The Manchester College Student At Risk Policy

Document Control	
Document Type:	Policy
Department:	Curriculum
Relevancy:	The Manchester College
Owner:	Director of Tutorial and Enrichment and Director of Safeguarding and Emotional Health and Wellbeing
Approver:	Vice Principal - Curriculum
Published Date:	September 2025
Version:	4
Accessible to Students:	Yes
Security Classification:	External
Last Review Date:	August 2025
Next Review Date:	31.08.26

Version	Date	Revisions
1.0	Sept 2023	
2.0	November 2024	
3.0	December 2024	Interim review
4.0	August 2025	Full review

Contents

1. Purpose

Manchester College is committed to identifying individuals who are vulnerable and/or at risk of not achieving their academic goals. The aim of this policy is to ensure a consistent approach is adopted to students who become 'At Risk' primarily linked to progress, attendance and punctuality, retention, achievement, and progression.

Holistic, student-centred support underpins intervention and is based on early help and pro-active support at the time when risk indicators are first known. Intervention includes a triangulated approach with curriculum teachers (subject specialists), Senior Achievement Tutors, Achievement Tutors, Pastoral Support and Learning Support. An important element of student-centred support includes regular, structured 1:1 progress reviews. The focus of formal 1:1 progress reviews is based on progress and achievement of all components of the study programme, the 1:1 is a supportive and developmental review that provides students with a clearly understood and defined improvement, action and support plan, recorded on Promonitor, and is shared with students and parents/carers of 16 and 17 year old students, and 18+ students with an EHCP.

The Manchester College is committed to supporting students to achieve their full potential and succeed on their study programme; whilst developing and improving their personal and professional development skills, knowledge, behaviours, attitudes, and personal welfare.

2. Scope

The policy outlines the guidelines for supporting, monitoring, and tracking of all students using pre-populated reporting systems, in line with information from enrolment and in-year student progress and support.

This policy shall be applied by all teaching and student support employees of The Manchester College (where appropriate).

Key staff responsible for implementation of the policy will be:

- Heads of Department and Directors (Curriculum and Support)
- English and maths teachers
- Senior Achievement Tutors and Achievement Tutors (SATs and ATs)
- Curriculum teachers, Course Leaders, and Department Team Leaders
- Assistant Principals
- Safeguarding and Pastoral Support staff
- Attendance and Progress Monitors (APMs)
- Learning Support

This policy should be considered alongside the Student Disciplinary Procedures and Attendance and Punctuality Policy, where relevant, to ensure that the correct procedures are being followed.

3. Aims

The aims of this policy are to support students to achieve their full potential by:

- Recognising underperformance and students at risk of failing
- Providing clear guidance and interventions for students 'at risk'
- Providing a clear framework for managing the academic and pastoral student support process
- Providing clear standards and expectations for managing students and for accountability arrangements
- Promoting a respectful environment where students feel safe, supported, and able to raise concerns.

4. Risk Indicator
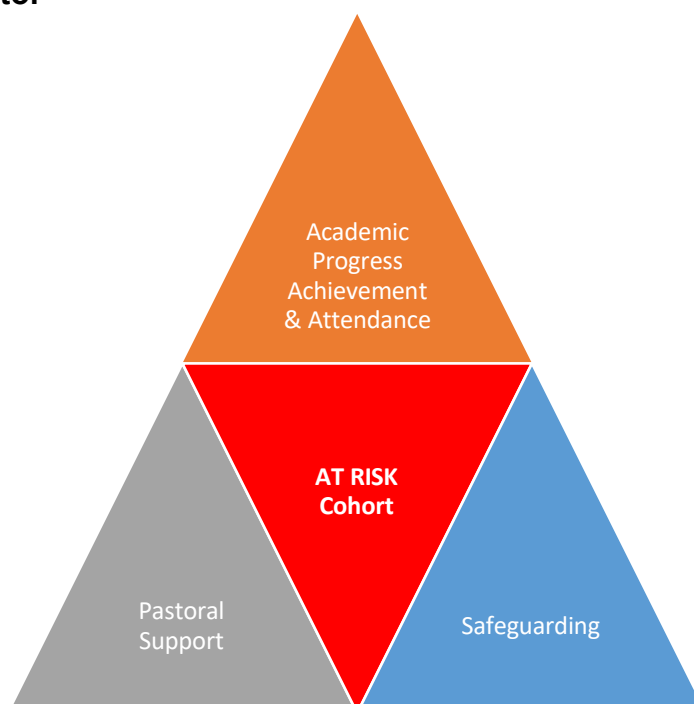
Many things can contribute to a student becoming at risk, requiring a multi-faceted approach to mitigate risks that threaten academic progress, achievement and attendance, pastoral needs and safeguarding matters.

Note: *Please refer to the college's Safeguarding Policy for Safeguarding concerns in relation to the above.*

5. 'At Risk' Student Profile (Academic)

Curriculum teams should use the tracking and monitoring of student progress, achievements, and outcomes to determine students 'At Risk' in line with the following guidelines and cohort review meetings with the Directors, Heads of Curriculum and Support, and the Assistant Principal.

6. Halo At Risk Table

Student Risk Profile	Halo risk indicator
Blue	Student above target
Green	Student on target
Amber	Student below target (including late starters on study programme)
Red	Student at risk of failing
Grey	Escalation to ARO Meeting (At Risk Outcome Meeting) – all interventions exhausted

At risk categories are used to track underlying risk factors and monitor outcomes. The information and student profile are also used to inform support allocation and staff training priorities.

6.1 How 'Risk' be determined?

The college will work in partnership with the Local Authority, schools, and other agencies to ensure the transition to college provides early identification of vulnerability and historic (known) concerns and completed by Safeguarding and Pastoral Support.

The student risk profile (halo) is the colour frame around a student's image on ProMonitor used to identify a student's current at risk status. It will be recorded by the Achievement Tutor, reviewed and updated on ProMonitor at regular intervals throughout the year. Late starters will be recorded with an amber 'At Risk' halo when they join the study programme.

The risk status of a student is likely to change as the student progresses through their study programme. Students not previously at risk may become so due to engagement issues such as poor attendance and punctuality, behaviour, or incomplete work. Curriculum teachers, English and maths teachers, Senior Achievement Tutors and Achievement Tutors are responsible for monitoring engagement, assessments and achievements which forms risk-based decisions.

Students who are 'missing in education' and/or within a 'vulnerable cohort,' will be referred to Safeguarding and Pastoral Support to determine 'risk' and further intervention will be implemented as necessary and in line with the college Safeguarding policy.

7. Recording 'At Risk' status in Promonitor

A combination of timely curriculum intervention alongside a proactive pastoral and safeguarding approach should result in early identification of safeguarding and pastoral referrals. Progress monitoring grades/risk status will be uploaded to the student's ProMonitor page.

7.1 ProMonitor Badges

Promonitor badges will be updated automatically in line with the 'Risk Status' (Halo) and will show against the student's profile picture.

Policy	Badge	Description
Attendance	A	Attendance 90-100%
	A	Attendance 80-89%
	A	Attendance 70-79%
	A	Attendance 55-69%
	A	Attendance 0-54%
	AM0	Attendance Management (AM0)
	AM1	Attendance Management (AM1)
	AM2	Attendance Management (AM2)
Disciplinary	D1	Disciplinary Stage 1
	D2	Disciplinary Stage 2
	D3	Disciplinary Stage 3
	D4	Disciplinary Stage 4
	S	Suspension
Safeguarding	SG1	Safeguarding 1 – Early Help
	SG2	Safeguarding 2 – Medium
	SG2	Safeguarding 3 – High
Pastoral Support	P1	Pastoral Support 1
	P2	Pastoral Support 2
	PWB	Pastoral and EHWB (Emotional Health and Wellbeing)
	WB	Emotional Health and Wellbeing
	⭐	Cause for Celebration
		RONI
	CLA	Child Looked After
	LC	Leaving Care
	EHCP	Learner has an EHCP

8. Roles and Responsibilities

8.1 Achievement Tutors

The initial 'vulnerability or risk' will be identified by the Achievement Tutor (or the Attendance Progress Monitor). The Achievement Tutor will determine and record the overall At-Risk halo rating regularly throughout the academic year and then at the end of each half-term, by reviewing student progress and considering other risk factors in accordance with this policy. The Achievement Tutor will prepare cohort review information in preparation for determining students at risk. This will be in-line with academic and vocational progress for all aspects of the study programme, submissions, and progress monitoring points (academic vulnerability and risk).

(See separate At Risk Policy guidance document on how Halo Indicators are decided by the Achievement Tutors)

8.2 Attendance and Progress Monitors (APMs)

APMs are responsible for identifying attendance patterns and trends to determine why the student is 'missing in education' and/or if there is a safeguarding concern. APMs are responsible for referring any safeguarding concerns to the Safeguarding and Pastoral Support team, in line with the college Safeguarding policy.

All elements of the study programme must be monitored for risk by APMs, i.e. maths, English, vocational study, tutorial.

The APM will intervene for students with attendance in the ranges between 55 – 100%	Overall %	Area of vocational study	English	Math	Tutorial
	0 - 54	0 - 54	0 - 54	0 - 54	0 - 54
	55 - 64	55 - 64	55 - 64	55 - 64	55 - 64
	65 - 69	65 - 69	65 - 69	65 - 69	65 - 69
	70 - 79	70 - 79	70 - 79	70 - 79	70 - 79
	80 - 89	80 - 89	80 - 89	80 - 89	80 - 89
	90 - 95	90 - 95	90 - 95	90 - 95	90 - 95
	96 - 100	96 - 100	96 - 100	96 - 100	96 - 100

*4 'consecutive' weeks non-attendance and non-engagement with intervention will result in the automatic withdrawal of a student

(See separate At Risk Policy guidance document on the Attendance and Progress monitoring process)

8.3 Safeguarding and Pastoral Support

Safeguarding and pastoral support will be responsible for providing support for students who are referred into the team and/or as and when a safeguarding and /or pastoral need arises. In addition, the Safeguarding and Pastoral Support team will review a student's situation whose overall attendance falls below 55%.

8.4 Curriculum Staff

Student risk profile	Actions
Blue: Teacher, Achievement Tutor, DTL/Course Leader, HoD/Director	**No risk - Action** – Appropriate staff to recognise and celebrate students with 90%+ attendance if there are no elements of the study programme that have attendance concerns.
Note: Recognition should also be provided to students who sit in the categories below but who have made an improvement in their attendance and/or given their personal circumstances/challenges are improving their attendance on their study programme.	
Green: Teacher, Achievement Tutor	**Attendance** o Escalate in line with the Attendance Management process **Academic achievement/progress** o Evidence of Teacher intervention o Evidence of Achievement Tutor Intervention o Student to seek out support with any missed work with their Teacher *Prevent escalation to Amber*
Amber: Teacher, Department Team Leader, Course Leader, and/or HoD, Director	**Attendance** o Escalate in line with the Attendance Management process **Academic achievement/progress** o Student to seek out support with any missed work with their Teacher o Evidence of Teacher intervention o Evidence of Achievement Tutor Intervention with NOK involvement and SMART targets in Promonitor o Evidence of DTL/Course Leader intervention o Evidence of discussion between curriculum and safeguarding and pastoral teams *Prevent escalation to Red*
Red: HoD/Director, Assistant Principal	**Attendance** o Escalate in line with the Attendance Management process **Academic achievement/progress** o All of the items in amber above o Evidence of HoD/Director Intervention o Where appropriate Evidence of Assistant Principal Intervention *Prevent escalation to Grey*
Grey: HOD/Director, Assistant Principal	When all interventions have been exhausted in red above a **grey** halo should be used – escalation to ARO Meeting (At Risk Outcome Meeting) *De-escalation and improvement*

A non-exhaustive list of interventions by Curriculum teams (in Promonitor) when a Halo risk is identified and escalated:

9. At Risk Reporting

There are several reports that may be used to inform curriculum and safeguarding and pastoral support management

- The 'At Risk' report is available under Curriculum Reports, Learner Risk Summary 'LS01'.
- Class Profile report CL09a and CL09b
- Staff Dashboard and Attendance App
- Data is collated from initial enrolment.
- The 'At Risk' report also tracks the number of students who are risk rated as Blue, Green, Amber, Red. Clicking the top of each data column will provide a list of students within each data category.
- Progress monitoring reports (Core and English and maths)

10. Related Policies and Procedures

- Student Disciplinary Procedures
- Positive Behaviour Policy
- Safeguarding Policy and Procedure
- Attendance and Punctuality Policy
- Equality, Diversity, and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Medication Policy
- Complaints Policy

11. Location and Access to this Policy and Guidance documents

- Staff HUB
- Student HUB

12. Guidance for Monitoring At Risk Procedures
- Guidance of how Halo Indicators are decided by the Achievement Tutors
- Guidance for Attendance and Progress Monitor Process
- Pastoral Support Guidance

13. Equality Impact Assessment (EIA)

Are there concerns that this policy could have an adverse impact on any of these protected is action required?		If Yes, is action required?
Age	No	
Disability	No	
Gender reassignment	No	
Marriage or civil partnership	No	
Pregnancy and maternity	No	
Race	No	
Religion	No	
Sex	No	
Sexual orientation	No	
EIA Summary		
Person responsible for EIA	Alison Dady (Director of Tutorial and Enrichment)	
EIA Outcome & statement		
This policy outlines the identification of and support for students who are at risk of not achieving their academic goals due to factors such as progress, attendance, safeguarding and pastoral needs. It promotes early intervention and a holistic, student-centred approach whilst ensuring that all protected characteristics are not disadvantaged.		