

# Back on Track Policy

Responsible Senior Manager: Vice Principal, Students Learning & Quality

Effective Date: September 2022

Related Policies: Drugs & Alcohol Misuse Policy

Approved By: Executive Team

Next Review Date: September 2025



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# 1. Introduction

Through the implementation of our 'Back on Track' policy we are working to ensure all students achieve their goals whilst studying at HSDC. This policy addresses any issues that may arise during their study programme, promotes positive attitudes towards learning and aims to ensure individual success by creating a cohesive support system. The policy indicates the procedures and support available when a student needs encouragement to make good progress during their study programme. We will manage student behaviour in such a way that the College can achieve and maintain the high standards which are essential to providing an outstanding education. It will foster a culture based on mutual respect, trust and honesty in which learning can thrive for all.

The procedures apply to students on all study programmes and applies to all college activities, including travel to and from college, work experience, volunteer placements and trips. This refers to students on courses with a practical component leading to registration with a professional, statutory, or regulatory body. This procedure should be followed if concerns are raised for a student by any member of staff and could include any of the following factors:

- Poor attendance
- Illness or mental health difficulties
- Behaviour
- Non completion of work required as part of the programme of study (coursework, homework, Maths and English).
- Other factors in line with the HSDC Standards

This is a three-step process:

Each stage of this process is designed to be supportive of the student and their goals. Students will usually start on support stage 1 and, if necessary, progress to stage 2. Depending on the student's needs or barriers they can be entered on any stage and do not need to start at level 1.

Students who are involved with any incident of gross misconduct will be seen by an Incident Review Panel. This is equivalent to stage 3.

## 2. Role of the College

HSDC aims to foster independence, self-awareness, and personal responsibility amongst students. In this context it is important that students take an active part in the process and appropriate steps to manage their own health and wellbeing to fulfil their academic and social potential. We strongly encourage every student to take an active role in their learning but if they and/or their parent/carer do not attend the support stage meetings, these will continue in their absence and targets will be sent home.

### 2.1 Role of the Tutor

The Tutor will meet with the student and discuss suitable methods to support the student to become successful. During this process the Tutor should ensure the student is supported and communication is made with the parent/carer. If the process escalates to Support Stage 1, the Tutor will continue to monitor the student and provide updates on progress to the Student Progress Mentor.

### 2.2 Role of the Student Progress Mentor

The Student Progress Mentor will meet with the student and parent/carer to set targets on ProMonitor with a minimum of a two-week deadline. If parent/carer does not attend, targets will be sent to them. The role of the Student Progress Mentor is to support the student throughout the process, communicating with parent/carer and attending meetings if the student is not making the required changes. The Student Progress Mentor will lead the meeting at Support Stage 1 and keep the Programme Leader up to date with the student's progress. The Student Progress Mentor's main role is to work with the student, guiding them back on track and ensuring they make good progress. They will not make decisions about curriculum changes or study programmes but can enable the conversations between students and curriculum managers.

### 2.3 Role of the Curriculum Managers

#### 2.3.1 Programme Leader / VFL Manager / Apprenticeship Manager

The Programme Leader or VFL Manager will become involved with the Back on Track Support Stage 2 meetings. The Student Progress Mentor and Programme Leader will meet with the student, and parent/carer to set clear action driven targets on ProMonitor with a minimum of a two-week deadline. If parent/carer does not attend, targets will be sent to them. At Support Stage 2, the Programme Leader will lead the meeting and should monitor the student (with the Student Progress Mentor). Throughout this process the Student Progress Mentor and Programme Leader should keep the Head of Faculty up to date with the progress of the student.

#### 2.3.2 Head of Faculty / Director of SEND / Relevant Manager

The Head of Faculty or Director of SEND will chair the Support Stage 3 meeting. The Head of Faculty or Director of SEND will make a decision based on evidence presented as to whether the student is able to continue on their programme of study or leave college. The Student Progress Mentor attends the meeting and will update ProMonitor with the outcome.

## **2.4 Role of the Health and Wellbeing Managers**

### **2.4.1 Health and Safeguarding Co-ordinators (RGN)**

The Health & Safeguarding Co-ordinators should be consulted or invited at any stage of the policy where the following applies:

- there is a safeguarding concern logged on the student.
- there is a health concern (physical or mental).
- the student is a Looked After Child or Young Carer.

### **2.4.2 Head of Student Progress**

The Head of Student Progress may become involved at Support Stage 3 or with an Incident Review Panel where:

- there is a safeguarding concern logged on the student.
- there is a health concern (physical or mental).
- the Student is a Looked After Child or Young Carer.

### 3. Student Flow Diagram

This diagram is designed to help the student understand the process and the support that would be put into place as part of it.		
Course Team Intervention	Preventative measures reinforcing aspiration, study skills etc. Targets must be set and reviewed by a tutor or teacher via Pro-Monitor. Parents to be informed of any risks to achievement.	
Support Stage 1	Student Progress Mentor	<p>Student must be referred via a tutor on Pro-Monitor. SPM collates information from tutor/teachers to prepare for Stage 1.</p> <p>SPM sets further targets and interventions. Attempt to get student Back on Track via target setting.</p> <p>If successful, well done on ProMonitor, include student.</p> <p>Parents/carers to be informed of targets.</p>
Support Stage 2	Student Progress Mentor & Programme Leader or VFL Manager & Parents/Carers	<ul style="list-style-type: none"> <li>• Did not meet targets in Support Stage 1.</li> <li>• SPM &amp; PL/ VFL Manager to meet with parent/carer.</li> <li>• Attempt to get student Back on Track via target setting.</li> <li>• If successful, well done on ProMonitor, include student.</li> <li>• HoF monitors these students closely.</li> <li>• If health related Health and Safeguarding Coordinators must be consulted.</li> </ul>
	<b>Inclusion Panel: As a result of progressing from Support Stage 2</b>	<b>Incident Review Panel</b>
Support Stage 3	<p>To be attended by - HOF or Director of SEND SPM &amp; Parents/Carers</p> <ul style="list-style-type: none"> <li>• A discussion about whether the student remains at HSDC.</li> <li>• Evidence from all parties, including the student, regarding why targets have not been met will be discussed.</li> </ul>	<p>To be attended by - HOF or VFL Manager with Director of SEND an AP or HOSP.</p> <p>Safeguarding history and extenuating circumstances to be considered in the discussion. Target can include:</p> <ul style="list-style-type: none"> <li>• Restorative Practice.</li> <li>• Referral to external agencies.</li> <li>• Support from SPM on managing behaviour.</li> </ul>

## 4. Lanyards

It is a requirement of the College that all students, staff and visitors wear lanyards when on site. This is primarily for safeguarding purposes so that we can ensure that only persons permitted to be on site are present. It is understandable that there may be an occasion where a student forgets their lanyard and in these instances the student should go to reception to request a temporary lanyard. This will be recorded on an internal system. Where Reception has reported a temporary lanyard on more than 3 occasions the tutor will be informed who will discuss this with the student.

- If the student is generally making good progress a letter will be sent to the student and parent/carer advising of the importance of the compliance. This will be logged on ProMonitor
- If there are commitment and attendance issues in addition to not wearing a lanyard, then the Programme Leader may invoke the Back on Track procedures.
- Should there be a repeat instance where the student is not wearing a lanyard, this will be referred on to the Head of Faculty and a letter will be sent to the student and parent/carer. The Head of Faculty may at this stage invoke stage 3 of the policy.

## 5. Gross Misconduct

Any incident suspected to be of gross misconduct will result in an instant Incident Review Period. All the students involved will be requested to leave College and stay away for a standard period of 5 working days; this may be shortened or extended as required after investigation into the incident.

Students can be formally placed under an Incident Review Period by the following staff members/groups: Head of Faculty; Programme Leader; Head of Student Progress; VFL Manager or the relevant Duty Manager. During the Incident Review Period, students may not attend college.

Any student involved in an incident deemed as gross misconduct will be invited to an Incident Review Panel meeting where a decision will be made based on the findings of the investigation and information shared within the meeting.

<p><b><i>Examples of misconduct which can/should be dealt with through the standard support meetings:</i></b></p> <ul style="list-style-type: none"> <li>- Poor time keeping or persistent lateness.</li> <li>- Unauthorised absence from college.</li> <li>- Unauthorised or inappropriate use of college facilities.</li> <li>- Incidents of bullying or harassing behaviour not sufficiently serious to fall into the category of gross misconduct. i.e one off occasion of name calling.</li> <li>- Verbally abusive language, if not threatening.</li> <li>- Any harassment under the Equality Act that is not sufficiently serious to fall into the category of gross misconduct.</li> <li>- Abuse of the College IT systems.</li> <li>- Disrespect of British Values in accordance with the Prevent Duty.</li> <li>- Smoking or vaping in undesignated areas.</li> </ul>	<p><b><i>Examples of gross misconduct which due to their nature will lead to a review meeting and panel.</i></b></p> <ul style="list-style-type: none"> <li>- Unauthorised removal of the College's property or theft of any nature.</li> <li>- Serious harassment under the Equality Act which could include but is not limited to: sexual, racial, religious or disability.</li> <li>- Serious breaches of Health and Safety requirements.</li> <li>- Sexual offences.</li> <li>- Fighting/physical assault; including bringing any form of weapon/potential weapon onto the College site.</li> <li>- Any actions in direct contravention of the College Prevent strategy. This includes promotion of views and/or participation in activities of an extremist nature, in accordance with the Prevent Duty.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Actions which bring, or may bring, the College into serious disrepute.</li> <li>- Being under the influence of alcohol or drugs on the College site.</li> <li>- The sale, purchase, or use of drugs/any illegal substance for any reason (further information is contained within the HSDC Drugs and Alcohol Misuse Policy).</li> <li>- Malicious damage to college property.</li> <li>- Incidents of verbal/emotional abuse; this includes incidents of bullying and cyber bullying including filming teachers.</li> </ul>
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### 5.1 Incident Review Period

Students can be formally placed on an Incident Review Period by the following staff members/groups:

Head of Faculty;

VFL Manager;

Programme Leader;

Any member of the Curriculum Leadership Team

1. Following any incident of gross misconduct, a student will be instantly placed under an Incident Review Period for a standard 5 working day period. (This may be shortened or extended as required and based on requirements or findings of the investigation into the incident/concern.)
2. After placing a student on an Incident Review Period, the relevant curriculum manager should be informed. If they are not available then the relevant member of CLT should be advised.
3. If the student is below 18 the parent/carer should be contacted to advise them of the Incident Review Period within 24 hours. This should be followed by an email from the relevant curriculum manager. The contact should be made by the relevant curriculum manager.
4. The relevant curriculum manager should work with the relevant Student Progress Mentor to arrange the Incident Review Panel to meet in attendance with a member of Curriculum Leadership Team.



## 6. Student Back on Track Process

### 6.1 Support Stage 1

People Involved:	Notes and points to remember:	Actions:
<ul style="list-style-type: none"> <li>- Student Progress Mentor</li> <li>- Student.</li> <li>- Tutor (optional)</li> </ul> <p><i>Tutor should be notified of meeting taking place but does not need to attend at this stage.</i></p>	<p>This initial meeting should be positive allowing the student to openly discuss any contributory factors that may be impacting their progress.</p> <p>The meeting should not include the student's parent/carer, but targets will be sent home within 5 working days.</p> <p>After the meeting regular monitoring and support should take place by all members of staff who work with the student to ensure they successfully get back on track.</p> <p><i>If the Student Progress Mentor and tutor is satisfied with the changes made, no further action is required other than a normal follow up 1:1 and positive note on ProMonitor.</i></p> <p><i>If at the end of the monitoring period the Student Progress Mentor still has concerns, they will need to inform the student that they are moving to Support Stage 2.</i></p>	<p>Once an issue has been identified by the Tutor or other member of staff, the following should happen:</p> <ol style="list-style-type: none"> <li>1. Tutor to notify student of any concerns / barriers and refer to the Student Progress Mentor.</li> <li>2. Student Progress Mentor to arrange a meeting with student.</li> <li>3. Student Progress Mentor to outline concerns to student and discuss an appropriate course of action.</li> <li>4. Actions should be agreed and support to be put in place if required and review dates for the monitoring of completion.</li> <li>5. After the meeting, the actions should be recorded on ProMonitor which will automatically send to parent/carer.</li> </ol>

## 6.2 Support Stage 2

People involved:	Notes and Points to remember:	Actions:
<ul style="list-style-type: none"> <li>- Student.</li> <li>- Parent/Carer if under 18.</li> <li>- Student Progress Mentor.</li> <li>- Programme Leader, VFL Manager or a Curriculum Manager</li> <li>- <b>In liaison with Health and Safeguarding Co-Ordinator</b></li> </ul>	<p>A support meeting will be held with the student to discuss their barriers to making sufficient progress. Parent/carers should be invited to attend the meeting.</p> <p>At this meeting the Student Progress Mentor should be accompanied by the relevant manager. The relevant manager will lead the meeting, give clear action focused targets.</p> <p>At this meeting further discussions should be had around previous targets and the reason for this meeting.</p> <p>Students returning to HSDC for a second year on any course can be placed on Support Stage 2 if they have previously been supported via BoT.</p> <p><i>If the PL is satisfied with the changes made, no further action is required other than a normal follow up 1:1 and positive note on ProMonitor.</i></p> <p><i>Note: Support Stage 2 discussions should remain constructive, looking at developing strategies to eliminate barriers and ensure the student gets back on track.</i></p>	<ol style="list-style-type: none"> <li>1. Student Progress Mentor to arrange a convenient meeting time with the relevant manager and parent/carers.</li> <li>2. Meeting should follow the same structure as the Support Stage 1 process.</li> <li>3. The relevant manager will amend actions set at Support Stage 1 and record this on ProMonitor which will automatically send to parent/carers.</li> <li>4. Support Stage 2 meetings and should make clear:             <ol style="list-style-type: none"> <li>a. the areas that remain a concern</li> <li>b. the actions that have been set</li> <li>c. the nature of any support that was not taken advantage of at support stage 1 and any support to be put in place</li> <li>d. monitoring that will take place, including dates for interim reviews</li> <li>e. the student's place at college is at risk if improvement is not made.</li> </ol> </li> <li>5. Monitoring should continue to take place for a least 3 weeks depending on the individual situation before any further action is taken.</li> </ol>

### 6.3 Support Stage 3

People Involved:	Notes and Points to remember:	Actions:
<ul style="list-style-type: none"> <li>- Student.</li> <li>- Student Progress Mentor</li> <li>- Parent/Carer if student under 18</li> <li>- Head of Faculty, Director of SEND or a Curriculum Manager</li> <li>- in liaison with Head of Student Progress</li> </ul> <p><i>NB: If a student fails to attend the first Support Stage 3 meeting, contact <u>must</u> be made to attempt to ascertain a reason and an alternative meeting arranged. After the second attempt at arranging a meeting only then should a student be dismissed.</i></p>	<p>If a dismissal is being considered because no other option is appropriate, then the meeting should be arranged with the student and their parent/carers.</p> <p>The relevant manager will consider whether the student should be dismissed or if further support can be offered. If dismissal is the outcome, the student should be informed in writing that they are to be dismissed, informed of the effective date for their dismissal and informed of their right to appeal against the decision.</p> <p>If the student wishes to appeal, they must do so within 10 working days of the date of the decision to dismiss. Any Appeal should be made to the Vice Principal (Students, Learning &amp; Quality) and should outline the reasons for the appeal.</p> <p>If the student is not dismissed, they will continue on Support Stage 3 and continue to be monitored by the relevant managers and Student Progress Mentor. If targets are not met a dismissal meeting will be instigated.</p>	<ol style="list-style-type: none"> <li>1. The Student Progress Mentor will contact the parent/carers to arrange a meeting, notifying all parties and collate all paperwork.</li> <li>2. The Student Progress Mentor accompanied by the relevant manager from Support Stage 2, will present details of the Support Stage 2 meeting and targets.</li> <li>3. If any other support has been provided to the Student through Health and Wellbeing or ALS then a relevant spokesperson or witness statement from these areas should be sought to provide evidence of the support for the student.</li> <li>4. The relevant manager will summarise the meeting and outline the next stages in the decision and when a decision will be conveyed if it is not to be done on the same day.</li> <li>5. Once the decision is made, written communication of the decision will be sent to student and parent/carers without unreasonable delay, normally within 48 hours or as soon as practicable. Curriculum Support to send home communication.</li> </ol>

## 6.4 Incident Review Panel

People Involved:	Notes and Points to remember:	Actions:
<ul style="list-style-type: none"> <li>- Student.</li> <li>- Student Progress Mentor</li> <li>- Parent/Carer if student under 18</li> <li>- Head of Faculty, VFL Manager or a Curriculum Manager</li> <li>- Assistant Principal or Head of Student Progress</li> </ul> <p><i>NB: If a student fails to attend the first Incident Review Panel meeting contact should be made to attempt to ascertain a reason and an alternative meeting arranged. After the second attempt at arranging a meeting only then should a student be dismissed.</i></p>	<p>Following an investigation period an Incident Review Panel meeting should be arranged with the student and their parent/carers.</p> <p>Before the meeting all evidence will be sent to the student / supporting adult. At the meeting the relevant manager will present the evidence. The student will be given the opportunity to state their case including any mitigating factors and give their own view.</p> <p>The relevant managers will consider whether the student should be dismissed. If dismissal is the outcome, the student should be informed in writing that they are to be dismissed, informed of the effective date for their dismissal and informed of their right to appeal against the decision.</p> <p>If a student is dismissed, relevant support should be offered.</p> <p>If the student wishes to appeal, they must do so within 10 working days of the date of the decision to dismiss. Any Appeal should be made to the Vice Principal (Students, Learning &amp; Quality) and should outline the reasons for the appeal.</p> <p>If the student is not dismissed, they may be placed on a relevant support stage with actions set. Targets following an incident can include restorative practice and mediation.</p>	<ul style="list-style-type: none"> <li>• The Student Progress Mentor will contact the parent/carers to arrange a meeting, notifying all parties and collate all paperwork.</li> <li>• The Student Progress Mentor accompanied by the relevant manager will present details of the case and outline the evidence to a member of the Curriculum Leadership Team.</li> <li>• If any other support has been provided to the Student through Health and Wellbeing or ALS then relevant spokesperson or witness statement from these areas should be sought to provide evidence of the support for the student.</li> <li>• The student is invited to present their case on why they should be allowed to continue at college.</li> <li>• The relevant manager may question the student should any clarification be required on the evidence.</li> <li>• The relevant manager will summarise the meeting and outline the next stages in the decision and when a decision will be conveyed if it is not to be done on the same day.</li> <li>• Once the decision is made, written communication of the decision will be sent to student and parent/carers without unreasonable delay, normally within 48 hours or as soon as practicable.</li> </ul>

## 7. Probation Conditions

Probation conditions are designed to support students, and set clear expectations for them, if they do not meet the entry requirements set by the College, have previously experienced difficulties with committing to their studies, issues with behaviour and attendance at the College or there are other concerning factors.

A member of curriculum or support staff can recommend probation conditions for a student and they will be discussed with them at enrolment and clear targets set. These targets will be in place for 4 - 6 weeks. At the end of this period the student will have a review with their tutor to discuss if they have met the targets and can continue the course or if there are concerns which could result in further action being taken. This action can include their place at college being withdrawn.

## 8. Appeals Procedure

Students may leave college before the end of their course because:

- they have been dismissed following the Back on Track policy  
OR
- they have been withdrawn for other reasons by mutual consent (e.g., poor health, moving to another area etc.).

Where a student is dismissed from college, he/she/they shall have the right of appeal in the first instance to the Appeals Panel. Students (and, if appropriate, parent/carer) shall be informed of this at the Level 3 meeting/Incident Review Panel. Appeal requests must be made either in writing or by email to:

Katie Hudson, PA to Vice Principal (Students, Learning & Quality)  
HSDC, Havant Campus,  
New Road,  
Havant,  
PO9 1QL  
Email: Katie.Hudson@hsvc.ac.uk

The appeal request must be made within ten days of receipt of the decision to dismiss the student from college. Once an appeal is lodged, the student shall not attend college until the appeal is heard. Students may appeal against dismissal on one or more of the following grounds:

- a) The College's procedures were not followed correctly.
- b) The process leading to dismissal featured discrimination or unfair treatment on the grounds of protected characteristics.
- c) Significant further information should be considered that was not available at the time of dismissal.

**A request for an appeal must identify the grounds from the list above and provide a brief supporting statement.**

The Appeals Panel consists of the Vice Principal (**Students, Learning & Quality**) and the **Deputy Principal**. Students have the right to present their case in person to the Appeals Panel at an appeal hearing, with one other person in attendance if they so wish to support them, for example a parent/carer.

During an appeal, the panel may receive representations from the student, parents/carers, Student Progress Mentor, Programme Leader, Head of Faculty, Director of SEND and any other person they deem appropriate. Evidence may be received in writing or orally, as the panel determines. The Panel, in consultation with the Principal, may either:

- Uphold the decision for the student to be dismissed, or
- Reinstatement the student, with or without conditions as appropriate.

The findings of the appeal will be communicated to the student and, if appropriate, to their parent/carer, in writing. The decision of the Appeals Panel is final. Not every meeting will be conducted in the same way and will depend on the particular circumstances and nature of the appeal.