Pastoral & Tutorial Policy

Responsible Senior Manager:	Deputy Principal Curriculum & Quality
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Related Policies:	Back on Track Policy
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1. Policy Statement & Attendance Mandate

Attendance at the weekly group tutorial session is **mandatory** for all full-time students across Academic and Vocational/Technical programmes. Tutorials are core to student retention, safeguarding, citizenship, and academic progression.

1.1 Tutorial Delivery Model

The College adopts a differentiated tutorial model which reflects the differing pastoral and academic needs of A Level and Vocational students, whilst maintaining a consistent tutorial curriculum across all campuses. All tutorial content is centrally planned and quality assured to ensure a consistent student experience.

Programme Type	Tutorial Lead	Timetabled Duration	Group Tutorial	Targeted 1:1 Activity	Key Responsibilities of the Tutorial Lead
Vocational & Technical Programmes	**Course Teacher**	**1 hour (weekly)**	Approximately 15 minutes of whole-group delivery using centrally produced tutorial resources covering safeguarding, personal development, careers, attendance, wellbeing and college priorities. The teacher has autonomy in content delivery beyond a small number of core themes.	Approximately 45 minutes is available for risk-based 1:1 discussion. Whilst the course teacher undertakes mentoring with identified students, **Student Progress Mentors (SPMs) will regularly attend vocational tutorials to undertake planned 1:1 mentoring & interventions with Medium (Amber) and High (Red) risk students.** This collaborative approach enables more frequent intervention whilst allowing the teacher to continue supporting the wider tutorial group. Students not participating in a 1:1 complete teacher directed structured independent learning. Where a TA is present, they may also support the classroom delivery as directed by the teacher.	• Deliver the tutorial curriculum. • Monitor academic progress, attendance and engagement • Undertake risk-based 1:1s. • Set and review SMART targets. • Work collaboratively with the SPM to support students requiring additional intervention. • Refer students into the Back on Track

Programme Type	Tutorial Lead	Timetabled Duration	Group Tutorial	Targeted 1:1 Activity	Key Responsibilities of the Tutorial Lead
					process where appropriate. • Record actions and interventions.
A Level Programmes	**Student Progress Mentor (SPM)**	**30 minutes to 1 hour (weekly)** *The duration will vary according to individual student timetables and available curriculum gaps.*	A short whole-group tutorial using centrally produced materials covering safeguarding, wellbeing, careers, personal development and key college themes.	The remaining timetabled time is used for targeted risk-based 1:1 mentoring. Students not participating in a 1:1 complete directed tutorial activities or independent study. Where only a 30-minute session is available, priority is given to students requiring intervention, with additional 1:1 meetings scheduled outside the tutorial where required.	• Deliver the tutorial curriculum. • Monitor attendance, wellbeing and academic progress. • Coordinate pastoral support across subject areas. • Deliver risk-based mentoring. • Lead Back on Track interventions where required. • Record tutorial discussions and agreed actions.

1.2 Standard Tutorial Structure

Programme	Timetabled Session	Typical Delivery Model
Vocational & Technical	**60 minutes**	**15 minutes** whole-group tutorial followed by **45 minutes** of structured, risk-based 1:1 mentoring. During this period, SPMs will regularly attend sessions to work alongside teachers, providing additional mentoring for Medium (Amber) and High (Red) risk students while other students complete structured tutorial activities.
A Level	**30–60 minutes**	A flexible model determined by timetable availability. Sessions begin with a short whole-group tutorial followed by targeted 1:1 mentoring. Where only a 30-minute slot is available, priority is given to students requiring intervention, with additional meetings arranged outside the timetabled session where necessary.

1.3 Operational Principles

Principle	Expectation
Curriculum Ownership	Vocational tutorials are delivered by programme teachers, recognising that they are best placed to discuss students' academic progress, professional behaviours and industry expectations. A Level tutorials are delivered by Student Progress Mentors, providing dedicated pastoral, wellbeing and progression support across each student's wider study programme.
Collaborative Delivery	Tutorial delivery is a shared responsibility between curriculum and pastoral teams. Student Progress Mentors will regularly attend vocational tutorial sessions to undertake planned 1:1 mentoring with Medium (Amber) and High (Red) risk students. This collaborative approach provides more frequent support for students requiring intervention, strengthens communication between teachers and SPMs, and enables both academic and pastoral issues to be addressed in a coordinated manner.
Risk-Based Intervention	Tutorial 1:1 discussions are prioritised according to student need. Students identified as Green receive a termly review, Amber students receive a minimum monthly review, and Red students receive weekly intervention through the Back on Track process.
Flexible Deployment	SPMs should deploy their time dynamically, responding to live attendance, progress, safeguarding and wellbeing data. Additional intervention meetings should be arranged outside the timetabled tutorial where the student's level of risk requires more intensive support.

Consistency	All tutorial materials are centrally planned and quality assured to ensure a consistent student experience across all campuses while allowing flexibility in delivery according to programme type. However, the teacher has autonomy in content delivery beyond a small number of core themes.
Recording	All significant tutorial discussions, SMART targets, support actions and intervention outcomes must be recorded on the College's student record system to enable effective monitoring and continuity of support.
Escalation	Students whose concerns cannot be resolved through routine tutorial mentoring should be referred into the **Back on Track** intervention process in accordance with College policy.

2. Risk Based 1:1 Mentoring Framework

2.1 SPM Student Prioritisation

SPMs must prioritise student facing time dynamically using a risk-based approach. Students with the lowest attendance or most at risk need the most time.

Student Progress Risk Monitoring: Risk-Based 1:1 Framework

The Tutorial Lead is required to Risk-Rate each student each month in Pro-monitor based on the following criteria.

Risk Level	Grade Criteria	Attendance Criteria	ProMonitor / Wellbeing Criteria	Mentoring Frequency	Required Action
Red	Below Target Grade or behind on work and likely to fail if not improved	Below 75%	• Course Team Intervention targets not met • Monitoring wellbeing/safeguarding/ EHCP	Weekly	Stage 1 Back on Track Additional mentoring from an SPM
Amber	Below Target Grade and behinds on progress	75-82%	• Comments regarding academic performance (e.g., missed deadlines) • Monitoring	Monthly	Course Team Intervention Additional mentoring from an SPM
Green	On or above Target Grade	Above 82%	• Positive comments on ProMonitor • Progress in line with or above expectations	Once per term check-in	Positive reinforcement and praise

📌 ***Note on Reports: Use the OneGrade Targets Report and search by 'Progress Mentor' for grade criteria and attendance.***

3. Probation at Enrolment

All students are placed on probation at enrolment. The probation period lasts for 41 days. Probation is designed to confirm that the student is enrolled on the right course, at the right level, and is able to meet the standards required to succeed.

Probation expectation	Staff action if concern arises
Attendance above 90%	Discuss concern with the student; identify barriers; set an attendance improvement target; involve Tutorial Lead, Course Teacher or SPM.
Student Charter followed	Address behavior or conduct promptly; record concern; set clear behavioral expectations and support actions.
Work submitted on time	Clarify missing work, deadlines and quality expectations; agree catch-up plan and review date.
Active engagement with course and support	Check suitability, motivation and wellbeing; involve Course Leader, Tutorial Lead, SPM or ALS/Health/Safeguarding teams where appropriate.

Probation intervention and escalation

- If a student does not meet probation expectations, the student and parents/carers must be contacted by the Course Leader, Tutorial Lead, Course Teacher or SPM.
- Clear targets, support actions, deadlines and review arrangements must be set and recorded. Targets should be specific enough for the student, parents/carers and staff to understand what must improve.
- Where there are barriers to success, staff should consider appropriate support, including SPM mentoring, Tutorial Lead support, ALS involvement, wellbeing support, safeguarding consultation or curriculum adjustments.
- If concerns continue, the Head of Faculty will meet with the student and parents/carers to review suitability for the course.

Possible outcomes during or at the end of probation

- Student remains on the course with agreed targets and monitoring.
- Student remains on the course with additional support or a revised support plan.
- Student moves to a more appropriate course or pathway where this supports success.
- Student moves onto a different qualification, level or programme where the current course is not suitable.
- Student is referred for a formal suitability review with the Head of Faculty.
- Student may be removed from the course or from college where targets are not met, engagement is insufficient, or the course/college is not suitable.

Removal from a course or college should only follow a recorded review of evidence, support offered, student response, safeguarding/wellbeing considerations, and parent/carer communication.

4. The ‘Back on Track’ Intervention Procedure

4.1 Purpose and When to Use the Process

The Back on Track process is a supportive intervention framework used when any member of staff is concerned about a student’s progress, attendance, conduct, wellbeing, engagement or suitability for their course. It applies to college activity on site and off site, including trips, work experience, placements, and travel to and from college where relevant.

- Attendance concerns, including attendance below agreed targets or repeated lateness.
- Missing or late work, including coursework, homework, Maths, English or independent study expectations.
- Behavior or conduct concerns linked to the College Student Charter.
- Health, wellbeing or safeguarding concerns that affect progress or engagement.
- Failure to engage with support, meetings, targets or reasonable college expectations.

4.2 Staff Responsibilities

Staff group	Core responsibilities	Recording and communication
All teaching and support staff	Identify concerns early, speak with the student, signpost support, and escalate where needed.	Record concerns and actions promptly on the agreed college system. Share relevant information with the Tutorial Lead, Course Teacher, SPM or Course Leader.
Teachers / Course Teams	Lead Course Team Intervention (CTI), set initial SMART targets and review progress.	Record targets in ProMonitor / MyHSDC meetings and ensure parents/carers are notified.
Tutorial Leads / Course Teachers	Lead Support & Development (Stage 1) for vocational students and coordinate support between teaching teams. SPMs will support the logistics of setting up these meetings and will attend where they are actively supporting the “at risk” students.	Set and review six-week targets, record actions and ensure parent/carer contact. This will be monitored and supported by the SPM as they are managing high risk students.
SPMs	For A Levels, act as the Course Teacher at Stage 1. Mentor and support high risk students across pathways.	Record mentoring/support, update progress notes and communicate with parents/carers as appropriate.
Course Leaders / Heads of Faculty	Review escalation, suitability and Stage 2 actions. Chair meetings where required.	Ensure decisions, targets, outcomes and parent/carer communications are clearly recorded.

4.3 The 3-Step Support Plan

The process below is supportive and may begin at the most appropriate stage depending on the concern. Parents/carers must be contacted at every stage. Formal meetings/reviews will normally take place six weeks apart.



4.4 Incident Review and Gross Misconduct

- For serious incidents, the college may move directly to an Incident Review Period or Incident Review Panel. Staff must record evidence clearly and consult safeguarding, health or senior staff where appropriate.
- Examples can include theft, physical fighting or assault, bringing a weapon onto site, serious harassment, being under the influence of alcohol or drugs on site, and malicious damage to college property.
- Following an Incident Review Period, the Head of Faculty should meet with the student, parents/carers and a Course Teacher or Student Progress Mentor where appropriate.
- Evidence from all parties, safeguarding history and extenuating circumstances should be considered before any outcome is confirmed.
- Possible targets or actions can include restorative practice, external agency referral, SPM support, behaviour targets or course/college suitability review.

4.5 Key Support and Mandatory Considerations

- If a student has an Education, Health and Care Plan (EHCP), Additional Learning Support (ALS) must be informed at Stage 1 and invited to Stage 2 meetings.
- Health and Safeguarding Coordinators should be consulted at any stage where there are health, mental health or safeguarding concerns.
- Staff must consider reasonable adjustments, known barriers and documented support needs before escalation outcomes are agreed.
- Lanyard concerns should be addressed through the appropriate Tutorial Lead/SPM process and recorded where repeated issues occur.

5. 2026/27 Tutorial Core Themes

Materials are supplied for tutorial. **Students should remain in the room and complete activities while 1:1s take place.**

🍁 **Autumn Term (Weeks 1–15)**
Focuses heavily on setting expectations, digital citizenship, and keeping safe.

- **Induction & Baseline (Wks 1-2):** Settling in, standardising behaviour expectations (Student Charter), and introducing British Values.
- **Intervention & Support (Wk 3): 1-2-1 Focus Week** and the "Switch Don't Ditch" initiative to prevent early dropouts.
- **Work Experience Planning, Careers & Culture (Wks 4-7):** Introductions to work experience & careers/pathways, celebrating Black History Month, and launching goal-setting activities. *Level 3 Year 2 prioritises UCAS/Next Steps.*
- **Safeguarding & Citizenship (Wks 8-15):** Covers knife crime/safety, the environmental summit (Rule of Law links), a 3-week deep dive into Cyber Security, and Radicalisation.

🌱 **Spring Term (Weeks 16–27)**
Focuses on life skills, wellbeing, and major career/HE progression landmarks.

- **Reset & Finance (Wks 16-18):** New Year academic target setting. Followed by a 2-week "Money Matters" unit tailored by level (Vocational focuses on basic banking/loans; L3 Y2 focuses on Student Banking, Tax, and VAT).
- **Wellbeing (Wks 19-20):** 2 weeks dedicated to Healthy Relationships and Consent.
- **The Progression Launchpad (Wks 21-26):** Aligned with National Apprenticeship Week and National Careers Week.
    - *Vocational/L3 Y1:* Focuses on internal progression, Higher Education & Employment fairs, and university timelines.
    - *L3 Y2:* Focuses on university fees, progression 1-2-1s, and final application checks.
- **Review (Wk 27): 1-2-1 Focus Week** for all students right before the Easter break.

🌻 **Summer Term (Weeks 28–36)**
Focuses on exam preparation, reflection, and finalising next steps.

- **Exam Readiness (Wks 28-31):** Launches with Earth Day, followed by a 2-week push on Revision Skills, leading directly into Mental Health Awareness Week.
- **Targeted 1-2-1s (Wk 32):** Final standardized **1-2-1 Focus Week** ahead of the final stretch.
- **"After HSDC" Final Prep (Wks 33-36):** Job searches, application form practice, and CV writing. *L3 Y1 undertakes their Academic Work Experience (WEX) Week in Week 35.*
- **Wrap-Up (Wk 36):** Final consolidation of British Values, Student Voice surveys, and final 1-2-1s where needed before the term ends on Friday, June 27th.

6. Student Charter

Values	Students will….	Staff will….
	**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
	**Always follow the College rules:** • Wear your lanyard • Attend all lessons & tutorials on time • Complete all work set by the deadline • Don't smoke/vape outside designated area • 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.
	**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
	**Always be the best you can:** • Always complete work to the highest criteria • Always come prepared e.g. uniform, equipment • Do not become distracted e.g. phone use • Submit work that is your own e.g. not AI generated	• 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

Appendix 1- Examples of Tutorial Delivery

The following examples illustrate how tutorial sessions may operate in different curriculum areas. They are intended as examples rather than prescribed models. Teachers, Student Progress Mentors (SPMs) and Additional Learning Support staff should deploy resources flexibly to meet the needs of students while maintaining the principles of risk-based intervention.

Example 1 – Construction Workshop

Group Size: 20 students
Tutorial Length: 60 minutes
Staff Present: Course Teacher, Student Progress Mentor, Teaching Assistant

Time	Activity
0–15 mins	Course Teacher delivers the week's tutorial presentation on **Attendance and Employability**, using the centrally produced tutorial slides before linking the discussion to expectations within the construction industry.
15–60 mins	Teacher meets individually with **three Amber students** to review attendance, progress and coursework targets.
	The **SPM** conducts **four Back on Track weekly reviews** with Red students in a quieter area of the workshop.
	The **Teaching Assistant** supports a small group completing an outstanding Health & Safety assignment set by the teacher.
	Remaining students complete employer research and independent coursework using Google Classroom and practical planning tasks.

Outcome

- 7 structured 1:1 reviews completed.
- Teacher remains available for academic guidance.
- High-risk students receive weekly intervention.
- Whole class remains engaged in purposeful curriculum activity.

Example 2 – Art & Design Studio

Group Size: 18 students
Tutorial Length: 60 minutes
Staff Present: Art Teacher, Student Progress Mentor

Time	Activity
0–15 mins	Teacher delivers tutorial theme on **Mental Wellbeing and Creative Resilience**, discussing coping with deadlines and portfolio pressure.
15–60 mins	Students continue developing sketchbooks and portfolio work previously set by the teacher.
	Teacher undertakes **four Amber student reviews**, discussing progress towards exhibition work and assignment deadlines.
	SPM meets with **three Red students**, reviewing attendance, wellbeing and Back on Track targets. One meeting includes planning additional wellbeing support.

Outcome

- Practical work continues uninterrupted.
- Tutorial conversations are contextualised within students' creative projects.
- Students requiring support receive private mentoring without disrupting studio practice.

Example 3 – Health & Social Care Classroom

Group Size: 24 students
Tutorial Length: 60 minutes
Staff Present: Teacher, Student Progress Mentor, Teaching Assistant

Time	Activity
0–15 mins	Teacher leads tutorial on **Professional Behaviour in Healthcare**, linking safeguarding, confidentiality and attendance to NHS expectations.
15–60 mins	Teacher undertakes **two monthly Amber reviews** focused on assignment completion and placement preparation.
	SPM completes **five short mentoring sessions** with students identified through attendance and wellbeing monitoring.
	Teaching Assistant supports six students completing outstanding coursework and helps students organise evidence within their portfolios.
	Remaining students complete employability activities and research healthcare career pathways.

Outcome

- Tutorial theme directly reinforces professional standards.
- Additional adult support allows more students to receive mentoring.
- Coursework completion improves while intervention is delivered.

Example 4 – Engineering

Group Size: 16 students
Tutorial Length: 60 minutes
Staff Present: Engineering Lecturer, Student Progress Mentor

Time	Activity
0–15 mins	Whole-group tutorial focuses on **Safety Culture and Personal Responsibility**, linked directly to engineering practice.
15–60 mins	Students complete independent CAD design work and prepare practical evidence for assessment.
	Lecturer carries out **three Amber reviews**, discussing practical assessment progress and attendance.
	SPM undertakes **three Red student mentoring sessions.**

Outcome

- Practical workshop remains productive.
- Students continue completing vocational tasks while intervention takes place.
- Teacher and SPM share responsibility for supporting students.

Example 5 – A Level Tutorial Group

Group Size: 22 students
Tutorial Length: 45 minutes (timetable gap)
Staff Present: Student Progress Mentor

Time	Activity
0–10 mins	SPM delivers tutorial on **Preparing for Higher Education and Apprenticeships**, including UCAS updates and progression deadlines.
10–45 mins	Four students identified as Red receive individual mentoring focused on attendance, organisation and wellbeing.
	Two Amber students receive shorter progress reviews.

	Remaining students complete UCAS research, apprenticeship applications and MyHSDC careers activities independently.

Outcome

- High-risk students receive priority support.
- Progression planning continues for the wider group.
- Flexible delivery reflects the shorter A Level tutorial period.

Example 6 – Business & Digital Classroom

Group Size: 26 students
Tutorial Length: 60 minutes
Staff Present: Teacher, Student Progress Mentor

Time	Activity
0–15 mins	Teacher delivers tutorial on **Artificial Intelligence, Digital Citizenship and Responsible Use of Technology**, linking directly to business practice.
15–60 mins	Students complete a teacher-set business case study and digital research activity.
	Teacher undertakes **three Amber student reviews**, discussing assignment progress and independent learning.
	SPM conducts **four mentoring meetings**, including two Back on Track reviews and two attendance interventions.

Outcome

- Students continue meaningful curriculum learning.
- Multiple interventions occur simultaneously.
- Teacher and SPM work collaboratively to maximise support without interrupting learning.

Key Principles Demonstrated

Across all models:

- The first **10–15 minutes** provide a consistent whole-group tutorial linked to the College tutorial curriculum.
- Teachers retain ownership of the tutorial and integrate themes with their vocational or academic context.

- Student Progress Mentors provide additional mentoring for Medium (Amber) and High (Red) risk students, enabling more frequent intervention.
- Teaching Assistants, where available, support independent learning, coursework completion or small-group intervention.
- Students not engaged in a 1:1 remain actively involved in purposeful curriculum-related work.
- Tutorial time combines **academic progress, personal development, safeguarding, attendance and wellbeing**, ensuring every student receives appropriate support according to their risk profile.

These examples demonstrate that tutorial is not a "pause" in learning but an integrated part of the study programme, where teaching, mentoring and independent learning occur simultaneously to maximise student progress and success.

Appendix 2 – Effective Targets are SMART targets – see example below:

- Attendance Target - attend all lessons between now and the review date on <insert date>, where a legitimate absence is required notify SPM and Teacher and ensure catch up work is completed by the agreed deadline.
- Completion of work target - complete all work (including independent learning) between now and the review date on <insert date>.
- Review relevant resources on the Wellbeing Site to help you to overcome obstacles and to enable you to make good progress in lessons. Implement strategies from at least 1 resource by the review date: <insert date>. https://southdownsac.sharepoint.com/sites/HealthandWellbeing

Smart Targets are always:

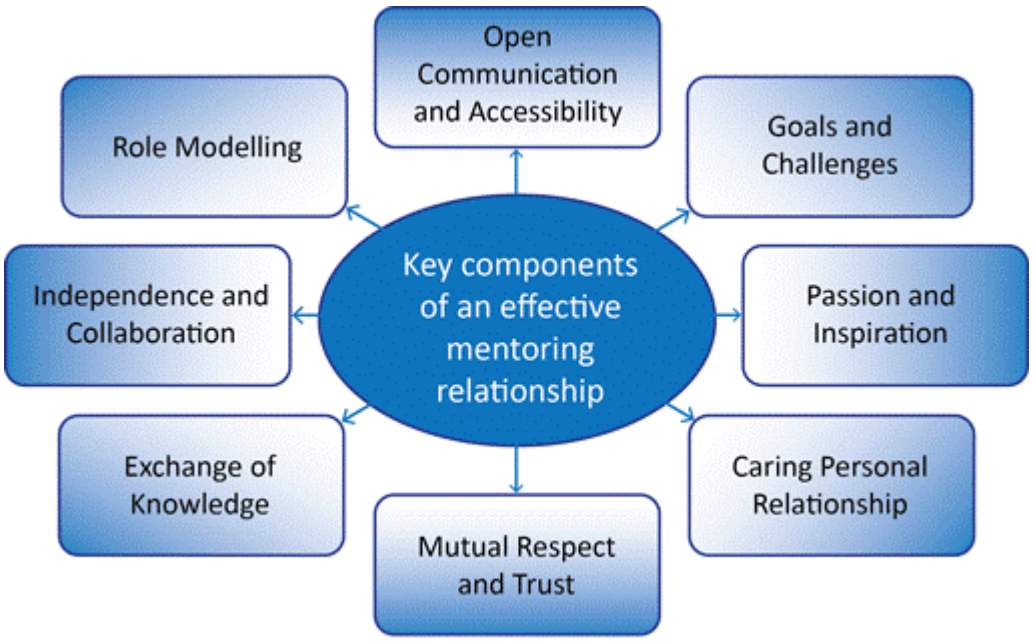
Specific, Measurable, Achievable, Relevant and Time-Bound



Appendix 3 – Mentoring

This is a useful module that Student Progress Mentors will benefit from.

Open University: Mentoring Matters – An Introduction to the Mentoring Process



Appendix 4 – 1:1 Session Agenda and Content Guide

The table below provides helpful guidance on 1:1s and links to RAG status.

#	Discussion Theme	Core Question / Prompt	Suggested Focus (R / A / G)
1	Housekeeping & Tech	Have you downloaded the MyHSDC App?	All Students (Check at induction/start of term)
2	Engagement	Have the weekly tasks/quizzes been completed via the Google Classroom?	Red / Amber (High priority if missing deadlines)
3	Reflective Practice	What success are you most proud of?	Green (Great for positive reinforcement) Use with Red / Amber also to encourage
4	Academic Progress	Progress - how is each subject/unit so far?	All Students
5	Target Setting	What grade are you currently working at? Are you aware of how to improve?	Red / Amber (Crucial for "Back on Track" actions). Also useful for Green and high grades.
6	Metacognition	How do you revise/study? How do you know this helps you learn?	All Students (Checks retention)
7	Application	How will you apply this learning to help you succeed in your qualifications?	Green / Amber (Drives independent learning/practice assessments)
8	Attendance	Attendance - are you attending all sessions?	Red / Amber (Critical focus if below 86%)
9	Well-being & Safety	Do you know how to report a safeguarding concern?	Red / Amber (Mandatory if monitoring concerns)
10	Support Needs	Are there Learning Support / Exam Arrangements that we need to discuss/organise?	All Students (Review as needed)
11	Enrichment	Are you engaging in ‘Elevate’ the college enrichment offer? Have you logged skills via the MyHSDC App?	All Students (to create a sense of belonging/skills development)
12	Future Planning	Are there WEX (Work Experience) needs / intended Career goals that we need to discuss?	All Students (Excellent for motivating students)