

POLICY

TITLE: Student Engagement Procedure

POLICY HOLDER:	Assistant Principal Student & Curriculum Services
APPROVAL BOARD:	SMT
VERSION NO:	2
LAST REVIEWED:	December 2025
REVIEW PERIOD*:	Annual

* The review period refers to our internal policy review process. The published policy is current and is the most recent approved version.

Summary:

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Further information: If you have any queries about this policy or policy, please contact the named policy holder.



Amendments Log

DATE	VERSION NO.	REASON FOR CHANGE	AUTHOR
July 2025	1	Policy creation removal of previous attendance policy / disciplinary policy and fitness to study policies to be replace by Positive Engagement	Jo Kershaw, Helen Richardson Hulme, Tom Williamson
November 2025	1	Section 6 and Appendix 1 – student disciplinary.	Helen Richardson-Hulme.
December 2025	2	Revised and updated V2 with inclusion of Student Disciplinary process and actions throughout the document.	Head of Area Review.

Legislation or Regulation

Associated College Policies, Policies and Guidance Notes

- Student Attendance Procedure

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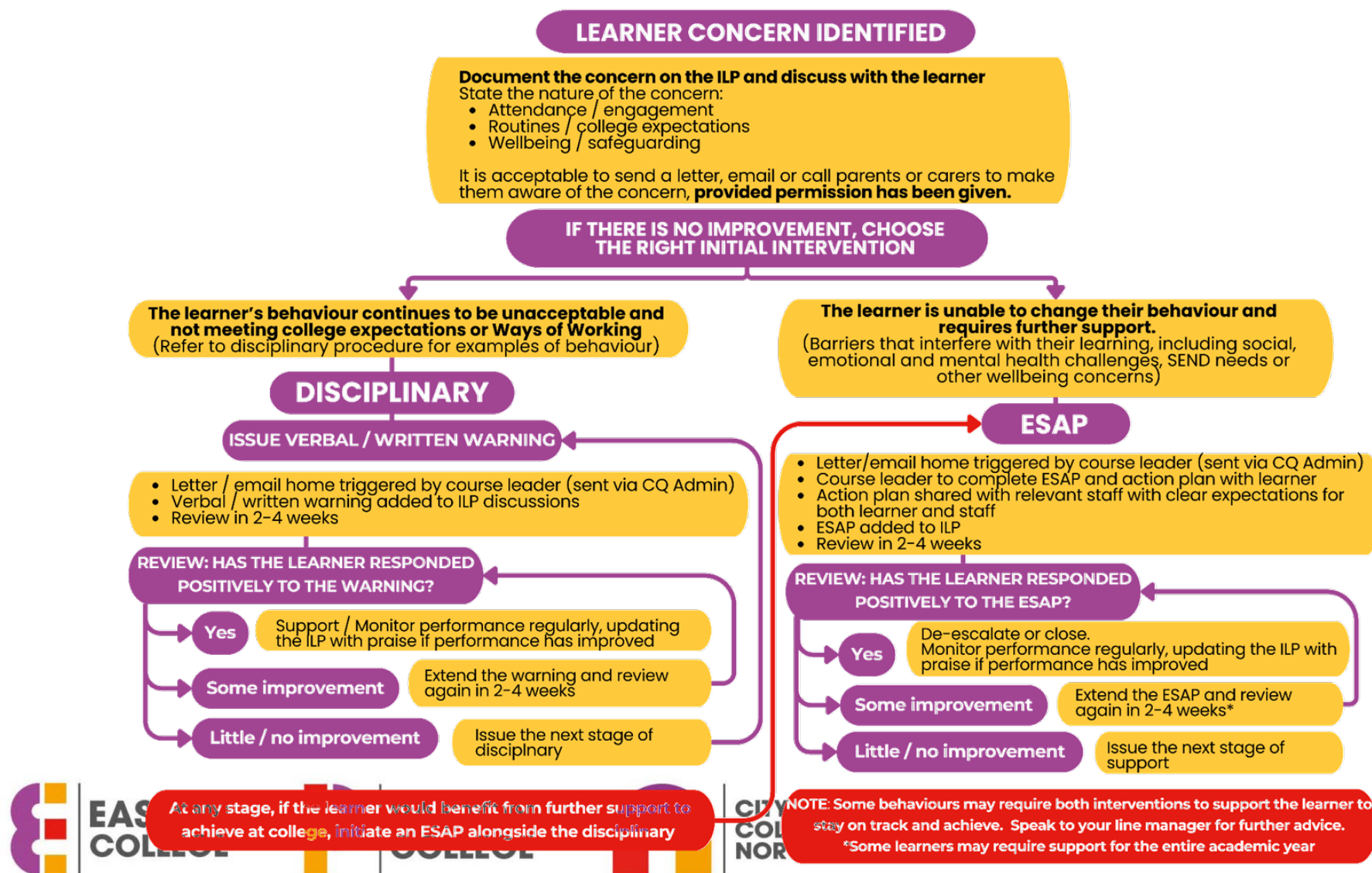
Glossary

Additional Learning Support	ALS
Admissions and Review	A&R
Apprenticeship Delivery Manager	ADM
Assistant Principal HE and Adults (1 st January – Paston Principal)	APHEA
Vice Principal Student Services, Safeguarding and Inclusion	APSS
College Leadership Team	CLT
College Management Team	CMT
Course Leader	CL
Curriculum Lead	<u>CurricL</u>
Education, Health and Care Plan	EHCP
Engagement Support & Action Plan	ESAP
Enhanced Engagement Support & Action Plan	EESAP
Electronic Individual Learning Plan	eILP
Head of Area	HoA
Higher Education Curriculum Lead	HECurricL
Investigating Officer	IO
Looked After Child	LAC
Senior Management Team	SMT
Special Educational Needs and Disabilities	SEND
Students at Risk	StAR

Personal Development Coach	PDC
Pastoral Coach	PC
Vice Principal Curriculum and Quality	VPCQ
Vice Principal Student Experience and Partnerships	VPSEP
Ways of Working	WoW

n.b. in this document when referring to students, this includes but not limited to 16-18 students, adult students, commercial students and apprentices

Procedure Flow diagram: Disciplinary or ESAP?



1. Introduction

City College Norwich is a place of learning, dedicated to equipping students and apprentices with the skills, knowledge, and behaviours needed for success in college and beyond. We understand that learners arrive with different needs and may face challenges that affect their engagement, well-being, and academic progress.

We believe all behaviour has a cause. Our role is to work collaboratively with students and apprentices to identify and address these causes, fostering growth through support - not just setting expectation and telling students they must overcome their barriers to learning.

We also maintain clear and supportive boundaries: for some low-level behaviours, a timely and proportionate response (such as a verbal warning) helps reinforce expectations and keeps the learning environment positive.

Our commitment is to create a safe, inclusive, and respectful environment where everyone can thrive, achieve qualifications, and progress toward their goals.

Our student engagement approach is designed to promote a safe and respectful space for learning and working for all.

2. Our guiding principles (informed by our Ways of Working)

Trauma-Informed - Kind

We acknowledge diverse backgrounds and experiences, including trauma, and aim to provide understanding and support to empower success.

Relationship-Based – Respectful

Mutual respect and understanding are central to positive engagement. We value diverse perspectives and strive for meaningful connections.

Reasonable Adjustments – Inclusive

Support and adjustments are embedded in our practices to help all learners reach their full potential.

Personal Responsibility – Responsible

We encourage students and apprentices to take ownership of their learning and future success.

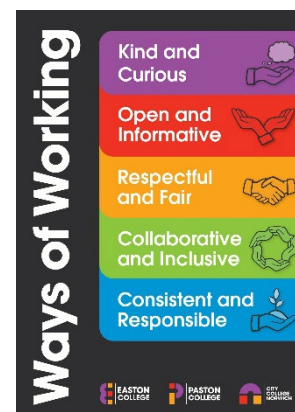
Professional Behaviours – Collaborative

We promote behaviours such as punctuality, cooperation, and respectful communication across all areas of college life.

Consistency

Our approach is applied fairly and consistently across all departments and modes of study.

Lifelong Learning – Curious



We embrace continuous growth and learning for everyone - students, apprentices, and staff alike.

Reflection - Open

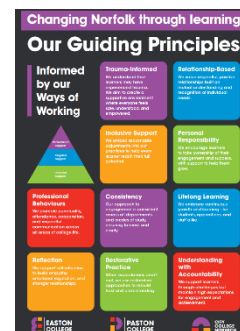
Self-reflection that fosters empathy, emotional regulation, and stronger relationships, building confidence and understanding.

Restorative - Fair

We use restorative practices to address engagement issues constructively and fairly.

Understanding, Not Excuses – Responsible and Informative

We support learners through challenges but maintain high expectations for engagement and accountability.



3. High Expectations and Aspirations

City College Norwich holds high expectations for all students and apprentices. We believe every learner has the potential to succeed and progress into further study, employment, or training.

Students and apprentices are expected to engage positively and follow the college's **Ways of Working** and **Student Charter**, which outlines expected behaviours across campus. Developed with support from the Students' Union, the Charter is issued at enrolment and reinforced through group charters created during induction. These documents guide standards for conduct, engagement, and attitude.

You can read our Student Charter here: [Student and Apprentice Charter 2025-26.pdf](#)

4. Support Mechanisms

All students and apprentices have access to a wide range of support services, tailored to their needs through a **tiered model**:

- **Universal Support:** Provided through courses - includes teacher support, enrichment, library access, careers advice, and personal development.
- **Targeted Support:** Includes health, financial support, in-class support, and help for care-experienced students and young carers.
- **Personalised Support:** Covers safeguarding, mental health, counselling, support for high needs, referrals, and intervention from college support officers.

Support Services Include:

- College Nurse
- Wellbeing Advisors & Counsellors
- Advice & Guidance Team
- Safeguarding Officers
- Curriculum Services including SpLD and EHCP Advisers
- External agency referrals
- College Support Officers

Additional Support by Learner Type:

- **16–18 Students:** Supported by Course Leaders and Personal Development Coaches (PDCs), with termly academic progress tutorials to review attendance, progress, and set goals.
- **Adult Learners:** Supported by course tutors and access to wider college services.
- **Apprentices:** Regular review meetings with staff and employers; engagement concerns are shared with employers and parents/carers (for under-19s).
- **Higher Education Students:** Supported by Student Support Officers and course teams.

Student Voice: Feedback through surveys and forums helps shape improvements.

Students' Union: Led by an elected President who sits on the Senior Management Team, representing student interests.

Parental Engagement: Parents/carers are kept informed of progress and engagement. This includes those with legal or corporate parental responsibility (<https://www.gov.uk/parental-rights-responsibilities>)

5. Overcoming Challenges to Engagement

We understand that personal, emotional, health, or life circumstances can affect a student's ability to engage consistently. These challenges often show in attendance, behaviour, progress, and commitment. Whilst we acknowledge the causes, poor engagement is not acceptable. We use our guiding principles to support students and apprentices in improving their engagement.

6. Purpose of the Student Engagement Policy

- Provide a single, clear process that triages behaviour and determines whether the Disciplinary or ESAP process (or both) applies.
- Ensure timely, fair and proportionate action for boundary testing or low level behaviours without identified root cause.
- Ensure trauma informed, inclusive support where there is an identified root cause or barrier to learning.
- Enable ESAP and Disciplinary to run in parallel, so support and accountability sit side by side.
- Maintain high expectations, promote professional behaviours and safeguard the learning environment.

7. Integrated Framework Approach

If a student does not fully engage with college, they display negative behaviours or their attendance falls below expectations, staff will take a professionally curious approach to explore whether there is an underlying root cause before deciding the most appropriate action.

1. Is there a plausible barrier to learning or well-being? (e.g., SEND, mental health, safeguarding, caring responsibilities, health, housing, finance)
2. Have usual classroom and behaviour management techniques failed to improve engagement?

3. Does the behaviour appear boundary testing / situational without underlying barrier?

Outcomes:

- Identified root cause or barrier to learning – Follow the ESAP process (Section 8)
- No identified root cause or barrier to learning – Follow the Disciplinary process (Section 9)
- Unclear if there is a root cause or barrier to learning – Start with Disciplinary (if proportionate) and initiate an ESAP alongside.

It is important to note that if a student starts on the disciplinary procedure an ESAP can be added alongside if new evidence of a root cause emerges. Equally, where a student is on an ESAP but there is persistent low level behavioural disruption, proportionate disciplinary action may be applied.

8. Engagement Support & Action Plan (ESAP)

Our core approach is the **Engagement Support & Action Plan (ESAP)**, built on trauma-informed principles and designed to be collaborative. Any staff member can initiate an ESAP when concerns arise that a student is struggling to engage in learning. When an ESAP is started it should be logged on the e-ILP and other colleagues notified as appropriate.

The ESAP is to be used when the usual classroom and behaviour management techniques employed by colleagues are failing to have the desired impact, or there is a concern that the student is struggling to engage in learning. The ESAP intends to put a team around the student to help them understand the issues and to support the improvement in these. The ESAP process addresses both behaviour and overall fitness to study.

9. Student Disciplinary process

Where a student's behaviour or attendance falls below expectations and where there is no identified barrier to learning or support need, this should be addressed by the Student Disciplinary Procedure.

Examples of low-level behaviour disruption:

- not following reasonable instruction or requests
- talking unnecessarily, chatting, disrupting learning
- being slow to start work or follow instructions
- showing a general lack of respect for other students and staff
- not arriving ready for learning, not bringing the right equipment etc.
- using mobile devices inappropriately

This list is not exhaustive.

Timely action is encouraged; no more than two verbal warnings before escalation. Document clearly what must change, by when, and the consequences of continued non-compliance. To initiate a warning letter, contact CQadmin@ccn.ac.uk with the full content and description which will then be emailed the parent and the student.

Disciplinary actions can be accompanied by **ESAP targets** if a support element is helpful. This means that a student can be part of an ESAP process which looks at how we are supporting them to

overcome barriers, and as part of this, they can still receive a sanction in response to the unacceptable behaviour. The two can go together.

10. Stage Framework and Timescales for disciplinary

Stage	Disciplinary Action	Authorising Staff	Indicative Timescales
1	Verbal Warning	Any staff member in liaison with Course Leader	Verbal warning within 1 working week of incident; Review 2–4 weeks
2	Written Warning	Curriculum Lead / HoA (sign-off)	Written warning within 1 working week; Review 2 weeks then ongoing
3	Final Written Warning	HoA and an independent CMT colleague	Meeting within 2 weeks of escalation; review 2 weeks thereafter
4	Disciplinary Hearing (may lead to exclusion)	SMT/CLT	Hearing normally within 2 weeks of suspension; outcome letter within 5 working days

Engagement Support Action Plan (ESAP) Procedure

ESAPs must be logged on the Student's ILP under Dialogue tab under Discussion (select ESAP as the group header.)

Stage 1: ESAP

- Initiated early by any staff member
- Course Leader to be included as appropriate
- Developed with the student or apprentice
- Focuses on strengths and expectations
- Identifies causes of poor engagement
- Breaks goals into achievable steps
- Includes an action plan with scaffolded steps, shared via student eILP
- Involves Course Leader, parents/carers, employer (as appropriate) and support staff
- Reviewed within 2 - 4 weeks by Course Leader
- ESAPs may be updated if needed (updated, not duplicated)
- ESAP should be closed once issues are resolved

- Links to EHCP Adviser as appropriate

Stage 2: Enhanced ESAP (EESAP)

- Led by Curriculum Lead
- Includes parents/carers, employers (as appropriate) and corporate parents if applicable
- Reviews previous support and introduces wider college services
- Uses a graduated approach to intervention
- Student remains supported by curriculum team
- Further action taken if engagement does not improve
- Links to EHCP Adviser as appropriate

Support following a return to college after suicidal actions or attempt

Following a suicide attempt a Stage 2 Student Engagement meeting must be arranged to discuss re-entry and an Enhanced Engagement Support & Action Plan should be written to ensure that appropriate support is in place to keep the student safe if they return.

Students and parents or carer should be notified that the student should stay offsite until this meeting can be arranged. A red button safeguarding referral should be made to notify the safeguarding team that a suicide attempt has been made and advise them that an Enhanced ESAP is being arranged with the parent or carer.

Stage 3: Formal Meeting

- Panel includes CMT member, and EHCP Adviser if relevant
- Panel may include a member of SMT when deemed appropriate or required
- Meeting with student and parent or carer (Teams available) and employer (as appropriate)
- Reviews engagement and support
- Finalises a **Formal Engagement Agreement** (nb. This is not a specific form, but is an agreed behaviour, learning or action plan as appropriate.)

Stage 4: Final Hearing

A formal engagement hearing led by a panel including one CLT member and one independent SMT member.

Disciplinary Procedure

Stage 1 – Verbal Warning

- For minor breaches of college rules and regulations, a verbal warning should be considered sufficient.
- Meet with the student to explain how behaviours fall below expectations and do not align with our Ways of Working.
- Clearly outline what needs to change, what minimum expectations are, and what exceeding expectations looks like.
- Inform the student of potential consequences if behaviours do not improve.
- Record targets and actions on the student's eILP and share with parents/carers/employer where appropriate.
- Reinforce development of professional behaviours and attitudes, including:
 - self-awareness
 - self-control
 - commitment to learning
- No more than two verbal warnings (and recorded meetings) should be given before formal escalation.

Stage 2 – Written Warning

- Issued for more serious breaches or repeated issues after verbal warnings.
- Convene a meeting with student and parent/carer/employer where possible; otherwise communicate via phone/email and record on eILP.
- Document interventions and meetings on eILP.
- Initiate or update ESAP alongside the written warning.
- Written warning should be issued within 1 working week of the incident.
- Review ESAP after 2 weeks and continue until behaviours and academic progress meet expectations.
- If improvement is not evident, escalate to next stage and place student on the curriculum area's Student at Risk (StAR) register.

Stage 3 – Final Written Warning

- Issued if previous interventions do not result in improvement or for serious incidents.
- Update ESAP with new targets and record on eILP.
- Meeting with student and parent/carer/employer where possible; otherwise communicate and record appropriately.
- Final written warning should be issued within 1 working week and reviewed after 2 weeks.
- In exceptional cases, a first and final written warning may be issued at HoA/ADM discretion.

Stage 4 – Disciplinary Hearing

- Considered when all support measures have been exhausted or for serious breaches.
- SMT member reviews all evidence to decide if a hearing is appropriate.
- Student may be suspended pending decision if presence is disruptive or harmful (requires Principal/VPCQ/VPSCS approval).
- Hearing held when:
 - Conduct remains unsatisfactory despite warnings
 - Act of misconduct or gross misconduct occurs
 - Breach of Equality Statement is alleged
- In exceptional cases, SMT may opt for a multi-stakeholder meeting instead of a hearing.
- Hearing normally within 2 weeks of suspension; outcome letter within 5 working days.

11. Suspension

Authority & Decision

- Report alleged gross misconduct immediately to SMT.
- SMT consults Principal/VPCQ/VPSCS for suspension approval.
- Suspension normally leads to a disciplinary hearing after investigation.

Initial Actions

- HoA/ADM interviews student where possible; records their version of events.
- Inform student verbally (or by phone if off-site); confirm in writing with suspension letter (include procedure and right to respond).
- Copy letter to parent/carer/employer (where consent applies).

Responsibilities During Suspension

- HoA/ADM monitors suspension, sends work home if appropriate, and updates stakeholders without prejudicing investigation.
- Independent CMT member acts as Investigating Officer (IO): gathers statements, collates evidence, shares summary with student, arranges witnesses.
- Police involvement considered for criminal acts (requires CLT agreement).

Hearing Arrangements

- Executive Office schedules hearing within 2 weeks (extensions require CLT approval).
- Provide at least 5 days' notice; letter includes date/time, allegation summary, rights (representation, witnesses), and process details.
- Hearing chaired by SMT; minuted by Executive Office; no audio recording.

Hearing Process

- Student reviews statements before hearing.
- Chair explains allegations and procedure; questions allowed by all parties.
- Panel deliberates privately; considers evidence and mitigating factors.

Possible Outcomes

- Return without sanction or with conditions (e.g., ESAP targets, apology, counselling).
- Written warnings (first or final).
- Defined suspension period or restitution.
- Referral to Admissions & Review panel or urgent EHCP review.
- Permanent exclusion (Principal approval required).

Post-Hearing

- Decision communicated in writing within 5 working days; copy to parent/carer/employer.
- Records stored centrally; ILP updated; Suspension & Exclusion Log updated.
- Witness statements may be read or handled privately at Chair's discretion.
- Interpreter arranged if needed; hearing may proceed in absence if student fails to attend.
- Chair's decision is final (subject to appeal process).

12. Exclusion

Exclusion decisions require approval from the Principal or Chief Learning Officer which may delay the outcome. Excluded students may reapply, subject to an Admissions or Curriculum Admissions Meeting if external agencies are involved.

Students may appeal within **5 working days** of the outcome letter on the grounds of:

- New evidence with valid reason for late submission
- Misadministration of the disciplinary process

Appeals must be submitted in writing to the Principal. Appeals from parents/carers are accepted only if the student lacks capacity. Late appeals are only considered in exceptional cases by the Director of Governance and Legal.

Appeal Panel

Organised by the Clerk to the Corporation, the panel includes:

- A College Governor (not staff/student governors)
- The Principal (or nominee)
- A CMT academic staff member uninvolved in prior stages

The Governor chairs the panel; minutes are recorded. Hearings are held within **10 working days** (excluding holidays). Attendees include:

- Student and parents/carers (if under 18 or vulnerable)
- Stage 4 panel members
- Employer (if applicable)
- Relevant external agencies

The panel reviews all evidence and determines if the Stage 4 decision was fair and proportionate.

Outcomes:

- **Appeal upheld:** Disciplinary record removed or reduced
- **Appeal not upheld:** Student notified in writing within 5 working days; decision is final

13. Record Keeping

All communications, letters, and completed ESAP/EESAP documents are uploaded to the student's eILP. Executive Admin retains records for students at Stages 3 and 4.

14. Updating Student's ILP

Curriculum staff must copy details of details of the incident and sanction to the student's ILP so that a clear record is noted, along with the ESAP.

15. Police or Judiciary Involvement

The College may suspend students pending police or judicial investigations, without prejudice. The engagement policy is paused during such involvement and resumes once resolved.

16. Confidentiality

Final Hearings are confidential. Records are securely stored for the duration of the student's course plus six years. Substantiated allegations are noted on the student's file and eILP. Exclusions are reported to the Local Authority.

Appendices Contents

- 1) Student Disciplinary Definitions
- 2) Student Attendance Procedure
- 3) 2a & 2b Engagement Support & Action Plan templates
- 4) Enhanced Engagement Support Plan
- 5) Time Out Action Plan (included)
- 6) Personal Risk Assessment
- 7) Visual description of the ESAP process
- 8) Ways of Working visual
- 9) Guiding Principles visual

Appendix 1 – Student Disciplinary Definitions

For the purposes of this procedure the following guiding definitions apply:

Misconduct

Not adhering to all expectations of the Student Charter, College rules and regulations or our Ways of Working. Which after challenge by a member of college staff gives, in the judgement of that member of staff, cause for concern. This could include:

- Routine and sustained unprofessional behaviour that has not improved despite repeated supportive interventions.
- Failure to comply with explicit rules or regulations, or reasonable requests e.g., smoking in non-designated areas, causing a disturbance to others learning.
- Infringement of the colleges Health and Safety rules e.g., failure to vacate buildings when asked during fire alarms.
- Refusal to respond to reasonable requests by relevant college staff e.g., refusing to confirm identity when requested to do so by staff during the normal course of their duties, checking badges are visibly displayed etc.
- Causing damage to property.
- Being under the influence of drugs or alcohol whilst on the premises
- Anti-social, unprofessional behaviour which causes distress to other students or staff and/or reputational harm to the College's relationship with its stakeholders, including the local community.

This list is not exhaustive.

Gross Misconduct

Involvement in actions which are unlawful, or which directly threaten the learning, rights, well-being, safety and/or security of persons rightfully using the College, or which threatens the well-being, safety and/or security of private or College property. Attitudes, behaviours, or actions which have the potential to bring the college into disrepute.

- Serious or persistent failure to comply with the Colleges rules and regulations, including Health and Safety rules.
- Physical or verbal assault or intimidation whilst on College premises or College related activities.
- Harassment or bullying (see separate Anti-Bullying and Harassment Policy (Learners) for more guidance).
- Threatening, offensive or indecent behaviour.
- Sexual misconduct, relating to all unwanted conduct of a sexual nature.
- Possession of and/or intent to supply controlled drugs or alcohol.
- Possession of items which may be deemed to be weapons.
- Causing deliberate harm and or distress to animals.
- Vandalism and/or destruction of property

- Theft
- Abuse or misuse of computer equipment and IT systems
- Infringement of the College Equality and Diversity Procedures
- Photographing, video recording and or audio recording of staff or students without their consent
- Behaviour which brings the College into disrepute
- Multiple or repeated instances of misconduct.

This list is not exhaustive.

Suspension

Suspension means that a student is not allowed to come into College or onto any College premises, into college residences or use college transport and IT services including online lessons, for any reason without express permission of a member of CLT. The suspended student will have no access to college online services, however work where possible and appropriate, will be sent home to the student to complete (this does not include online learning).

N.B. Executive Office and or the Investigating Officer may contact a suspended student via their personal email address whilst they do not have access to college online services.

Exclusion

Exclusion means that a student is not allowed to come into College, onto any College premises or use college transport and IT services, the student is then no longer a student of the College. The exclusion can only be reviewed by the Principal, VPCQ or VPCSC, at the end of the academic year the exclusion was issued within.

The Principal, VPCQ or VPCSC may refer the exclusion to a college Admissions and Review panel to consider the well-being and safety of staff and other students, before determining whether a student should be excluded from the College for the remainder of the academic year or permanently excluded.

The Principal, VPCQ or VPCSC must be consulted and agree to an exclusion before it is invoked, this may result in a final decision being delayed at any disciplinary hearing where it has been decided that an exclusion is appropriate.

Appendix 2 – Student Attendance Procedure

Please see the full [Student Attendance and Achievement Procedure](#) for details.

Appendix 3 – Engagement Support & Action Plan

Student Name		Student Number	
Course			
Course Leader		Name of Staff Member Compiling Plan	
What is working well for you so far this year?			
What is the concern leading to this meeting? <i>(Include brief description of difficult or dangerous behaviours.)</i>			
Goals: What we need to see from you	How will you achieve this change?		When will you achieve this?
1.	1.		
2.	2.		
3.	3.		
What will help you achieve this change? <i>(Explain the differentiated measures to respond to these behaviours.)</i>			

Signed student		Date	
Signed Staff Member		Date	

Remember to:

- Upload / scan a copy to eILP under **Dialogue tab - Discussion**
- Phone call to parent / carer / workplace

Appendix 4 – Enhanced Engagement Support & Action Plan

Student Name		Student Number	
Course			
Course Leader		Name of Staff Member completing plan	
What is working well so far this year?			
What is the concern leading to this planning meeting?			
What factors are contributing to the challenges you are experiencing?			
What we need to see from you (Goals copied from ESAP stage 1):			
What should the staff team say and do to acknowledge this positive behaviour when seen?			
When you start to feel anxious or overwhelmed, what behaviours we might see?			
What should the staff team say and do when presented with these behaviours to help you feel safe?			
If you ever feel you are in crisis or heightened, what signs or behaviours might we see?			
What should the staff team say and do when presented with these behaviours to help you feel safe?			
If relevant, what steps will need to be taken following an incident?			

Action Plan

	What needs to happen following this meeting?	Who is responsible?	Is there anything else needed to help or support you to achieve your goals?	When / how will your goals be reviewed?	Review
1					
2					
3					
4					
5					

Signed student		Date	
Signed Staff Member		Date	
Stage 3 Formal Engagement Agreement – Parents/ Employer signature is required		Date	

Remember to: Upload to eILP under **Dialogue tab** then **Discussion**. Phone call to parent / carer / workplace

Review	
Outcome of review	

Appendix 5 – Time Out Action Card

Student Name	
Student Number	
Next of Kin details	

How do I signal I need a time out?

Where am I going to go?

What am I going to do while I'm out of the classroom to help?

How long will I be out of the classroom for?

How will I let staff know if I'm not ready to come back after that time and need longer?

What happens if I can't return to class?

Support for completing the Time Out Action Plan

All students who have a time out card should have a plan that runs alongside.

How do I signal I need a time out?

- Time out card – leaving on desk, showing to teacher?
- Raising a hand and asking directly?
- Does the student want a more discrete sign?

Where am I going to go?

- e.g. Wellbeing zone, library, walk in a certain area of the college, space outside.
- Be specific, even there are a couple of options.

What am I going to do while I'm out of the classroom to help?

- What strategies will the student use so that they can come back ready to learn?
- E.g. walking, listening to music, tearing up paper.
- Wellbeing can support with suggestions.

How long will I be out of the classroom for?

- What is a reasonable amount of time to be out of the classroom for? How long do they usually need?
- Agree a time frame.

How will I let staff know if I'm not ready to come back after that time and need longer?

- What works for your course?
- Can they send an email?
- Do they need to return to the classroom and ask to speak to you outside?

What happens if I can't return to class?

- If a student cannot return to class and needs to go home they must take responsibility for notifying the absence line and you as their teacher.
- They must take responsibility for notifying their parent/carer

Explain what the consequence would be if they remain missing from class without contact.

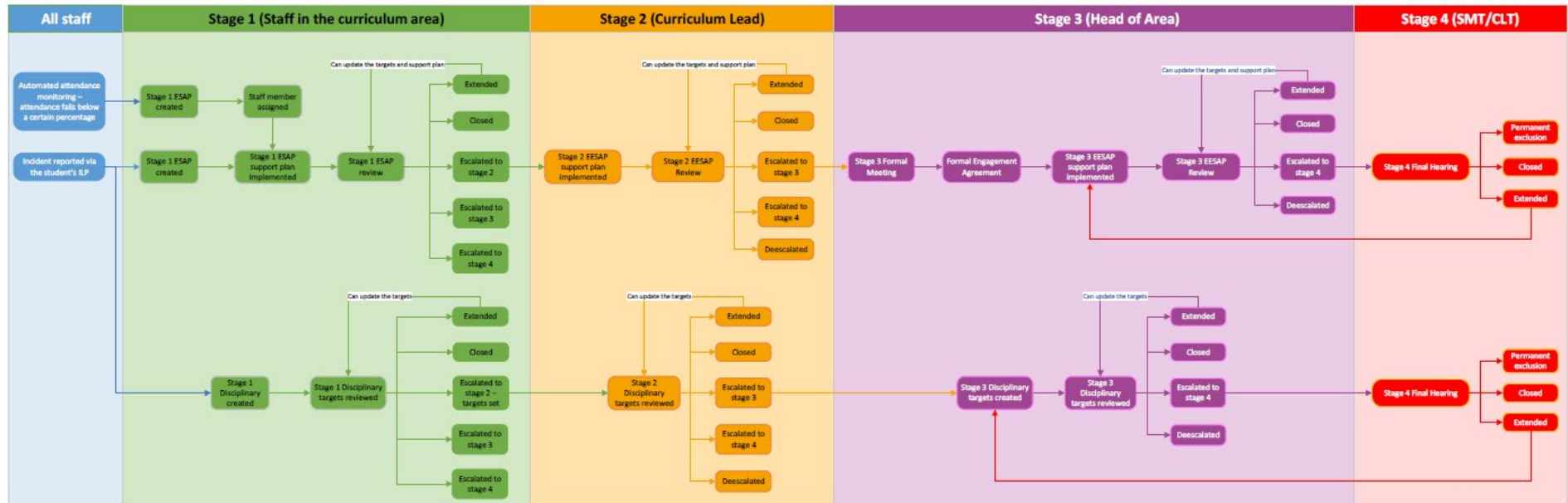
Appendix 6 – Personal Risk Assessment

TASK / ACTIVITY / OPERATION / LOCATION / EQUIPMENT / INDIVIDUAL / DATE(S):		COLLEGE: Easton College		DEPARTMENT/BUILDING/AREA: Residential		
Safety planning meeting and Risk Assessment for xx xx student number xx xx		ASSESSOR:		Click or tap here to enter text.		
		DATE ASSESSMENT CARRIED OUT: Click or tap to enter a date.				
		REVIEW DATE (Annually or after significant changes):				
		SMT APPROVAL (Name & Date):		Click or tap here to enter text. Click or tap to enter a date.		
DATES:						
Context						
This personal risk assessment has been written with input by: • Head of Area • Parent/Carer • Student (where appropriate) • Other professionals: • Name other college staff				• This meeting is to explore support and safeguarding for xx xx • Date of meeting: xx xx xx.		
Hazards Associated with the Task, Activity, Operation, Location, Equipment, Individual.	Persons Affected	How Might They be Harmed, please include safeguarding.	Control Measures Staff ratio SEND	Severity Rating	Frequency Rating (likelihood)	Overall Risk Rating (Low, Medium or High)
What is the identified risk?			Agreed action			

NUMERICAL ASSESSMENT				OVERALL RISK FACTOR						
Severity Rating		Frequency Rating (likelihood)		Overall Risk Factor = Severity x Frequency		Frequency (likelihood)				
						5	4	3	2	1
1	No Injuries / Minor Damage	1	Remote	Severity	5	25	20	15	10	5
2	Single Minor Injury	2	Unlikely		4	20	16	12	8	4
3	Single Major Injury / Personal Injury	3	Occasional		3	15	12	9	6	3
4	Single Fatality / Major Pollution	4	Probable		2	10	8	6	4	2
5	Multiple Fatalities	5	Frequent		1	5	4	3	2	1

15-25High Risk	UNACCEPTABLE - REVISIT ACTIVITY & CONTROL MEASURES
8-12Medium Risk	REVIEW THE CONTROL MEASURES – CAN YOU IMPLEMENT FURTHER CONTROL MEASURES TO REDUCE THE RISK? IF NOT, REGULARLY REVIEW CONTROL MEASURES.
1-6Low Risk	ACCEPTABLE (Keep control measures under review).

Appendix 7 - Visual description of the ESAP and disciplinary process, identifying who is responsible and the options for each stage



If you would like to see a larger version of this flow chart, [Click this link](#)

Ways of Working

Kind and
Curious



Open and
Informative



Respectful
and Fair



Collaborative
and Inclusive



Consistent and
Responsible



