

# The Manchester College Student At Risk Policy and Procedure

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## 1. Purpose

Manchester College is committed to identifying individuals who are vulnerable and/or At Risk both academically and pastorally. 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, and Pastoral Support. An important element of student-centred support includes regular, structured 1:1 reviews. The focus of formal 1:1 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 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 Manchester College.

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)

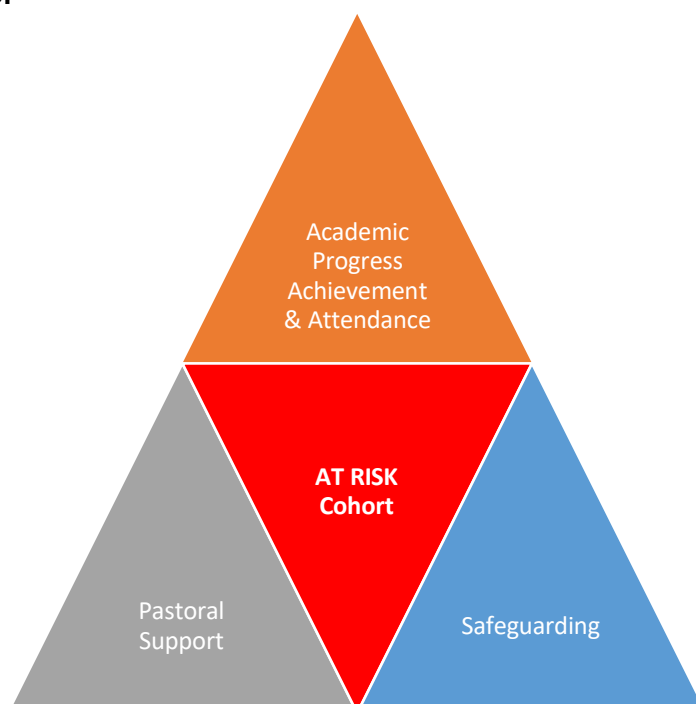
This policy should be considered alongside the Student Disciplinary Procedures and Attendance and Punctuality Policy, where relevant, to ensure that the correct procedures are being followed.

### 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



**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

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. **See Appendix 1: Guidance of how Halo Indicators are decided by the Achievement Tutors**

### 6.1 How 'Risk' will 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) 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		Attendance 90-100%
		Attendance 80-89%
		Attendance 70-79%
		Attendance 55-69%
		Attendance 0-54%
		Attendance Management (AM0)
		Attendance Management (AM1)
		Attendance Management (AM2)
		Attendance Management (AM3)
Disciplinary		Disciplinary Stage 1
		Disciplinary Stage 2
		Disciplinary Stage 3
		Disciplinary Stage 4
Safeguarding		Safeguarding 1 – Early Help
		Safeguarding 2 – Medium
		Safeguarding 3 – High
Pastoral and Learning Support		Pastoral Support 1
		Pastoral Support 2
		Cause for Celebration
		RONI
		Care Experienced
		Care Leaver
		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 at risk meeting cases. 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 Appendix 1 – Guidance of 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. APM's 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 Appendix 2 - 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 who's overall attendance falls below 55%.



## 8.4 Curriculum Staff

Interventions by Curriculum teams (in Promonitor) when a Halo risk is identified and escalated:

Student risk profile	Actions
<b>Blue: Teacher Achievement Tutor, , DTL/Course Leader, HoD/Director</b>	<b>No risk - Action</b> – Appropriate staff to recognise and celebrate students with 90%+ attendance if there are no elements of the study programme that have attendance concerns.
<b>Note:</b> 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.	
<b>Green: Teacher, Achievement Tutor</b>	<b>Attendance</b> <ul style="list-style-type: none"> <li>○ Escalate in line with the Attendance Management process</li> </ul> <b>Academic achievement/progress</b> <ul style="list-style-type: none"> <li>○ Evidence of Teacher intervention</li> <li>○ Evidence of Achievement Tutor Intervention</li> <li>○ Student to seek out support with any missed work with their Teacher</li> </ul> <p style="text-align: right;">*Prevent escalation to Amber*</p>
<b>Amber: Teacher, Department Team Leader, Course Leader, and/or HoD, Director,</b>	<b>Attendance</b> <ul style="list-style-type: none"> <li>○ Escalate in line with the Attendance Management process</li> </ul> <b>Academic achievement/progress</b> <ul style="list-style-type: none"> <li>○ Student to seek out support with any missed work with their Teacher</li> <li>○ Evidence of Teacher intervention</li> <li>○ Evidence of Achievement Tutor Intervention with NOK involvement and SMART targets in Promonitor</li> <li>○ Evidence of DTL/Course Leader intervention</li> <li>○ Evidence of discussion Between HoD C and HoD SS</li> </ul> <p style="text-align: right;">*Prevent escalation to Red*</p>
<b>Red: HoD/Director, Assistant Principal</b>	<b>Attendance</b> <ul style="list-style-type: none"> <li>○ Escalate in line with the Attendance Management process</li> </ul> <b>Academic achievement/progress</b> <ul style="list-style-type: none"> <li>○ All of the items in amber above</li> <li>○ Evidence of HoD/Director Intervention</li> <li>○ Where appropriate Evidence of Assistant Principal Intervention</li> </ul> <p style="text-align: right;">*De-escalation and improvement*</p>

## **9. At Risk Reporting to Principalship**

**There are several reports that will be used to inform Principalship**

- 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
- 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**

- Staff HUB
- Student HUB

### Appendix 1 – Guidance of how Halo Indicators are decided by the Achievement Tutors

A student's overall at-risk status (halo) is measured on their academic progress and attendance, and risk of non-achievement. The table below can be used as a guide for Achievement Tutors to inform halo judgements based on all evidence for the individual student.

Risk Measures and responsibilities						
Risk Indicator	Responsibility	High Risk	Risk	No Risk		
<b>Academic Achievement/Progress</b>	Achievement Tutor (updating at halo indicators) Senior Achievement Tutor (to track and monitor)	Significantly 'At risk' of not achieving target grade  <b>RED</b>	Below target  <b>AMBER</b>	On target  <b>GREEN</b>	Above target  <b>BLUE</b>	Above Target  <b>DARK BLUE</b>
<b>Attendance</b>	Achievement Tutor (to update halo) Senior Achievement Tutor (to track and monitor)	55 – 69%	70 – 79%	80 – 89%	90 – 95%	96 – 100%
<b>Attendance and / or disengaged Students</b>	Pastoral Support  (Additional support intervention)	0 – 54% Overall	Students may also be referred to pastoral support by curriculum at any attendance level			
<b>Pastoral Needs</b>	Head of Safeguarding and Pastoral  (intervention)	Two or more complex pastoral support needs / D3/ D4 / AM3  <b>RED</b>	Pastoral support need/ D2 / AM2  <b>AMBER</b>	No pastoral support need  <b>GREEN</b>		
<b>Statutory Safeguarding</b>	Head of Safeguarding and Pastoral Designated Safeguarding Practitioner (intervention)	Level 2 'Active Intervention' (High Risk)	Level 2 'Active Intervention' (Medium Risk)	Level 1 'Early Help' Low Risk		

## Appendix 2 - Attendance and Progress Monitor Process

- APM to run EBS On Track AT40 daily attendance report by 9.30am for morning sessions and by 1.30pm for afternoon sessions.
- Make phone calls to NOK first for students on a full-time study programme to identify and confirm the reason for student absence and record on ProMonitor as a phone call.
- Make phone calls to students (over 18 years) and record on ProMonitor as a phone call.
- Conduct face to face visits to classes in both morning and afternoon.
- To identify all absent students (0 on registers) using the AT40 report.
- Review cohort profiles to ensure awareness of individual needs of students in caseload.
- Where a student is known to the Safeguarding Team (identified badge) – APMs must consult with the Head of Safeguarding and Pastoral Support
- Collaborate with teachers and Achievement Tutors to communicate attendance concerns on an ongoing basis.
- Make a referral to the Pastoral Team for attendance and/or wellbeing concerns for students as indicated **in Appendix 3 Pastoral Risk Indicators**
- Make an immediate referral to the Safeguarding Team if a need is identified.
  - restorative/interventions/study skill sessions, including emails, to be recorded on Promonitor.
- Conduct Attendance Intervention Meetings with students in caseload with attendance between **64% and 55%**.

## Appendix 3 – Pastoral Support guidance

### Pastoral 'Risk' Indicators by 'Theme'

Theme	'Risk' Indicators
Engagement with Learning	<ul style="list-style-type: none"> <li>• Low aspiration or motivation</li> <li>• Persistent lateness</li> <li>• Persistent poor attendance</li> <li>• Struggling to balance college and life</li> </ul>
Behaviour, life skills & independence	<ul style="list-style-type: none"> <li>• Support with routine &amp; habits</li> <li>• Challenging or risky behaviour</li> <li>• Lifestyle choices</li> <li>• Relationships</li> </ul>
Anxiety, stress & mood	<ul style="list-style-type: none"> <li>• Low resilience and mood</li> <li>• Exam/assignment stress</li> <li>• Feeling anxious about college</li> <li>• Travel anxiety</li> </ul>

## Pastoral Support

- Advice & guidance
- Bespoke pastoral intervention
- Campus pastoral hubs - signposting to external services (local & national)

Low Risk	Medium Risk	High Risk
Advice & Guidance	Pastoral Stage 1 (*P1)	Pastoral Stage 2 (*P2)

**\*P1 and P2 = Promonitor Badge**