Student Performance and Behaviour Policy and Procedure

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Related policy	Fitness to Study Policy (remains separate)

POLICY

1. Purpose and Rationale

1.1 The purpose of this policy is to:

- promote positive engagement and progress, regular attendance and high standards of conduct throughout the journey of a student/apprentice at Wirral Met College
- ensure that concerns about progress, attendance, engagement or behaviour are addressed early, consistently and supportively through positive, rapid intervention to ensure that every student/apprentice achieves and progresses positively
- set out a single, fair and transparent three-stage framework that applies across all provision types and can be adapted through reasonable adjustment to meet the needs of the individual
- establish clear ownership and accountability for staff at every stage
- provide a clear right of appeal at stage 2 and 3 so that students/apprentices are treated fairly and equitably

1.2 The College believes that students/apprentices develop appropriate wider skills, behaviours and knowledge through guidance and support, not just sanctions. The policy is based on the principles of 'social justice' and seeks to protect and ensure the rights of all members of the College community to study and work in an environment of mutual respect, tolerance and understanding and is designed to be supportive. Restorative and educational approaches are prioritised wherever appropriate, while clear procedures are retained for persistent, concerning or anti-social behaviour

2. Scope

2.1 This policy and procedure apply to all students and apprentices at the College, regardless of age, including those taking a break in learning, with the following exceptions:

- Higher Education students are subject to the policies and procedures of the relevant awarding institution
- Pupils from local schools attending transition programmes or taster sessions are subject to the relevant procedure of their own school

2.2 Throughout this document, references to 'Pastoral Coach' should be read as 'Personal Tutor' for students on specialist provision and as 'Course Tutor', 'Trainer Assessor', or other equivalent role for part-time students and apprentices.

2.3 The policy is not restricted to college premises and includes any behaviours that affect the local or wider community and/or bring the College into disrepute, including on-line behaviours

2.4 The policy is not to be used to address issues concerning mental health and wellbeing, which should be referred to appropriate College support mechanisms, such as Fitness to Study policy

2.5 For apprentices and students in the workplace, it is recognised that employers may have their own codes of conduct and performance and behaviour expectations, however, students/apprentices will be expected to comply with this policy whilst on workplace premises

3. Guiding Principles

3.1 The College's approach is underpinned by the following principles:

- High attendance, full engagement and respectful behaviour are essential to retention, achievement and personal development
- Concerns about attendance, engagement, progress or conduct are not separated artificially or exclusive: they are treated together as patterns of behaviour that may put a student/apprentice's progress and place at risk. The policy focuses on establishing 'root cause', and using professional judgement and a 'trauma-informed' approach to provide relevant, supportive intervention and achieve positive outcomes
- Early intervention, joint working between curriculum and pastoral staff, and clear communication with students/apprentices (and parents/carers/employers where appropriate) lead to better outcomes. It is expected that most performance and behaviour issues will be managed and resolved at Stage 1
- Concerns are explored in context, with barriers identified and addressed, and reasonable adjustments made for students/apprentices with additional needs
- Students/apprentices are given every reasonable opportunity to improve through supportive, time-bound measures before formal action is taken. All formal action will be measured, reasonable and sanctions will be applied consistently
- Safeguarding always takes precedence. Where a member of staff identifies a safeguarding concern, the College Safeguarding Policy and Procedure must be followed
- Students/apprentices have the right to appeal at stage 2 and 3 and parents, carers, employers and other relevant stakeholders will be kept informed of any outcomes, where appropriate
- Working days are Monday to Friday, excluding public holidays and days on which the College is closed. There may be cases where for good reason such as holiday periods, timeframes will need to be extended. All relevant parties will be informed in writing if this is the case
- Stage 1 is a support and intervention stage and should not normally be regarded as a sanction stage. The primary purpose is to identify root causes, remove barriers and secure re-engagement through collaborative support planning. Performance concerns will be assumed to be support issues unless evidence suggests deliberate misconduct

- The table below clarifies when concerns are addressed through supportive intervention and when they may move into sanctions (not exhaustive list)

Supportive intervention (Stage 1)	**Conduct (consider Stage 2+)**
Pattern of low attendance / punctuality concerns	Repeated concerns after Stage 1 support
Progress, engagement or performance concerns	Bullying or harassment
Behavioural concerns linked to wellbeing or barriers	Unsafe conduct
Breaches of The Wirral Met Way - Learning Agreement	Misuse of confidential information / college IP
Failure to follow reasonable instructions	Gross misconduct (see Stage 3)

4. College Commitment

4.1 The foundation of this policy is the College's commitment to engaging students and apprentices actively from application, so that issues are prevented or addressed early and high expectations and aspirations are clearly established. The College will:

- Set clear expectations on attendance, engagement, progress and conduct at pre-enrolment, enrolment, induction and throughout the programme
- Conduct regular Progress Reviews, starting during induction, to identify needs and barriers, with clear targets
- Operate Support and Early Intervention (Stage 1) so that the first signs of disengagement, poor performance or progress, poor attendance, punctuality or low-level conduct issues are addressed rapidly, within days, not weeks
- Provide relevant, accessible support (pastoral, additional learning support, mental health, financial and safeguarding) and signpost students/apprentices clearly
- Communicate regularly with parents/carers of 16–18 students and other vulnerable learners, and employers, where necessary
- Encourage students/apprentices to seek advice and support at every stage of the policy, where needed; there is a right to be accompanied to any meetings by an appropriate representative. The appropriate representative's role will be to support the student/apprentice for consultation and advise during that meeting. The representative may speak on behalf of the student/apprentice but may not answer questions directly put to the student/apprentice, unless agreed and recorded in advance as a reasonable adjustment
- The College will make reasonable adjustments to the procedures set out in the policy to prevent substantial disadvantage because of any disability/difficulty

5. Student/Apprentice Expectations

5.1 Students/apprentices are expected to:

- attend all timetabled sessions punctually and engage fully in their learning

- complete classwork and assessments to the best of their ability and meet agreed deadlines
- treat staff, peers, visitors and College property with respect, in line with college values
- follow reasonable instructions of staff and comply with rules, including those on safety, IT use and equality
- communicate promptly with the College if they are unable to attend or are facing difficulties
- Sign and adhere to The Wirral Met Way - Learning Agreement
- Make every effort to engage with this policy and attend meetings, where required

6. Roles, Ownership and Accountability

6.1 All staff have an immediate responsibility to contribute towards the policy and promote high expectations and aspirations for performance and behaviours, including modelling their own performance and behaviour. Clear ownership at each stage is central to this policy and is outlined in the procedures section B below

7. Recording, Monitoring and Reporting

7.1 Consistent and timely recording is mandatory at every stage. The College will:

- Provide standard electronic forms within ProMonitor for each stage of the procedure
- Configure automated reminders for review dates, target deadlines and warning expiries
- Generate regular reports on stage activity, intervention outcomes, equality data and outcomes/sanctions
- Ensure all letters, meeting notes and outcomes are saved against the student/apprentice record
- Use this data to monitor consistency of application across the College, identify themes, review consistency of interventions, sanctions and appeals at each stage and inform staff training and EDI metrics

7.2 Reports will be reviewed monthly at SLT and termly at Progress Assessment Boards (PABs), reporting onward to QSS, with an annual evaluation considered by ELT. Reports will include:

- Number of cases by stage / department
- Reasons for intervention
- Escalation rates
- Resolution rates
- Attendance and retention impacts
- EDI analysis
- Appeals and outcomes
- Exclusions and suspensions

7.3 Written aspects must be logged on Pro Monitor in the appropriate section and all relevant parties must be informed in writing of the outcome at each stage

7.4 It shall not be considered confidential that a student/apprentice has been subject to any proceedings under the policy and relevant members of college staff may be notified. The College reserves the right to disclose any sanction imposed to third parties, or to comply with any regulatory reporting requirements

7.5 Key Performance Indicators — the following KPIs will be reported alongside the metrics in 7.2:

- % of Stage 1 cases resolved without escalation
- Attendance improvement following intervention
- Retention of students subject to intervention
- Achievement rates of students subject to intervention
- Reduction in repeat incidents
- Appeals upheld rate
- Equality analysis by protected group
- Progression outcomes

7.6 The effectiveness of the policy will be judged primarily by resolution at Stage 1, improved attendance, retention, achievement and progression outcomes rather than by the number of sanctions issued

8. Cooling Off Period/Suspension

8.1 At the discretion of the relevant Director, a 24 hour 'cooling off' period can be used, if deemed appropriate. This must be clearly recorded and communicated. This is not a suspension, and the student/apprentice will need to return to college premises the following day

8.2 If a student/apprentice's alleged conduct or behaviour creates a significant risk to themselves or others, temporary suspension may be applied, if authorised by the relevant Director (or Duty Manager in exceptional circumstances) , until the procedure set out in the policy has concluded, or the risk has been reduced. Suspension is a neutral act and not a sanction and must be recorded. Once suspended, the College will make sure that reasonable steps are taken for that student/apprentice to continue learning but they may not access College premises

9. Sanction Periods

9.1 Sanctions issued under this procedure for behaviour and conduct issues will expire after the following periods, provided no further breaches occur:

- Verbal warning - 1 full term
- Written Warning - 1 calendar year.
- Final Written Warning - 2 calendar years

10. Right of appeal

10.1 Students have the right to appeal at stage 2 and 3. Appeals must be submitted in writing within 5 working days of the decision (10 working days for an appeal against exclusion, which is heard by the Vice Principal). Full details are set out in Part B

11. Variations, Amendments and Related Policies

11.1 This policy will be reviewed annually. Minor amendments may be made by the document owner; substantive changes require approval by the Senior Leadership Team. Related policies include:

- Fitness to Study Policy and Procedures (separate)
- Safeguarding Policy and Procedure
- Equality, Diversity and Inclusion Policy
- Academic Malpractice and Maladministration Policy
- Further/Higher Education Fees Policy
- ICT Student Usage Policy
- Data Protection Policy
- Student Mental Health and Wellbeing Policy and Procedure
- The Wirral Met Way – Learning Agreement

PROCEDURE

Overview

The procedure has 3 stages; it is expected that most interventions will take place at Stage 1: Support and Early Intervention (Supportive and Rapid). All efforts should be directed towards helping and supporting students/apprentices and attempts should be made to resolve minor breaches at Stage 1. It is extremely important that all interventions, action plans and support are formally recorded appropriately on Pro-Monitor. Alleged gross misconduct may bypass earlier stages and proceed directly to Stage 3. Where concerns are resolved, the student/apprentice continues with normal monitoring and progress review

Stage 1 — Support and Early Intervention (Supportive and Rapid

Owner: Pastoral Coach/Tutor/Trainer Assessor (to conclusion)

Timescale: meeting within 5 working days of concern being identified; review and resolution within 10 working days

Triggers (examples):

- Identified risk pattern
- Pattern of low attendance and/or punctuality concerns
- Missed deadlines or poor progress
- Unauthorised smoking or vaping
- Low-level engagement or poor behaviour
- Failure to follow reasonable instructions
- Breach of The Wirral Met Way – Learning Agreement, or other concerns raised by staff

Process

- Pastoral Coach/Tutor/Trainer Assessor records the concern on ProMonitor and arranges a Support and Early Intervention conversation the student within 5 working days
- The time and date of the conversation must be agreed with the student and they must be given the opportunity to be accompanied by an appropriate representative, if they require one. Relevant staff members may be invited, particularly if the student/apprentice has an EHCP, is care experienced, is a young carer, has a recognised disability/difficulty or other risk factors, to provide advice and support. The student/apprentice must make every effort to attend the meeting; in the case of failure to attend without good reason, the student/apprentice must be given another

opportunity to attend and if non-attendance without reason occurs again, the meeting can take place and a decision made to escalate to Stage 2

- At the meeting, barriers are explored, root cause established taking account of mitigating and 'at risk' factors, support needs identified, expectations re-stated, and clear targets and interventions are agreed
- A written outcome of the conversation is issued to the student/apprentice and relevant parent/carer (if under-18 and/or vulnerable) or employer, if appropriate, with reference to the standard letter templates
- All actions are logged on ProMonitor; review date is set within 10 working days, and a follow up meeting must be held at this point
- If targets are met, the case is closed at Stage 1, and the student/apprentice continues normal monitoring and progress review
- If targets are not met, or further concerns arise, the case is escalated to Stage 2, with Head/Deputy Head of Department approval. Before escalation, it must be demonstrated that all appropriate support and intervention mechanisms have been explored

Examples of intervention and support

- Action plan with clear targets and agreed interventions, monitored for 10 working days by Pastoral Coach/Tutor/Trainer Assessor. Refer to additional study skills or learning support (ALS), wellbeing, safeguarding, Pastoral Coach, English and/or maths support, as necessary
- Restorative conversation/payment of costs where another student/apprentice or member of staff has been affected
- Requirement to attend relevant training or additional support sessions
- Use of Fitness to Study policy
- No further action/No case to answer

Stage 2 — On-Track Review (OTR)

Owner: Head/Deputy Head of Department (to conclusion)

Timescale: meeting within 5 working days of an OTR being requested; review and resolution within 15 working days

Escalation Triggers (examples):

- Failure to meet Stage 1 targets or engage with stage 1 intervention or support
- Repeated/serious concerns about attendance/punctuality
- Failure to meet targets or deadlines that impact on progress
- Repeated disengagement

- Poor progress or behaviour that has not improved
- Allegations or bullying or harassment, misuse or unauthorised use of college intellectual property of confidential nature
- Acting in an unsafe manner

Process

- Staff member submits an OTR request through ProMonitor with supporting evidence for Head/Deputy Head of Department approval
- Head/Deputy Head of Department arranges the OTR meeting within 5 working days. The time and date of the agreed conversation request must be issued in writing, with the reason for the request, and the student/apprentice must be given the opportunity to be accompanied by an appropriate representative. Relevant staff members may be invited, particularly if the student/apprentice has an EHCP, is care experienced, is a young carer, has a recognised disability/difficulty or other risk factors, to provide advice and support. The student/apprentice must make every effort to attend the meeting; in the case of failure to attend without good reason, the student/apprentice must be given another opportunity to attend and if non-attendance without reason occurs again, the meeting can take place and a decision made to escalate to Stage 3
- The Head/Deputy Head of Department will chair the meeting
- At the meeting, evidence of all interventions is reviewed, barriers are explored, root cause established taking account of mitigating and ‘at risk’ factors, support needs identified, expectations re-stated, and clear targets and interventions are agreed. The student/apprentice must be given the opportunity to respond and provide evidence, if appropriate
- A written outcome of the meeting is issued to the student/apprentice and relevant parent/carer (if under-18 and/or vulnerable) or employer, if appropriate
- All actions are logged on ProMonitor; review date is set after 15 working days. A named Pastoral Coach/Tutor/Trainer Assessor must be appointed to monitor progress during this period, and a follow up meeting must be held at this point
- If targets are met, the case is closed at Stage 2, and the student/apprentice continues normal monitoring and progress review
- If targets are not met, or further concerns arise, the case is escalated to Stage 3, with Director approval. Before escalation, it must be demonstrated that all appropriate support and intervention mechanisms have been explored

Examples of sanction and support

- Verbal warning recorded on ProMonitor (removed after 1 full term)
- Written Warning recorded on Pro-Monitor (removed after 1 calendar year)
- Action plan with clear targets and agreed interventions, monitored for 15 working days by named Pastoral Coach/Tutor/Trainer Assessor. Refer to additional study skills or

learning support (ALS), wellbeing, safeguarding, Pastoral Coach, English and/or maths support, as necessary

- Successful re-engagement - targets met; case closed; student/apprentice informed in writing.
- Escalation to Stage 3, approved by Director, where targets have not been met or issues persist
- Any stage 1 sanction
- No further action/No case to answer

Appeal

A student may appeal a Stage 2 outcome in writing to the relevant Director within 5 working days of receiving the outcome letter. The Director will review all evidence used in the original decision and may impose an alternative sanction, uphold the original decision or find no case to answer. The following grounds will be considered for appeal:

- The Performance and Behaviour policy was not followed properly or there was bias/reasonable perception of bias during the procedure
- There is now material evidence that they were unable, for valid reasons, to provide earlier in the process
- That the sanction imposed was disproportionate or reasonable adjustments were not considered

The decision taken at the appeal stage is final

Stage 3 — Final Warning / Exclusion

Owner: Director (to conclusion)

Timescale: meeting within 10 working days. Suspension pending investigation may apply where appropriate; review and resolution within 20 working days

Triggers: failure to meet Stage 2 targets/Written Warning breach, or an allegation of gross misconduct. Gross misconduct is behaviour so serious that it may justify suspension and/or exclusion without progressing through the earlier stages. Examples of gross misconduct include (but are not limited to):

- violence, threats of violence or physical aggression
- harassment, bullying (including cyber-bullying) or discrimination on the grounds of any protected characteristic
- possession, use or supply of illegal drugs, substances or weapons on College premises
- theft, fraud or serious damage to College property
- serious breaches of health and safety, IT and email use, or safeguarding requirements

- behaviour that brings the College into serious disrepute

Where a student/apprentice is suspected of a criminal offence, the police may be contacted. Any subsequent formal police action will not affect this policy from being implemented, but the procedure may be extended or suspended depending on the type of police investigation being carried out

Process

- Director arranges the Stage 3 meeting within 10 working days. The time and date of the meeting must be issued in writing, with the reason for the request, and the student/apprentice must be given the opportunity to be accompanied by an appropriate representative. Relevant staff members may be invited, particularly if the student/apprentice has an EHCP, is care experienced, is a young carer, has a recognised disability/difficulty or other risk factors, to provide advice and support. The student/apprentice must make every effort to attend the meeting; in the case of failure to attend without good reason, the student/apprentice must be given another opportunity to attend and if non-attendance without reason occurs again, the meeting can take place and a decision made without the student/apprentice present
- The Director reviews the case and decides whether to suspend the student pending investigation. If necessary, The Director can appoint an investigating Officer (not related to the proceedings) to investigate, which will normally be concluded within a maximum of 5 working days. The investigation could include interviews or written statement from all parties involved, supporting documentary evidence. In limited circumstances (e.g. risk of harm), a witness identity may be kept confidential unless to do so would prejudice that fairness of the proceedings
- The Director will chair the meeting, at which, evidence of all interventions is reviewed, barriers are explored, root cause established taking account of mitigating and ‘at risk’ factors, support needs identified, expectations re-stated, and clear targets and interventions are agreed. The student/apprentice must be given the opportunity to respond and provide evidence, if appropriate
- A written outcome of the meeting is issued to the student/apprentice and relevant parent/carer (if under-18 and/or vulnerable) or employer, if appropriate
- All actions are logged on ProMonitor; review date is set at the end of 20 working days and a named Pastoral Coach/Tutor/Trainer Assessor must be appointed to monitor progress during this period, and a follow up meeting must be held at this point
- If targets are met, the case is closed at Stage 3, and the student/apprentice continues normal monitoring and progress review
- If targets are not met, or further concerns arise, the case must be reviewed at the end of the review period

Examples of sanction and support

- Final Written Warning recorded on Pro-Monitor (removed after 2 calendar years)

- Extension of Stage 2 Action plan with clear targets and agreed interventions, monitored for 4 weeks by Pastoral Coach/Tutor/Trainer Assessor. Refer to additional study skills or learning support (ALS), wellbeing, safeguarding, Pastoral Coach, English and/or maths support, as necessary
- Successful re-engagement - targets met; case closed; student/apprentice informed in writing.
- Fixed term exclusion subject to EHCP/At Risk assessment and consideration of alternative provision/CEIAG advice to prevent risk of NEET. If a student/apprentice is subject to EHCP, Director of Specialist Provision and Support, ALS team and local authority must be involved prior to any decision to exclude and must take account of individual needs and circumstances. Any exclusion must be approved by Vice Principal and MIS must be informed. Any student/apprentice wishing to re-enrol following the fixed term exclusion must be subject to risk assessment and approval from the Vice Principal. Refer to the relevant policy on fee payment for information regarding potential refund
- Any stage 1 or stage 2 sanction
- Referral to external agencies
- No further action/No case to answer

Appeal

A student may appeal a Stage 3 outcome in writing to the Vice Principal within 10 working days of receiving the outcome letter. The Vice Principal will review all evidence used in the original decision and may impose an alternative sanction, uphold the original decision or find no case to answer. The following grounds will be considered for appeal:

- The Performance and Behaviour policy was not followed properly or there was bias/reasonable perception of bias during the procedure
- There is now material evidence that they were unable, for valid reasons, to provide earlier in the process
- That the sanction imposed was disproportionate or reasonable adjustments were not considered

The decision taken at the appeal stage is final. Where a student/apprentice remains dissatisfied after the Vice Principal’s decision, they may pursue the matter through the Department for Education’s external complaints route. Further information is available via the DfE website

Appendix A — Stage recording form (electronic)

All actions under this procedure are recorded using the standard electronic form on ProMonitor. The form captures the following information at each Stage 1 / Stage 2 / Stage 3.
Removed table

Appendix B — Letter templates index

removed 16 unused letter and replaced with 4 letters

The following standard letter templates are retained from the previous policies and remain available on the staff intranet for use under this integrated procedure:

Reference	Letter
L1	Invite to meeting
L2	Outcome of meeting
L3	Suspension Letter
L4	Withdrawal Letter

L1 Invite to meeting

WIRRAL MET COLLEGE
SINCE 1855

Dear student name, (Delete as required)
In line with the College's Student Performance and Behaviour Policy and Procedure, I am writing to invite you to a meeting to discuss the following concern(s):

Insert brief details for example attendance, punctuality, engagement, progress, behaviour or alleged misconduct.

Please ensure you attend this meeting. The purpose of the meeting is to understand the concern, explore any barriers or support needs, consider any reasonable adjustments and agree next steps.

Date:

Time:
Campus & Room:
Stage: 2 / 3
You may be accompanied by an appropriate adult. If you are aged 16–18 or due to your vulnerability or support needs.
Failure to attend without good reason may result in the meeting proceeding and a decision may be made in your absence.
Yours sincerely

Name
Role

L2 Outcome of meeting

Dear [student name], (Delete as required)
In line with the College's Student Performance and Behaviour Policy and Procedure, I am writing to confirm the outcome of the meeting held on (insert date) to discuss the following concern(s):

Insert brief details, for example attendance, punctuality, engagement, progress, behaviour or alleged misconduct.

The outcome of the meeting is:
examples below

Action / target / support	Owner	Review date
Take part in each session by listening, joining in activities and asking for help when needed.	Student	Insert Date
Arrive prepared for sessions with the equipment you need and complete agreed classwork during the lesson.	Student	Insert Date
Pastoral Coach/Tutor to check in weekly with the student to review session engagement and agree any support needed.	Pastoral Coach/Tutor	Insert Date

Insert further information here if required

You are expected to engage with the agreed actions and attend any review meeting arranged. If targets are met, the case may be closed and normal monitoring will continue. If targets are

not met, or further concerns arise, the matter may be escalated to the next stage of the procedure.
If this outcome was issued at Stage 2 or Stage 3, you have the right to appeal in writing within the timescale set out in the policy. Appeals should state the grounds for appeal and include any supporting evidence.
Yours sincerely,
Name
Role

L3 Suspension Letter

(Date)
Dear (Student/Apprentice Name),

Temporary suspension from College premises

I am writing to confirm that, following concerns raised on (date) relating to (brief summary of alleged conduct/behaviour), you have been temporarily suspended from attending College premises with effect from (date/time). This decision has been authorised by (Director name/job title) in line with the Student Performance and Behaviour Policy and Procedure.

Suspension is a neutral act and is not a sanction. It has been put in place because the alleged conduct or behaviour may create a significant risk to you, other students/apprentices, staff, visitors, College property or the wider College community while the matter is being considered.

During the suspension period, you must not attend College premises or take part in College activities unless this has been agreed in advance by (named contact). The College will take reasonable steps to support you to continue learning during this period, which may include (remote learning/access to work/contact with tutor/other agreed arrangements). You are expected to engage with any reasonable learning or support arrangements provided.

A Stage 3 meeting/investigation meeting has been arranged for (date) at (time) at (location/online). The purpose of the meeting is to consider the concerns, review relevant evidence, allow you to respond and agree the next steps in line with the policy. You may be accompanied by an appropriate representative. If you require any reasonable adjustments to help you participate, please contact (named contact) as soon as possible.

If you do not attend without good reason, the meeting may proceed and a decision may be made in your absence.

This letter and all related actions will be recorded on ProMonitor. Where appropriate, the College may inform a parent/carer, employer, relevant staff, external agency or regulator, in line with the policy and relevant safeguarding, data protection and legal requirements.

If you have any immediate safeguarding, wellbeing, learning support or access needs during this period, please contact (named contact/service details).

Yours sincerely,

(Name)
(Job title)
Wirral Met College

L4 Withdrawal Letter

WIRRAL MET COLLEGE
SINCE 1855

Date
Dear Student/Apprentice Name,

Withdrawal from programme
I am writing to confirm the outcome of the meeting held on (date) under the Student Performance and Behaviour Policy and Procedure. The meeting considered concerns relating to (attendance/engagement/progress/conduct/other) including (brief summary of concerns) and the support and interventions previously offered.

After reviewing the evidence, your response, any mitigating circumstances, and whether reasonable adjustments or additional support were required, the College has decided that you will be withdrawn from (programme/course/apprenticeship) with effect from (date). This decision has been made because (insert clear reason, linked to the policy and evidence).

The College has considered whether further supportive intervention, an action plan, reasonable adjustments, alternative provision, CEIAG advice, referral to support services, or any other proportionate outcome would be suitable. The decision to withdraw has been made only after these matters were considered and recorded.

If you have an EHCP, are care experienced, are a young carer, have a recognised disability/difficulty, or have other identified risk factors, the relevant support teams and external partners will be involved as appropriate before the withdrawal is finalised. This may include the Director of Specialist Provision and Support, ALS team, local authority, employer or other relevant agencies.

This letter and the outcome will be recorded on ProMonitor. Where appropriate, the College may inform a parent/carer, employer, relevant staff, external agency, funding body or regulator, in line with the policy and relevant safeguarding, data protection and legal requirements. You may also need to speak with Student Services or Finance about any potential fee, bursary, funding or equipment implications.

If this withdrawal follows a Stage 3 outcome, you may appeal in writing to the Vice Principal within 10 working days of receiving this letter. Your appeal should explain the grounds for appeal, which may include that the policy was not followed properly, there was bias or a reasonable perception of bias, material evidence is now available that could not reasonably have been provided earlier, the outcome was disproportionate, or reasonable adjustments were not properly considered. The decision taken at appeal is final.

Yours sincerely,

Name
Job title
Wirral Met College

Appendix C — Student/Apprentice-friendly Summary

A student-friendly version of this policy will be published alongside this document, linked to the Student Handbook and the Student VLE. It will explain the College's expectations, what students/apprentices can expect from the College, the three stages and how to appeal — in plain language and short form. It is a companion document to, not a replacement for, this policy