

ACADEMIC ENGAGEMENT PROCEDURE

Audience	All stakeholders – staff, students, trustees, members, parents and carers
Status / review cycle	3 years
Current review	March 2026
Next review	March 2029
Review committee	Strategy and Policy Committee and Full Board
Staff lead	Declan Mason- Director of Student Development and Behaviour and Kate Parsons- Assistant Principal
Trustee lead	N/A

1. Introduction

We have clear expectations of our students’ behaviour during their time at the College. The Student Contract and Code of Conduct set out the key commitments which students agree to abide by upon joining the College, which also underpin academic success. With all students we value the support and involvement of parents and carers in helping their student to keep to the terms of the Student Contract and the Code of Conduct through participation in college events, Progress Review activity and, where required, involvement in Academic Engagement interventions.

2. Academic Engagement

Academic Engagement interventions are actioned in response to concerns related to:

- **Participation in class:** If there are concerns related to behaviour and work production in class.
- **Submission of work:** If a student’s independent study work is not submitted on time or is incomplete. Teachers may also raise concern if required progress is not being made with coursework or other major assignments.
- **Attendance:** If a student has either authorised or unauthorised absences.
- **Punctuality:** If a student is late for lessons.

The Academic Engagement pathway has five levels of intervention that will be actioned to address identified concerns.

Academic Engagement		
LEVEL	Intervention	Staff
0	Initial Concern	Teacher/Tutor
1	Subject Teacher Concern	Teacher
2	Tutor Concern	Tutor
3	Formal Concern	Tutor Team Leader/Head of Department
4	Formal Continuing Concern	Tutor Team Leader/Divisional Director
5	Director Concern	Director of Student Development and Behaviour

Students will normally progress sequentially through the Academic Engagement levels. However, where concerns are more serious, span multiple subjects, or where a lower-level intervention would not be appropriate or proportionate, a student may enter the process at a higher level or progress directly to the next appropriate level. Any decision to begin or escalate at a higher level will be based on evidence and professional judgement.

- At each stage of the process, the relevant member of staff will set clear targets and outline appropriate support. This will be recorded on the student database and sent to the student, parents/carers and relevant staff via email.

- **Progress will be reviewed at each stage, usually within two weeks.**
 - Where targets are met, this will be recorded and no further action will be taken.
 - Where some progress has been made, a further review period may be agreed.
 - Where insufficient progress has been made, the concern will be escalated to the next stage of the process.

Level 0- Initial Concern

Prior to a Subject Concern Plan being issued, subject teachers will normally provide informal support and may record an Initial Concern to address early issues.

Level 1 - Subject Concern Plan

- Used when concerns are present within a single subject, including engagement, progress or completion of work.
- A Subject Concern Plan is logged on the student database, setting clear targets and a review date, as well as outlining appropriate support. This is shared with the student, relevant staff and parents/carers.
- If insufficient progress is made, the concern will be referred to the relevant Head of Department for further subject-based intervention, or to the tutor where concerns are broader.

Level 2- Tutor Concern Plan

- Used where there are concerns across two or more subjects, low attendance, punctuality, or unresolved Level 1 concerns.
- A Tutor Concern Plan is logged on the student database, setting clear targets and outlining support, and shared with the student, relevant staff and parents/carers.
- If insufficient progress is made, the concern will be referred to the Tutor Team Leader for further intervention.

Level 3 - Formal Concern Plan

- Used where concerns are persistent, more serious, or unresolved following a Tutor Concern Plan.
- A Formal Concern Plan is logged on the student database, setting structured targets and outlining support, and shared with the student, relevant staff and parents/carers.
- If insufficient progress is made, the concern will be escalated to a Continuing Formal Concern Plan.

A Formal Concern Plan will be led by a Tutor Team Leader or Head of Department. As part of this level, a Learner Improvement Plan may be implemented where appropriate.

A Tutor Team Leader or Head of Department/Course Leader may, as part of a Formal Concern Plan, use a Learner Improvement Plan as part of their intervention:

- In liaison with subject teachers identify areas in which there are specific concerns and establish achievable targets for completion.
- State when the student must attend the Learning Resource Centre each week to complete Learner Improvement Plan support sessions.
- Set a final review date (normally six weeks) when the targets must be completed.
- The Learner Improvement Plan will be visible to the student and all staff via the database and will appear on their timetable.

Any 6.1 student who receives a U Grade in a subject at the release of Summer Grades will be placed on a Formal Concern Plan by the Head of Department or Course Leader prior to the summer break.

Level 4 - Continuing Formal Concern Plan

- Used where sufficient progress has not been made in response to a Formal Concern Plan.
- Senior staff will meet with the student and parents/carers to review concerns, reinforce expectations and agree further support and monitoring.
- If insufficient progress is made, the concern will be referred to the Director of Student Development and Behaviour.

Where appropriate, a Divisional Director may take the lead, particularly where concerns relate to a single subject.

Any 6.1 student placed on a Continuing Formal Concern Plan who subsequently achieves two or more U grades at the release of Summer Grades will progress to a Level 5 Director Concern Plan.

Level 5 - Director Concern Plan

- Used where satisfactory progress has not been made in response to a Continuing Formal Concern Plan.

- The Director of Student Development & Behaviour will meet with the student and parents/carers to review the concerns, revisit underlying causes and agree appropriate support.
- Progress will be reviewed following the meeting, normally within two weeks.
- Students at this level may continue to have a Learner Improvement Plan in place and will remain supported and monitored by their tutor and subject teachers.

The ongoing viability of a Level 5 student's place at the College will be reviewed at key points in the academic year, after the termly release of grades as a minimum. This review will comprise of feedback from subject teachers and any other relevant staff and a review of attendance and attainment data.

At this review point there are 3 possible outcomes:

1. Further support needs are identified and implemented
2. The student may be removed from a course
3. A recommendation is made by the Director for a Case Conference due to significant concerns about viability. A possible outcome of a Case Conference is permanent exclusion.

3. Exclusions and Appeals

The Exclusions and Appeals Procedure can be found on the College website.

Other documentation associated with this policy

- Behaviour and Engagement Policy
- The Student Contract
- The Student Code of Conduct
- Plagiarism and Collusion Policy
- Safeguarding and Child Protection Policy
- Equality Diversity and Inclusion Policy
- Exclusion and Appeals Procedure