advice from their Line Manager.

Students

4.6 All students are expected to adhere to College Values and the Student Charter and all other student-centered policies and procedures.

4.7 Students with a mental or physical health difficulty, firstly:

- Are encouraged to consult all relevant support services available at the College, and in particular the College's local medical centre (for residential students) or their own GPs, the Student Counselling Service (where appropriate) and the Student Wellbeing Co-ordinators (further information on these services can be found by visiting the Student Services web pages).
- Are expected to speak to their Course Manager/Progress Tutor or another appropriate member of staff about the difficulty and any related problems that they may be experiencing.
- Are encouraged to involve the support of a parent, guardian or friend as an advocate

as necessary.

5. CONDUCT, BEHAVIOUR OR CONCERNS THAT MAY LEAD TO AN INTERVENTION

Behaviours

5.1. An incident(s) that gives cause for concern involving a student is defined as any behaviour, action or activity which contravenes the spirit or letter of:

- Any College policy;
- The College Values;
- The residential rules/terms of the Accommodation Agreement;
- Any verbal or written agreement between the College or an officer of the College and the student;
- Any academic malpractice or misconduct.

Examples of conduct, behaviours OR concerns

5.2. Examples include:

- Increasing the risk of harm or causing harm to themselves, the public or other members of the College community due to the breach of ANY College policy;
- there is evidence of non-engagement by the student with their studies e.g. lack of attendance, disruption of the studies of others;
- evidence of a lack of buy-in to the Student Charter;
- there are concerns about a student's health and wellbeing;
- the student declares a new or recurring disability, illness or mental health condition;
- a member of staff suspects a relevant change in physical or health and mental wellbeing or is advised by a third party of a new or recurring disability, illness or mental health condition;
- a student's conduct could suggest a change or deterioration in their mental health or wellbeing;
- there is an increase in the risk of disruption to their studies or the studies and student experience of others;
- there is an increase in the risk of unreasonable demands on staff or other students
- Interference with the day to day functions and activities of the College, including delivery of teaching and ancillary services e.g. support and accommodation;
- Health and Safety concerns or a breach of the Health and Safety Policies or any Policies relating to weapons;
- Safeguarding concerns or a breach of the Safeguarding Policy;
- a breach of the Equality and Diversity Policy; or a breach of the Peer on Peer Abuse Policy;
- a breach of the Academic Malpractice, misconduct and maladministration policy and procedure;
- there is a risk of harm to or causing harm to the College's reputation;
- Causing damage to or the destruction of the College's property or assets (including livestock/animals);
- Using College property or assets in a way not sanctioned by the College;

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- Removing or withholding assets from the College without permission;
- Significant or repeated breach of any College policy;
- Breaches of the residential rules/Accommodation Agreement (see Accommodation handbook for further details);
- Acts that could be considered illegal (in that a criminal offence may have been committed and is not subject to further legal processes);
- Acts that are criminal (in that an offence has been committed and legal process has been commenced/completed); and
- Failure to engage with the requirements of a previous Support for Continuing Studies Plan.

Where a student has been supported through the procedures underpinning this Policy and the desired changes have not been achieved, the student will be supported through the next 'Stage' of the Procedures.

Initial Review

- 5.3. For every instance of conduct, behaviour or concern that causes consideration of an intervention through this policy, a review will take place first to establish what happened/ is happening, why it happened, who was involved, who was affected.

It is the role of College staff to ascertain as the result of this initial review what support might be required to enable the student to continue effectively with their studies. That is not to say that sanctions will not apply – in some cases they will. Depending on the circumstances of the incident and the outcome of the initial review, one of the following stages of the process will apply.

Stages for Interventions

- 5.4. The College uses a staged approach to managing student conduct. This allows staff to respond proportionately to concerns, starting with informal support and progressing to formal intervention only where necessary. Each stage is designed to encourage improvement, promote accountability, and support student development.
- 5.5. Staff should consider each case individually and apply professional judgement, taking into account the nature of the concern, the student's history, and any known support needs. While the stages are presented in a sequence, the procedure does not require staff to progress through each stage in order. Serious concerns may warrant immediate escalation.

Cause for Concern – First, Second and Third

- 5.6. Stage 0 is the initial stage and is used to address early signs of concern. These are informal but recorded and are intended to promote improvement through clear expectations and early intervention.
- 5.7. Any member of staff may issue a Cause for Concern. Staff should use professional judgement and seek advice from a Curriculum Team Leader, Head of Department, Student Services Manager or member of the Senior Leadership Team if unsure.

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5.8. Wherever possible, the cause for concern should be delivered in person. If the student is absent, they must be informed of the cause for concern as soon as reasonably possible. If the Course Manager is not directly involved, they must be informed within 24 hours via ProMonitor.

5.9. When issuing a Cause for Concern, the student must be clearly informed of:

- The reason for the cause for concern;
- The improvements expected; and
- The possible consequences if concerns continue

Staff are encouraged to set clear expectations/actions and record on ProMonitor.

Support needs should also be considered, and referrals made to appropriate services if relevant and not already involved (e.g. Wellbeing, Learning Support, Residential).

5.10. All causes for concerns at this stage must be recorded on ProMonitor, including a brief summary of the incident and any agreed actions. For apprentices, the Apprenticeship Team must also be notified. In the case of Vet Nursing students, the Head of Vet Nursing should also be informed as this could have implications for the student's registration with RCVS.

5.11. Cause for Concern are not subject to appeal but must still be issued fairly, consistently, and with reference to the student's individual circumstances.

5.12. Once a student reaches a third cause for concern — even if the cause for concern relates to separate issues — staff must review the case and consider escalation to Stage 1. This decision should take into account the nature and pattern of concern, the student's response to previous support, and any wider context.

5.13. Causes for Concern remain active for the duration of the academic year.

Stages 1 – 4

5.14. Stages 1-4 – the level of intervention will be dependent on the extent to which the concerns present a risk to the student progressing and achieving or to the safety and wellbeing of themselves and the College community.

All stages of the process will be recorded on Promonitor.

Lifespan of Interventions

5.15. For the purposes of this policy, previous formal interventions are considered current if:

- at Stages 1- 3 - to be wiped by the end of the academic year to which it relates;
- at Stage 4 - within 2 subsequent academic years.

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Admissions Panel

5.16. Where a student has been through the Support for Continuing Studies process at Stage 4 only, their application to progress or return to College and/or into accommodation the next academic year will be referred to the Admissions Panel for consideration.

6. TAKING ACTION WHERE EXPECTATIONS ARE NOT MET - PRINCIPLES

Timeliness

6.1. College staff will endeavor to address incidents where behaviours cause concern in a timely fashion, notwithstanding the necessity in some cases to gather further information or evidence either from students/staff involved or in some cases, external agencies.

Parental involvement/involvement of third parties

6.2 As a general rule, we encourage parents/carers to be involved in any procedures designed to support their child. In particular, this means that the parent/carers and other external agencies who are supporting:

- 'vulnerable' students – i.e. students who have learning difficulties or disabilities and who are in receipt of an EHCP or High Needs Funding or vulnerable adults
- students who are supported by a social worker, such as Looked After Children, care leavers, students who are the subject of a child protection plan

will be informed of meetings involving their children – for further details see section 6.7 below. We will also ensure that relevant staff e.g. Inclusive Learning and/or Student Services are informed /involved.

6.2.1 Parents of under 18 students will always be invited – this includes at Stages 3 and 4. For students who turn 18 during the academic year, this will be at the discretion of the Chair of the panel/meeting.

6.2.2 In some cases, where a student is being supported by external agencies in relation to any learning difficulties or disabilities or matters relating to their physical or mental health, the College (with student permission) may seek to gather further information about that student from those third parties so that a full picture of the individual can be ascertained, enabling a more effective review of next steps/support required.

Support for suspended/excluded students

6.3 It is rare, but on occasions, for the safety of both student and the College community, the College decides to suspend a student. If it is necessary to suspend a student from learning (see also **Section 9 - Suspension**), Course Managers are responsible for providing learning resources to ensure the student is not disadvantaged academically by missing lessons. Support will also be offered for pastoral issues by Student Services. Where a student misses practical lessons, opportunities must be created to ensure their assessment and progress are not affected. Course Managers are responsible for taking action to re-integrate their student after a period of absence.

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In the exceptional circumstances that a decision is taken that a student should be excluded from College (see also **Section 11 – Exclusion**), the Student Services team should be notified and an offer of careers advice and guidance made to that student, including guidance on where the student might receive any necessary pastoral support immediately following their departure from college.

Financial Responsibility

- 6.4 Some instances of behaviours causing concern unfortunately result in damage being caused to property. We will look at those incidents in the context of the individual(s) responsible and, taking all factors into consideration, will determine the liability of each individual for the replacement or repair cost of the property or asset. Depending on the circumstances, the College reserves the right to report incidents of damage to the Police as criminal damage. In the event of a group venture and where members of the group can be identified, should it be unclear which individual in a group was responsible for the damage the cost of replacement or repair will be shared equally between the members of the group (see 6.5 **Joint Venture**).

Joint Venture

- 6.5 If a group of students were present during an incident of conduct/behaviour causing concern, that group holds joint responsibility unless:
- A single responsible individual is identified by the students involved;
 - A student present can evidence their own actions to prevent the incident; or
 - A student can prove that they were not present during the incident.

Any outcomes for students involved in joint venture will be dealt with at the same level; In the event where any of those students have been involved in previous interventions however, their intervention for any new matters may be escalated to a higher level.

Confidentiality

- 6.6 The outcome of SCS interventions under this policy is a confidential issue between the College and the student (and their parents/carers if the student was under the age of 18 at the beginning of the academic year during which the meeting takes place or in the case of 'vulnerable' students – see 6.2.). The College will not disclose the detail of Support for Continuing Studies meetings to third parties. In references, if asked, the College will only reveal that an intervention with a student has occurred, not the reason for the intervention, its level, its outcome or any sanctions imposed.

Formal meetings - Stages 3 and 4 (and Stage 2 at Chair discretion only)

- 6.7 Invitations to formal Support for Continuing Studies meetings at Stages 3 and 4 will be made in writing. For those students listed in paragraph 6.2., parents/carers/external agencies as appropriate will always be invited to SCS meetings at Stages 3 and 4. The parents/carers/external agencies as appropriate of those mentioned in 6.2. may attend a Stage 2 meeting if the Chair of the panel/meeting in consultation with others feels that it would be appropriate. The Chair of the panel/meeting will also ensure that appropriate members of staff are invited to the meeting, including any relevant curriculum staff and Progress Tutors.

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Being accompanied

6.8 Further to 6.7 (above), where parents/carers are unable to attend, students at Stage 3 and 4 have the right to be accompanied at the meeting by a representative of the Students' Union or by one other person of their own choosing. In **all** cases, those attending in support of the student cannot be a member of the legal profession acting in a professional capacity.

Format of meetings

6.9 A standard format for meetings will be applied across College, to ensure consistency of approach. Ultimately, the Chair of the panel/meeting will determine, based on the information provided, whether it is reasonable to conclude that the incidents of conduct, behaviour causing concern or the concerns in themselves can be reasonably attributed to that individual and that the student will benefit from a tailored Support for Continuing Studies Plan. The resulting Support for Continuing Studies Plan will be one agreed by all parties.

Documentation

6.10 It is NOT College policy to issue copies of the evidence including cctv/any witness statements/accompanying documents to any of the attendees prior to or subsequent to the meeting. Statements are typically given in confidence, and it undermines the College's processes, where statements are given in confidence, if these are disclosed in advance of the meeting, or subsequent to a meeting, for instance, in the event of a Subject Access Request. Whilst you can request copy statements after a meeting, by way of a Subject Access Request, any statements disclosed in response to that Subject Access Request may be redacted – sometimes heavily redacted - to conceal the identity of the statement maker, or may not be disclosed at all, in order to maintain that expectation of having given the statement in confidence. CCTV may be disclosed after the meeting, in response to a Subject Access Request, depending on the circumstances. The SCS process, whilst in some cases may address behavioural issues, is ultimately designed to understand what may be causing a student not to progress as expected and see how the College can support the student so that they can succeed.

Please note: a Subject Access Request cannot be used to delay the SCS meeting. Engaging in the SCS process is strongly recommended. You will be offered 2 opportunities to attend a meeting. If you then fail to attend, the College will hold the meeting in your absence.

Recording of meetings

6.11 It is also NOT College policy to allow students or those accompanying them to record meetings on any device. This includes on any recording device or mobile phone app and or use of a transcription app service such as via ChatGPT or similar.

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Information gathering – consent

- 6.12 Under the General Data Protection Regulation (“GDPR”) and the Data Protection Act 2018, all data relating to a person’s physical or mental health is regarded as sensitive, personal data. The College’s policy on Data Protection contains guidance on the use of sensitive information e.g. details about a student’s mental health or condition and should be consulted by staff. In general, all personal data of a sensitive nature given to a member of staff by a student should be treated as confidential and should only be disclosed with the student’s consent. Sensitive data, for the purpose of this policy, is deemed to be information given in confidence concerning, for example, a student’s ill-health or disability, including mental health issues.
- 6.13 In all cases where, in the member of staff’s judgement, it would be in the student’s best interests to disclose sensitive information (e.g. so that appropriate support may be provided) the student’s informed consent should be obtained where possible. It will be necessary to inform the student why there might be a need to disclose sensitive information, who will have access to this information, and the likely consequences of giving or withholding consent (e.g. additional support strategies such as reasonable adjustments including additional examination arrangements). Once consent has been obtained, it is the responsibility of the person passing on the information to ensure it is done on the terms agreed with the student.
- 6.14 If the student chooses not to provide their consent this decision should be respected. In this scenario, the implications of non-disclosure in terms of additional support should be made clear. However, there exist rare occasions when the student’s consent is withheld, or it is impracticable to try to obtain it, when confidentiality may be broken. These include (but not exclusively):
- when the student’s mental health has deteriorated to the extent of threatening his/her/their personal safety;
 - when the student is at risk of serious abuse or exploitation;
 - when the student’s conduct/behaviour is adversely affecting the rights and safety of others; and or
 - where the member of staff would be liable to civil or criminal procedure if the information were not disclosed (e.g. if a crime had been committed).
- 6.15 Staff should consult with the College Data Protection Officer if they believe there is a need to break the commitment to confidentiality. Initial discussion should not identify the student until the grounds for breaking confidentiality have been established and agreed upon.
- 6.16 This policy and procedure will be carried out in line with our Data Protection Policy, subject always to the College’s duty of care to safeguard the welfare of students and responsibilities under the safeguarding policies and procedures. The College reserves the right to contact a student’s parents/carers where it considers it has a responsibility to do so under the duty of care to safeguard them or where there is a reason to do so under the Mental Capacity Act 2005.

7. OUTCOMES OF SUPPORT FOR CONTINUING STUDIES MEETINGS

- 7.1 In ALL cases the meeting should be recorded accurately on Promonitor within Learner Meetings at the appropriate 'Stage'.
- **All associated documents – including notes, statements, correspondence etc. should be uploaded onto/recorded in Promonitor;**
 - Any targets set as part of either supportive outcomes or sanctions should be SMART;
 - The Support for Continuing Studies Plan targets should be shared with the student (via ProPortal) and any other relevant parties, for example, their Progress Tutor, Course Manager, Inclusive Learning and those in attendance at the meeting within 5 working days of the meeting;
 - The Chair of the panel/meeting should ensure that the student is signposted to both College support services and any relevant external services, for example, their GP, for referral to CAMHS, Occupational Therapy etc;
 - Review of the agreed actions on the Support for Continuing Studies Plan should occur on a regular basis with relevant staff in line with the timescales agreed on the plan;
 - Where a parent/carer has been involved in the process at Stage 3 or 4, (or Stage 2 at the meeting Chair's discretion), written confirmation of the outcome of the meeting will be sent to them in writing within 5 working days of the meeting.
- 7.2 The Plan should be reviewed by the student's Course Manager and Progress Tutor at appropriate intervals, depending on the measures put in place. Students also have a responsibility to be mindful of, and work towards, the targets set with them and access any support offered. If a student does not access ProPortal to view the targets they have agreed to or does not sign a hard copy (in the rare cases one has been provided) this will form part of the review by the relevant staff member.

Notes of meeting outcomes

- 7.3 Stage 1 and 2 meetings - notes will be made on Promonitor (Learner Meetings) and a Support for Continuing Studies Plan using SMART targets within Promonitor (and shared with student via ProPortal) including supportive outcomes/sanctions.
- 7.4 Stage 3 and Stage 4 meetings: Notes will be taken of the key points of information and findings of meetings by an administrator. Notes will be uploaded to ProMonitor. A Support for Continuing Studies Plan using SMART targets within Promonitor (and shared with student via ProPortal).

8. ALLEGED CRIMINAL OFFENCES AND CONVICTIONS

Notification of offences

- 8.1 The College has a duty of care to its students and thus it needs to be informed of any alleged criminal activity by its students in order that we can support them through the process. If at any time during enrolment on a programme of study at the College a student is questioned by the Police in relation to the potential committal of a criminal offence or arrested by the Police and/or charged with a criminal offence, they should

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report this immediately to their Course Manager. Likewise, if they are sent for trial, their Course Manager must also be kept informed at all stages. If the student is convicted* of one or more offences, then this must also be reported along with details of any sentence imposed. It is the responsibility of the Course Manager to relay any such information to either the Residential Services Manager, Student Services Manager or Assistant Principal (Students) without delay, in order for us to identify next steps and any support that might be required.

** A conviction includes being put on probation, being given absolute or conditional discharge, being bound over or being given a formal caution. It also for the purposes of this policy includes referral orders and guardianship orders.*

Admissions Panel

8.2 Once in receipt of information relating to criminal offences as described in 8.1 above, the College Admissions Panel will then consider the extent to which the student may pose a risk to themselves or the College community or reputation due to the nature or seriousness of the offence. In rare circumstances, the Panel - having taken into account all the information available from the student and other parties (e.g. Youth Justice) - may determine that the student should be excluded from College either temporarily or permanently. This decision would be taken, as with all exclusions, with a member of the Executive Team being involved. If the student is to remain at College, the Panel would also determine what support the student might need and record that with the student's involvement/agreement.

9. SUSPENSION

9.1. In the rare cases that it is decided a student should be suspended from College, these will be considered on a case by case basis and suspension must be justified in that:

- If the student continues to attend College that they will pose a clear risk to themselves and/or the College community or the College's assets;
- If the student continues to attend College that they pose a clear and present Safeguarding or Health and Safety risk to (an)other member(s) of the College community;
- If the student continues to attend College that they pose a substantive risk to the College's reputation; or
- If the student continues to attend College that they are likely to further breach policy or and expose themselves to increasing levels of intervention.

9.2. Suspension allows the College to require a student to be absent from the College community whilst the College investigates the concerns regarding the behaviour of the student. Suspension is used to diffuse situations and to protect the student suspended from further behaviours that cause concern and/or to protect the College community. Suspension is not a punishment and is not used in a punitive way.

9.3. Students who are suspended are not able to attend any College premises without written permission by the Principal and CEO.

9.4. Suspension is always 'without prejudice' and does not imply any outcome of the formal SCS procedures.

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- 9.5. Please see also the College Peer on Peer Abuse Policy for details of the circumstances under which students may be suspended pending investigations into conduct/ behaviours causing concern.

10. PROCESS FOR SUSPENSION

- 10.1. Formal suspension can only be recommended by a Head of Department or Residential Services Manager/Student Services Manager. This can be done at any time but must be subsequently confirmed in writing once approval from one of the Senior Leadership Team has been obtained. Suspensions are *normally* for no more than 10 working days. Course Managers are required to maintain contact with the student whilst suspended and where possible should provide work to be completed whilst suspended. In order to protect the safety and wellbeing of the student and College community, suspensions may be extended (indefinitely) beyond 10 working days if a student is under police investigation or criminal charges/legal processes are pending, or other factors outside the control of the College are applicable. If it is during the evening/weekend in relation to residential students, this can be done by the Residential Services Manager for 72 hours, then approval from one of the Senior Leadership Team should be sought.
- 10.2. Support will also be offered via Student Services to students who have been suspended for pastoral issues.

11. EXCLUSION

- 11.1. An outcome of temporary or permanent exclusion or withdrawal from a programme recommended by the Chair of a Support for Continuing Studies meeting must be approved by one of the authorised individuals, Principal and CEO, Chief Finance Officer or Assistant Principal. This authorisation may not be delegated. The DSL must also be made aware of any exclusion recommendations.
- 11.2. If a student is excluded from College, they would be required to leave immediately.
- 11.3. Exclusions may be suspended for a period using a Support for Continuing Studies Plan.
- 11.4. Exclusions will be confirmed in writing to the student (and a copy to parent/carer of those under 18) within 5 working days of the decision.
- 11.5. Exclusions will remain on file for a period of 3 years. Any application by a student who has been excluded and who wishes to return to College during that period will be referred to the Admissions Panel for consideration. The Panel would consider not only the reasons and context of the original exclusion but also seek to establish with the student what steps they had taken in their lives as part of their rehabilitation, when considering enabling their return to College.

12. APPEALS

12.1 A student may appeal against the outcomes of the Support for Continuing Studies process only at Stages 3 and 4. If a student fails to attend the meeting without good reason and/or has not notified staff of their reason for non-attendance, they forfeit the right to appeal.

Grounds of Appeal

12.2 At the end of a Stage 3 or 4 Support for Continuing Studies meeting the student will be informed that they have the right to appeal. Students may only appeal on the following grounds:

1. New evidence can be brought that demonstrates that the student was not responsible for the incident in question. The evidence must not have been considered during the meeting, must be factual rather than opinion (hence character references are inadmissible), must be from a reliable (independent) source and must evidence a material change to the extent to which the burden of proof is met.
2. That there has been a procedural irregularity or that the College has acted outside its policy. In which case it is incumbent on the student to identify the procedural irregularity or policy breached by the College.
3. That any sanctions imposed are too harsh. The student must evidence that the sanctions are disproportional or are impacting on them or their family in an unintended or inappropriate way.

12.3 Appeals must be in writing and must include the grounds of the appeal and any new evidence/information to be brought to the appeal. Appeals against SCS meeting outcomes at Stage 3 must be addressed to the Chair of the original meeting initially. The request for an appeal will be passed to another Chair to Chair the appeal. Appeals against Stage 4 outcomes must be addressed to the Chief Executive's Office. Appeals must be made within 5 working days of the date of the letter advising of the outcome.

12.4 The Chair of the appeal will consider the appeal and will act depending on the grounds. The Chair of the appeal has 4 possible outcomes to the appeal. The Chair of the appeal may, *but is not required to*, call the student to a meeting to discuss the appeal. The exception is at Stage 4 where a student has been excluded as a result of the process, in which case a student would be invited to attend.

12.5 The Chair considering the appeal can find:

- That the appeal was vexatious or otherwise designed to undermine or frustrate the College Support for Continuing Studies procedures. In this case the chair may increase the severity of any sanctions;
- Against the appeal in which case the outcome and any sanction stands;
- To partially uphold the appeal. In which case the chair of the appeal may decrease the severity of the any sanctions;
- To fully uphold the appeal:
 - In that the finding of the original SCS meeting Chair was erroneous. In which case the meeting will be removed from the student's record;
 - OR the College failed to follow policy, in which case the meeting will be removed

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from the student's record.

12.6 The Chair of the appeal will write to the student and explain the outcome of the appeal against the grounds outlined by the student, within 5 working days of the appeal meeting. ***There is no further right of appeal under this policy.***

13. APPEAL AGAINST EXCLUSION

Timescale for Appeal

13.1 Notice of appeal must be lodged with the Chief Executive's office within five working days of the date of notification of exclusion and must give the grounds and brief particulars of the appeal. The recommendation will not be considered until the expiry of the period for lodging the appeal.

Hearing Appeals

13.2 An authorised individual only can hear an appeal against a Chair's recommendation for permanent exclusion of a student.

Appeal Meetings

13.3 If a notice of appeal is lodged within the time allowed, an appeal meeting Chaired by an authorised individual will be arranged to take place (normally) within fifteen working days of the notice of appeal being lodged. The student will be given at least three working days' notice of the time and place of the appeal meeting and will be entitled to be accompanied by one other person of their own choosing (e.g. parent/ carer) OR by a representative of the Students' Union, but not by a member of the legal profession acting in a professional capacity. Any documents considered at the SCS meeting will be available to the Chair for the purposes of the appeal, together with the notes of the meeting.

13.4 At the appeal meeting, the student will be invited to explain the grounds of the appeal (see 12.2 for allowable grounds) and to state his or her case. The Chair of the original SCS meeting who made the decision to exclude will be asked to respond to the appeal and explain the reasons for their decision. The Chair of the Appeal meeting may ask questions of the student and the member of staff and will then consider whether to allow or dismiss the appeal. Witnesses will not be asked to attend except possibly in relation to any relevant new evidence of 'fact' which has come to light since the original meeting (as opposed to a character witness).

Outcomes of Appeal against Exclusion

13.5 If the appeal is allowed, the Chair of the Appeal meeting may decide that alternative measures should be taken. The Chair may also decide that no further action should be taken.

13.6 If the appeal is dismissed, the original recommendation of the SCS meeting Chair will stand. Within five working days of the appeal meeting, the decision of the Chair will be confirmed in writing to the student. There is no further right of appeal under this policy.

14. FUTURE ENROLMENT AT THE COLLEGE

- 14.1. All students who are involved in a SCS process at Stage 4 where it was decided that a Support for Continuing Studies Plan was needed will be referred to the Admissions Panel on re-application to the College, i.e. on application to progress either onto a new programme or to progress onto a subsequent year of the same programme. The Admissions Panel will review information about the student taken from curriculum staff to ensure that no further concerns have been raised about the student. In some cases, the panel may take the difficult decision to not allow the students to return to College. This will be in the rare cases that in spite of support put in place for the student, they have continued to demonstrate conduct/behaviours that cause concern. The decision will be communicated to the student within 5 working days of the Panel meeting.
- 14.2. The Admissions Panel will also consider where appropriate any application to return into accommodation by these students, particularly but not exclusively if their SCS meeting is related to conduct/behaviours whilst in residence.
- 14.3. Any student who is subject to exclusion will not be permitted to re-enrol at the College within 3 subsequent academic years without the explicit recommendation by the Admissions Panel and subsequent approval of a member of the Executive team.

15. VET NURSING STUDENTS/PSRB ACCREDITED PROGRAMMES

- 15.1 The Head of Vet Nursing should be informed if any students on a veterinary nursing programme or PSRB (Professional, Statutory, and Regulatory Body)¹ accredited programmes is subject to any of the stages referred to above as this could also lead to the student becoming subject to the College's the Fitness to Practice Policy.

16. COMPLAINTS

- 16.1 Any complaint relating to this policy, and the actions of Chairs or staff during its implementation should be made in accordance with the College's Complaints Policy. Complaints or the threat of complaints will have no bearing on, nor delay the SCS process. Such complaints can only be investigated after the outcome of any appeal has been finalised.

17. STAFF DEVELOPMENT

- 17.1. The College is committed to ensuring that an ongoing programme of development for staff is provided to ensure that the skills and knowledge of staff in relation to this policy are up to date.

¹ These are external organisations that accredit, recognise, or approve higher education programmes, often leading to professional qualifications or exemptions. They play a crucial role in setting standards and ensuring quality within specific professions.

18. MONITORING AND REVIEW

18.1. The Assistant Principal (Students) will maintain oversight of the effectiveness of these arrangements. This policy and the implementation arrangements which underpin it will be reviewed annually by the Assistant Principal (Students).

19. SUPPORTING/RELATED DOCUMENTS

- Support for Continuing Studies Procedures (Students)
- Peer on Peer Abuse Policy and Procedures
- Complaints Policy
- Drugs, Alcohol and other Intoxicating Substances (Students)
- Screening and Searching Students for Weapons
- Fitness to Practise Policy and Procedures
- UCAB Student attendance and Engagement Guidance
- Academic Malpractice, Misconduct and Maladministration Policy
- Academic Malpractice, Misconduct and Maladministration Procedure

20. RELEVANT LEGISLATION

20.1. In all aspects of this Policy, the College will comply with:

- The Data Protection Act 2018
- GDPR
- Equality Act 2010
- Human Rights Act
- Public Sector Equality Duty
- Safeguarding Vulnerable Groups Act
- Keeping Children Safe in Education 2023

21. DOCUMENT HISTORY

Date of Issue: 27th August 2025 and 17th December 2025 and 26th March 2026 (updates to para 6.10)

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SLT Owner: Assistant Principal (Students)

Author: Deputy Chief Executive/Director of Governance

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