Back on Track Policy

Responsible Senior Manager:	Deputy Principal - Curriculum & Quality
Effective Date:	September 2025
Related Policies:	Drugs and Alcohol Misuse Policy, Prevent Policy and Visible ID Policy.
Approved By:	Corporation
Next Review Date:	September 2028

European Union
European Social Fund
Investing in jobs and skills

HSDC

Contents

1. Introduction 3
2. Role of the College 4
   - 2.1 Role of Teaching Staff – Course Team Intervention Stage: CTI 4
   - 2.2 Role of the Student Progress Mentor Support & Development: Stage 1 4
   - 2.3 Role of the Heads of Faculty – Focused Action: Stage 2 4
   - 2.4 Role of the Health & Safeguarding Coordinators 4
   - 2.5 Role of the Care Experienced Young Person Coordinator 5
   - 2.6 Role of the Additional Learning Support Team 5
   - 2.7 Role of All Staff setting targets 5
3. Student Flow Diagram 6
4. Lanyards 7
5. Gross Misconduct 7
   - 5.1 Incident Review Period 8
6. Student Back on Track Process 9
   - 6.1 Course Team Intervention (CTI): 9
   - 6.2 Support & Development Stage (Stage 1) 10
   - 6.3 Focused Action Stage (Stage 2) 11
   - 6.4 Incident Review Panel 12
7. Probation Conditions 13
8. Appeals Procedure 14

Appendix 1- Student Charter 15

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 procedure applies 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 Student Charter - See Appendix 1

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 with some support with their subject or student progress mentor 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 the first stage.

Students who are involved with any incident of gross misconduct will be seen by an Incident Review Panel. This is equivalent to a Focused Action Stage.

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 personal 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 Teaching Staff – Course Team Intervention Stage: CTI

Members of **teaching staff** will inform the student of any issues with **behaviour, attendance or progress**. During this process, the teaching staff should initiate a **Course Team Intervention (CTI)** via ProMonitor (meetings>Back on Track>CTI>Add New). The student should be informed that **specific targets** are being set as part of the CTI and given a realistic timeframe to show progress. These will show on the MyHSDC App in Meetings. If CTI targets have not been implemented by the student, a Support & Development stage will be required (Stage 1).

2.2 Role of the Student Progress Mentor Support & Development: Stage 1

If a CTI has not had the desired effect, the **Student Progress Mentor (SPM)** will meet with the student to set **targets** on ProMonitor and offer mentoring, with a minimum of two mentoring sessions. These targets will be shared with parents / carers to ensure they support the student in achieving them. The SPM's role is to provide **mentoring and support** to help the student to achieve **their progress targets.**

If the student does not engage with the SPM, they will be escalated to the Focused Action Stage (Stage 2).

2.3 Role of the Heads of Faculty – Focused Action: Stage 2

The **Heads of Faculty (HoF)** will become involved in the **Focused Action Stage** meetings. Alongside the SPM, parents / carers will be invited to attend, and if they are unable, the **revised progress targets** will be sent to them. At this stage, the HoF will lead the meeting and, in collaboration with the **Student Progress Mentor**, will closely monitor the student's **improvements** and overall progress. This stage emphasises **joint responsibility** for guiding the student towards positive changes.

2.4 Role of the Health & Safeguarding Coordinators

The **Health and Safeguarding Coordinators** should be consulted or invited at any stage of the policy where the following applies:

- There is a safeguarding concern logged on the student ProMonitor record.
- The student is being supported by other professional bodies.
- There is a health concern (physical or mental health).
- The student is a Care Experienced Young Person

2.5 Role of the Care Experienced Young Person Coordinator

The Care Experienced Young Person Coordinator will replace the role of the Student Progress Mentor for supporting the care experienced young person at the South Downs Campus.

2.6 Role of the Additional Learning Support Team

If the student has an EHCP a member of the ALS team must be informed of the Support & Development Stage (Stage 1) and may offer some additional guidance. If the student progresses to the Focused Action Stage (Stage 2), a Member of the ALS team must be invited to attend the meeting.

2.7 Role of All Staff setting targets

HSDCs values are Kindness & Respect = Inclusion + Success. Therefore, all staff setting targets will take these values into account and set SMART targets to help the student achieve success.

SMART Targets:

Specific:

Clearly define what needs to be achieved.

Measurable:

Include metrics to ensure it is clear to measure if the target has been achieved.

Achievable:

Ensure the target is realistic.

Relevant:

Make sure the goal aligns with the concern identified.

Time-bound:

Set a deadline for completion to create a sense of urgency and focus.

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 CTI	Preventative measures reinforcing aspiration, career goal. study skills etc. Targets must be set and reviewed by a teacher via Pro-Monitor (Comments>Back on Track>CTI>Add New). Parents & Students will be informed via the MyHSDC App in 'meetings'.	
Support & Development Stage 1	Student Progress Mentor	• Student must be referred to their SPM by the CTI teacher via comments on ProMonitor. • SPM collates information from teachers to prepare for a Support & Development Stage. • SPM sets further targets and interventions in the meeting • Attempt to get student Back on Track via mentoring • Parents / carers informed of targets: MyHSDC 'meetings' • If successful, **well done** on ProMonitor in comments - tick visible in MyHSDC for student / parent / carer to see.
Focused Action Stage 2	Head of Faculty & Student Progress Mentor (optional attendance)	• Support & Development (Stage 1) targets not yet met, therefore Focused Action (Stage 2) required. • Head of Faculty to meet with student, parents / carers and Student Progress Mentor ***(SPM attendance is optional)*** • Attempt to get the student Back on Track via SMART target setting. • If successful, **well done** on ProMonitor in comments - tick visible in MyHSDC for student / parent / carer to see. • HoF monitors these students closely with SPM • If health related, Safeguarding Coordinators must be consulted.

Incident Review Panel	Head of Faculty & Student Progress Mentor.	Following an Incident Review Period the Head of Faculty to meet with student, parents / carers and Student Progress Mentor
		• Evidence from all parties, including the student, regarding the alleged incident and if the student can remain at HSDC to be discussed
		• Safeguarding history and extenuating circumstances to be considered in the discussion
		• Target can include:
		  ○ A Restorative Practice meeting
		  ○ Referral to external agencies
		  ○ Support from SPM on managing behaviour

The **Student Charter** has been designed to help students understand expectations and in line with college values (see appendix 1). The Charter is agreed by students in induction and shared with parents / carers.

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 use of a temporary lanyard on more than 3 occasions the SPM will be informed who will discuss this with the student.

5. Gross Misconduct

Any incident suspected as gross misconduct will result in an instant Incident Review Period. The students involved will be requested to stay away for a standard period of 5 working days; this may be shortened or extended as required after investigation into the incident. This is referred to as the 'incident review period'. This is to enable an investigation to take place, this is not suspension.

Students can be formally placed under an Incident Review Period by the following staff members/groups: Assistant Principal; Head of Faculty; Director of Student Progress; 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.

Examples of misconduct which can/should be dealt with through the standard support meetings:	**Examples of gross misconduct which due to their nature will lead to a review meeting and panel.**
- Poor time keeping or persistent lateness. - Unauthorised absence from college. - Unauthorised or inappropriate use of college facilities. - 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. - Verbally abusive language, if not threatening. - Abuse of the college IT systems. - Disrespect of British Values in accordance with the Prevent Duty. - Smoking or vaping in undesignated areas.	- Unauthorised removal of the College's property or theft of any nature. - Serious harassment under the Equality Act which could include but is not limited to: sexual, racial, religious or disability. - Serious breaches of Health and Safety requirements. - Sexual offences. - Fighting / physical assault; including bringing any form of weapon / potential weapon onto the college site. - Any actions in direct contravention of the College's Prevent strategy. This includes promotion of views and / or participation in activities of an extremist nature, in accordance with the Prevent Duty. - Actions which bring, or may bring, the College into serious disrepute. - Being under the influence of alcohol or drugs on the college site. - 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).

	- Malicious damage to college property. - Incidents of verbal / emotional abuse; this includes incidents of bullying and cyber bullying including filming teachers

5.1 Incident Review Period

Students can be formally placed on an Incident Review Period by the following staff members:
Assistant Principal
Head of Faculty
The Campus Duty Manager
Any member of the College Leadership Team (CLT)

1. Following any suspected incident of gross misconduct, any involved students will be instantly placed under an Incident Review Period for a standard 5 working day period, this is not suspension. The Incident Review Period is to enable an investigation to take place. The Incident Review Period may be shortened or extended as required.
2. After placing a student on an Incident Review Period, the relevant Head of Faculty should be informed. If they are not available, then the relevant Assistant Principal 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 Head of Faculty.
4. The relevant Head of Faculty should work with the relevant Student Progress Mentor to arrange the Incident Review Panel.

6. Student Back on Track Process

6.1 Course Team Intervention (CTI):

People Involved:	Notes and points to remember:	Actions:
- A member of the course team (Teaching Staff) - Student	This initial conversation by the teacher should be to openly discuss with the student any contributory factors that may be impacting their progress. This does not need to be a formal meeting but a general conversation identifying concerns and some suggestions on how to make progress. The meeting should not include the SPM, but they should be alerted via ProMonitor. The SMART targets set for the student by the teacher should be captured in the meetings section of ProMonitor. *If the teacher is satisfied with the progress made by the student, no further action is required.* *If at the end of the monitoring period the teacher still has concerns, they will need to inform the SPM via ProMonitor.*	1. Teacher to notify student of concerns 2. SMART targets should be agreed and recorded on ProMonitor. The student can see these in 'meetings' on the MyHSDC App.

6.2 Support & Development Stage (Stage 1)

People involved:	Notes and Points to remember:	Actions:

- Student
- Student Progress Mentor
- Liaison with other support staff where applicable:
  ○ **ALS team**
  ○ **EHCP Team**
  ○ **Safeguarding team**
	This meeting will review targets set in CTI and evaluate progress made towards these targets, taking into account extenuating factors. SMART targets need to be agreed in this meeting between the SPM,and the student (plus other support staff if attending).
	
	The meeting should not include the student's parent / carer, but the targets will be shared with parents / carers via the MyHSDC App in 'meetings'.
	
	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.
	
	If the Student Progress Mentor is satisfied with the changes made, no further action is required other than a normal follow up 1:1 and positive comment on ProMonitor, ticked 'visible in MyHSDC App', so praise is shared with parents / carers and the student.
	
	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 the Focused Action Stage (Stage 2).
		1. SPM to notify student of concerns - relating to not having met the CTI targets set by the teacher.
		2. Student Progress Mentor to arrange a meeting with the student.
		3. Student Progress Mentor to outline concerns to the student and agree SMART targets.
		4. After the meeting, the actions should be recorded on ProMonitor which will be visible to student / parents / carers via the MyHSDC App in 'meetings'.

6.3 Focused Action Stage (Stage 2)

People Involved:	Notes and Points to remember:	Actions:
- Student. - Head of Faculty - Parent / Carer - Student Progress Mentor *(SPM attendance is optional)* *NB: If a student fails to attend the first meeting, contact must be made to attempt to ascertain a reason and an alternative meeting is to be arranged. After the second attempt at arranging a meeting (with no response) only then should a student be dismissed.*	This meeting will review targets set in Stage 1 and evaluate progress made towards these targets, taking into account extenuating factors. SMART targets need to be agreed in this meeting between the Head of Faculty and the student (plus the SPM and other staff if attending). The Head of Faculty will set SMART targets and monitor the progress of these in liaison with the student, SPM and parent / carer. If in a Focused Action Stage review meeting dismissal is being considered because no other option is appropriate, then the meeting should be arranged with the student and their parent / carer, regardless of if the student is over 18. If dismissal is the outcome, the student should be informed in writing that they are to be dismissed, with an effective date for their dismissal and informed of their right to appeal against the decision. If the student wishes to appeal, they must do so within 10 working days of the date of the decision to dismiss.	1. The Head of Faculty or Curriculum Support will contact the parent / carer to arrange a meeting, notifying all parties. 2. 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. 3. The Head of Faculty will summarise the meeting and set relevant SMART targets. The Head of Faculty will also outline the next stages in the process if no progress is being made. 4. If in a Focused Action Stage review meeting dismissal is the final decision this will be conveyed within 48 hours if not the same day. 5. Once the decision is made, written communication of the decision will be sent to student and parent / carer without delay by Curriculum Support. ***Careers will need to be informed to ensure the student has an alternative career plan.***

6.4 Incident Review Panel

People Involved:	Notes and Points to remember:	Actions:
- Student. - Student Progress Mentor (attendance is optional) - Parent / Carer if student is under 18 - Head of Faculty *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 (resulting in no response) only then should a student be dismissed.*	Following an investigation period an Incident Review Panel meeting should be arranged with the student and their parent / carer. Before the meeting all evidence will be sent to the student / supporting adult. At the meeting the Head of Faculty will review the evidence. The student will be given the opportunity to state their case including any mitigating factors and give their own view. The Head of Faculty 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. If a student is dismissed, relevant support should be offered, which should include careers support. 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 using the information in section 8 of this policy, outlining the reasons for the appeal. If the student is not dismissed, they may be placed on a relevant support stage with SMART targets set. Targets following an incident can include restorative practice and mediation.	• The Student Progress Mentor or Curriculum Support will contact the parent / carer to arrange a meeting, notifying all parties and collate all paperwork. • The Head of Faculty will review evidence. • 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. • The student is invited to present their case relating to the incident. • The Head of Faculty may question the student should any clarification be required on the evidence. • The Head of Faculty 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. • Once the decision is made, written communication of the decision will be sent to student and parent / carer without unreasonable delay, normally within 48 hours or as soon as practicable.

7. Probation Conditions

Probation conditions are designed to support students and set clear expectations for them for a range of reasons. These include:

- if they do not meet the entry requirements set by the College
- if they have previously experienced difficulties with committing to their studies e.g. relating to attendance, punctuality or work submission by required timescale
- if they have experienced issues with behaviour at the College or there are other concerning factors.

At enrolment onto a course, a member of staff can recommend probation conditions for a student, and they will be discussed with them at their enrolment interview and clear SMART targets will be set to help the student succeed. These targets will be in place for 4 - 6 weeks. At the end of this period the student will have a review with their Student Progress Mentor and / or Head of Faculty 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 implementation of 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, they shall have the right of appeal in the first instance to the Appeals Panel. Students and their parents / carers will be informed of this right to appeal at the Stage 2 meeting. Appeal requests must be made either in writing or by email to:

Katie Hudson, PA to Deputy Principal - Curriculum and Quality

HSDC, Havant Campus,
New Road,
Havant,
PO9 1QL
Email: customerservices@hsdc.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 two members of the College Leadership Team. Students have the right to present their case in person to the Appeals Panel at an appeal hearing, with parents / carers in attendance if they wish to be supported. This is required if a student is under 18.

During an appeal, the panel may receive information from the student, parents / carers, Student Progress Mentor, Head of Faculty and any other person they deem appropriate. Evidence may be received in writing or orally, as the panel determines. The Panel decisions include either:

- Uphold the decision for the student to be dismissed, OR
- Reinstate 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.

Appendix 1- Student Charter

STUDENT CHARTER 2026-27

VALUES	STUDENTS WILL…	STAFF WILL…
 KINDNESS	**Show positive behaviours:** • Promote kindness in college • Always report a concern safeguarding@hsdc.ac.uk • Be respectful and follow the College rules	• Help you set targets that are within your reach • Monitor your progress with you • Encourage you through praise and positive feedback • Celebrate your achievements with you
 RESPECT	**Always follow the College rules:** • Wear your lanyard • Attend all lessons & tutorials on time • Complete all work set by deadlines • Don't smoke/vape outside smoking areas • Use polite language	• Treat you with respect • Be approachable and offer you support • Give you regular and timely feedback • Always use polite language when asking you to follow the rules.
 INCLUSION	**Consider those around you:** • Treat others with respect • Follow the requests of your teachers to ensure everyone can learn • Create a positive environment through your positive behaviour	• Treat others with respect • Create an environment where all feel a sense of belonging • Welcome differing views to their own if offered by students in a respectful way
 SUCCESS	**Always be the best you can:** • Complete work to the highest criteria • Always come prepared e.g. uniform, equipment • Do not become distracted e.g. phone use • Do not copy the work of others, e.g. claiming AI to be your own work	• Set work that reflects our high expectations of all students • Be well prepared to ensure all students can achieve their best • Help you to achieve the qualifications and develop the skills to progress with success after College
 SHARED SPACES	• Keep social spaces clean, both in terms of litter & language • Use learning hubs for studying, not socialising	• Ensure signage is clear about rules in shared spaces e.g. eating/drinking • Check students understand these rules in lessons