

Student at Risk and Review Policy

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Introduction

The Manchester College and UCEN Manchester is committed to identifying individuals who are vulnerable and /or At Risk of not achieving and to supporting all students to overcome barriers to learning, progress, retention, achievement and progression. One-to-one support is integral and fundamental to all learning, the focus is on progress and achievement and the holistic support of students. 1-1 reviews support the early identification of individual needs and ensure that each student is working to an agreed and clearly understood action/support plan.

The College / UCEN Manchester is committed to supporting students to achieve their full potential and succeed on their course; supporting their personal development, behaviours, attitudes and welfare; reducing the impact of internal and external barriers to learning; developing employability skills and to support progression onto further study and employment.

This policy and procedure provides a structure that underpins an effective procedure of identifying risk and allocation of support based on a Green, Amber and Red risk rating, identifies the roles and responsibilities of key staff, and details the mechanisms in place to monitor, record and report on the impact of support measures on learner outcomes.

The College / UCEN Manchester defines risk for the purpose of this policy as ‘at risk of underachievement or of disengagement/NEET’. It is recognised the indicators of risk described in **Appendix 1** are neither inherently vulnerable characteristics nor do they present a risk in themselves. However, the additional barriers experienced by those defined in **Appendix 1** means they are more likely to under-achieve.

The College / UCEN Manchester therefore, will ensure all its policies, procedures and practices are assessed against equality impact measures and they minimise the risk of underachievement or disengagement to any individual student.

Scope

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

This procedure shall be applied by all teaching and student support employees of The College and UCEN Manchester.

Key Staff in implementation of the policy will be:

- Heads of Department M&E and Progress / Curriculum/Student Support and Experience, Additional Learning Support (ALS) Managers and HoD’s Supported Learning.
- Personal Tutor (PT) or Achievement Tutors (AT).
- Curriculum Tutors and Department Team Leaders.
- Assistant Principals.
- Student Mentors / Student Experience Team Leaders / Support Practitioners.

This policy should be viewed alongside the Student Disciplinary Policy and Procedure where relevant to ensure that the correct procedures are being followed.

Please note: a student can be on both a GROW Plan and any stage of the Disciplinary procedure at the same time.

Aims of the Policy

We prepare students for employment and recognise the relationship between supporting students and removing barriers to learning and progress in order to ensure a successful transition to employment.

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

- Recognising the difference between the need for support and the need for sanctions (where sanctions are appropriate, please refer to the Disciplinary Policy).
- Providing clear guidance about how to support students who give cause for concern, without instigating undue sanctions.
- Providing a clear framework for managing the student support process.
- Providing a clear framework of AT Risk indicators.
- Providing a clear process for referring students into the HIVE or Future U.
- Promoting a respectful environment where students feel safe, supported and able to raise concern

RISK INDICATORS

The College / UCEN Manchester has identified that students from certain groups tend to perform less well on average than other groups. However, there are many ways a student might be identified as vulnerable and / or At Risk of underachievement or disengagement. For College, students considered to be At Risk of underachievement or disengagement can be referred to The HIVE. For UCEN Manchester The Future U team.

At Risk categories will be used to track underlying risk factors and monitor outcomes, and to inform support allocation and staff training priorities

Please note:

All Safeguarding concerns must be reported using "My Concern"

AT RISK SCORING

Considering all indicators, the tutor will make an assessment regarding the student's anticipated retention, achievement or progress target, as follows:

At Risk Rating	Meaning
Blue	Student ahead of target, or on target for high grades, no risk
Green*	Student at or on target no risk
Amber	Student slightly behind target, medium risk
Red	Student significantly At Risk, high risk
Purple	Student at risk of not being retained

*All students will commence on a Green status, unless At Risk indicators lead to the judgment that it should be changed.

How risk will be determined

Initial risk will be determined at the start of the student journey. The College will work in partnership with the Local Authority, schools and other agencies to ensure the early identification of vulnerability. Confidentiality is paramount and care will be taken to ensure information is only shared where it can be shown it is for the purpose of providing appropriate support to minimise the barriers

The risk status of a student is likely to change as the student progresses through their programme. Students not previously at risk may become so, either because they develop one of the characteristics in **Appendix 1**, or due to engagement issues such as poor attendance, punctuality, behaviour or incomplete work. The risk status of those who have been identified as having an initial risk indicator will be determined in the same way as those without an initial indicator, i.e. by engagement and progress on their programme.

RECORDING THE AT RISK STATUS

Course level (tutors):

- All tutors must take responsibility for updating the At-Risk rating for every student on their course in accordance with the policy and schedule. This will be in-line with the progress

monitoring points.

- Tutors will record the risk status on the progress monitoring spreadsheet
- Progress monitoring grades/risk status will be uploaded to student's pro-monitor pages

Personal Level (AT/PT):

- The Personal / Achievement Tutor will update the overall At Risk rating (student status) for the student by reviewing the individual course progress and other risk factors in accordance with the policy and schedule (as indicated by the coloured border around the students' photo on ProMonitor). This will be in-line with the progress monitoring points
- Badges will be updated automatically, and will show against the student's profile picture
- At this stage a student can receive an additional risk rating of Purple if experiencing a high-risk safeguarding issue.

How information about vulnerable students will be communicated and monitored through Student Support Groups

Information about a student's support needs and vulnerability are confidential and may be of a sensitive nature. Care will be taken to keep all information secure and confidential. Students identified at risk or have a safeguarding concern will be referred through to the relevant curriculum student support group. Information is recorded on Pro Monitor and My Concern for safeguarding concerns.

If any member of staff has a safeguarding concern with a student, they will log the concern on My Concern system, and this will be picked up by the Student Experience Team Leader and triaged accordingly.

How students will be referred into the HIVE /Future U

The procedure applies in cases where a student repeatedly demonstrated behaviour outside of the DEAL programme.

This is notable in aspects such as:

- a) Attendance and punctuality
- b) Professional standards
- c) Assignment submission and deadlines
- d) Attitude and motivation learning

This applies to all aspects of college / UCEN Manchester life (Where applicable):

1. Study Programme
 - Core Qualifications
 - English and Maths
 - Professional Development
 - Blended learning/self-directed study
 - Work experience and work-related learning
2. College campus
 - Classrooms and corridors

- Library
- Student services
- Canteen
- Spaces around college /UCEN Manchester

Procedure

Informal support stage

Before reaching the formal stages, all learners will have gone through a coaching model and have in place a GROW plan triggered through the college 'At Risk' process with their AT/PT. This covers all indicators which could ultimately mean a learner is subject to the Disciplinary process.

The GROW model has its routes within Neuro Linguistics Programming (NLP) and solution focused outcomes. It is based around learners becoming more aware, more responsible and gaining a sense of purpose.

When a student is referred to The Hive /Future U they will be allocated a Mentor or Student Experience Practitioner.

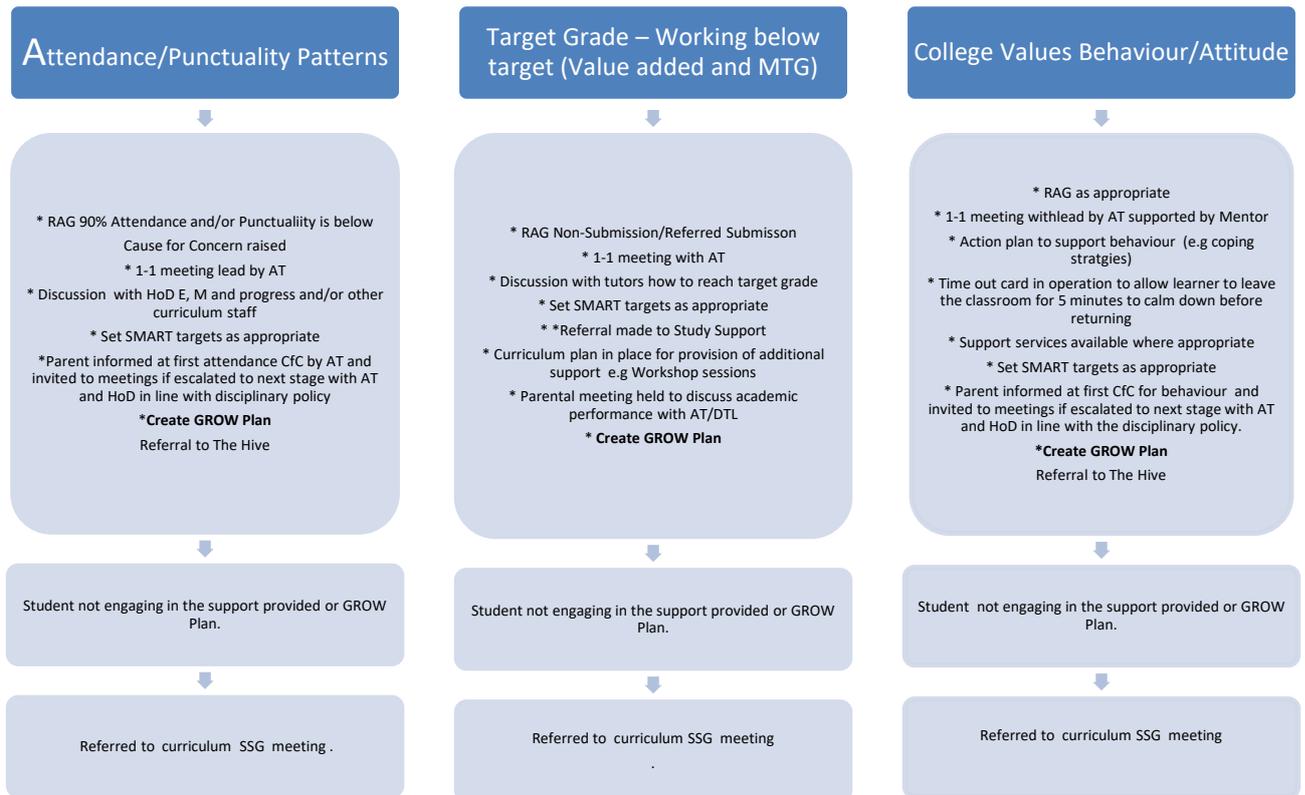
As part of this model learners will receive targeted interventions and support to address attitudes and behaviours in line with the DEAL Programme. The Mentors/SESPs will make use of college and UCEN Manchester support systems. For example SESP, ALS, Counsellor, motivational interviews, study support, referral to external services, etc.

Aspects which will trigger the coaching model (GROW) being implemented are:

- Attendance and Punctuality concerns.
- Performance operating below the students' target grade.
- Not adhering to the DEAL programme and expected behaviours.

These are reviewed fortnightly and where this initial support process has not resulted in the learners making significant progress to agreed outcomes, the disciplinary process will be triggered.

The student's mentor/SESP will make a referral for review to HODSS, through daily reporting on Pro-monitor in addition to SSG meetings, who will make an informed assessment against the identified trigger factors, which includes all risk factors; the support in place and the student engagement and progress made to determine whether formal proceedings are instigated and liaise with the relevant HOD M&E and Progress.



ONE TO ONE REVIEW ENTITLEMENT:

- All students will have a named/designated AT or Personal Tutor with responsibility for the delivery of 1-1 reviews and ensuring the student receives appropriate support via student mentors/SESP team.
- All full-time 16-18 students will engage in an initial review of starting points followed by a minimum of 3 and maximum 6 progress reviews (1-1's) across their programme of study with the conversation and outcomes recorded on pro-monitor.
- All students identified, as 'At Risk' will be offered regular 1:1s as appropriate to their need with the conversation and outcomes recorded on pro-monitor.
- All staff will record, as appropriate, on-going learning conversations, including feedback and setting of SMART targets, to monitor progress on pro-monitor.
- In addition to the 1:1 Reviews, College high need students will complete a full annual Person Centred Review to inform an update of their Educational Health Care Plan (EHCP) and subsequent Personal Learning Plan (PLP) which will be conducted by the Learning Support team/AT/AT and other named staff.
- Sensitive, confidential information will be recorded by the HoDSS/ SM /Student Experience separately on 'My Concern'.
- All students will have a named next of kin contact recorded on their pro-monitor.
- Parental/ carer engagement will be used to maximise attendance punctuality, behaviour and achievement (with the exception of UCEN Manchester students)

STUDENT PROGRESS CHECKPOINTS:

Throughout the year Student Progress and Checkpoint weeks are scheduled to review progress on the whole programme of study. During this time students will have their "At Risk" (BRAG) rating updated by AT/PT and their course risk rating updated by curriculum tutors.

Student Progress Checkpoints are scheduled as follows:

- 2nd November 2020
- 22nd February 2021
- 7th June 2021

GROW PLAN

All students will have a GROW plan on ProMonitor that is regularly reviewed and updated. If a student is moved to an Amber and Red rating then the Personal or Achievement Tutor will schedule more frequent interventions, including support from student mentors and SESP, additional to the scheduled tutorials (recorded on the student's ProMonitor record).

SMART targets will be recorded on the GROW Plan. In this way, there is a single GROW plan that can be reviewed on Pro-monitor and linking to Parent Portal, monitored and updated by all tutors and staff involved in the progression of the individual student

Procedure for Managing Latecomers

This procedure for managing latecomers is designed to ensure students who start late on a course are properly supported. There are many reasons why students start their course late, whatever the reason, students are immediately considered 'at risk' because of their late start and will therefore need more support.

The following must be adhered to for any latecomer:

- Ensure that the latecomer receives a full and comprehensive Induction process.
- Latecomers have the same entitlement to a full and comprehensive Induction process as a student who started the course at the beginning of the term.
- If an area has numerous latecomers in a week, it should be worth considering group sessions to cover Induction, which will make the students feel welcome and benefit from a shared experience.

This should include:

- A full and up to date timetable for the whole course and one for their own specific sessions.
- Full tour of facilities and introduction to staff and students, including student experience.
- A one to one with each subject teacher to include subject and work missed to date.
- An outline of the student journey and assessment schedule.
- Introduction to Pro Monitor and Moodle, explain at risk factors. (Red Status)
- An introduction to tutorials and the tutorial framework.
- A meeting with the Special Educational Needs & Disability (SEND) / Disability team where appropriate or request made.

Further Guidance

Ensure that the student timetable and enrolments fully match programme of study requirements and is correctly enrolled.

Allow for extra time outside of formal lessons for the latecomer to access facilities, computers etc facilitated by mentors.

ATs/PTs are the main point of contact for late students and are expected to provide the necessary support.

Latecomers should be partnered with a suitable peer mentor.

Latecomers should automatically be set to 'RED at risk' status on Pro Monitor.

MONITORING AND RECORDING

- Cohort Analysis to track outcomes for 'At Risk' students.
- Attendance and Punctuality Reports.
- Retention and Achievement Rates.
- ALPS data.
- Individual Learning Plans (ILP's) on ProMonitor.
- Grow action Plans.
- Class profiles.
- Student Support Groups managed by the Heads of Department Student Support.
- Student Experience Tracker documents.
- Student Mentor Tracker documents.
- At Risk Report data on number of students at Blue, Green, Amber, Red ratings.
- Individual Student Support Summaries tracking Blue, Green, Amber, Red ratings.
- QBR data

AT RISK REPORTING

- The 'At Risk' report is available under Curriculum Reports, Learner Support 'LS01'.
- Summary 'At Risk' profiles by individual student are available under Curriculum Reports, Learner Support 'LS02'.
- Class Profile report CL09
- The Progress and Forecasting Report 'LS10'
- Data is collated from initial enrolment
- The 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

EQUALITY AND DIVERSITY

Students can expect an inclusive and supportive learning environment whatever their background. It is acknowledged as a part of this policy that achieving equality is not about the same approach for all learners but rather equality of opportunity is achieved by targeting resource and additional support to learners with additional barriers to success and progress which may be due to a number or combination of personal characteristics and a range of risk factors.

LINKED POLICIES AND PROCEDURES

Safeguarding Scheme
Single Equality Scheme
Disciplinary Policy
Attendance and Punctuality Policy

LOCATION AND ACCESS TO THIS POLICY

Staff Intranet

Appendix 1

AT RISK GROW PLAN PROCEDURE

On enrolling with The Manchester College and UCEN Manchester, all students will automatically be identified as “**Green**” on their At Risk Status. All 16 – 18 students will have access to a designated **Achievement Tutor** and adult learners will have a **Personal Tutor**.

The AT/PT will update the Risk rating as the student progresses through their programme of study and can be escalated or de-escalated at 1-1 review meetings throughout the academic year

Students identified with any of the At Risk indicators (see At Risk Categories) at enrolment, or through prior information from the Transition Team, to be given the appropriate At Risk status by their assigned **Achievement Tutor/Personal Tutor**. This Risk Rating can be escalated/de-escalated at 1-1 review meetings throughout the academic year.

Students who are exceeding their Target Grade and have an excellent disciplinary record to be identified as “**Blue**” on their At Risk Status by their assigned **Achievement Tutor/Personal Tutor**. They will have designated 1-1 reviews throughout the academic year with their AT/Personal tutor and stretch targets set to maintain their Blue status. Commendations/cause for celebrations will be recorded on pro monitor by AT/Personal tutors to recognise exceeding target grade performance and attendance.

Students will remain as **Green** if they are on track to achieve. They will have designated 1-1 review meetings throughout the academic year with their **Achievement Tutor/Personal Tutor** and stretch targets set to **aspire the student to gain a blue exceeding** status. Commendations/cause for celebrations will be recorded on pro monitor by AT/Personal tutors to recognise target grade performance and attendance.

Students identified as “**Amber**” on their At Risk Status by their AT/PT should be set SMART targets for improvement, and reviewed fortnightly, if no improvement escalate to next stage and refer to SSG meeting. (**Student Experience Practitioner if safeguarding identified**). The Student Mentor support with Amber stage students for issues with behaviour and attitudes (The Deal behaviours) All updates will be recorded on pro monitor/My Concern and be referred to the designated **Achievement Tutor/Personal Tutor**. Commendations/cause for celebrations will be recorded on pro monitor by AT/Personal tutors to recognise improved performance and attendance.

Students identified as “**Red**” on their At Risk Support Status will be directed to **The Hive / Future U (Student Experience Practitioner if safeguarding identified)**. The Student Mentor support can consist of group sessions and/or 1-1’s meetings depending on individual need with the student .All updates to be recorded on pro monitor/My Concern and referred to the **designated Achievement Tutor/Personal Tutor**. All **Red** At Risk students will be referred to **Head of M&E and Progress/HOD Curriculum/HOD SS and referred to the curriculum SSG**

Appendix 2

Learner GROW Plan Triggers				
CIRCUMSTANCE and/or INDICATOR	BLUE Likely to retain & achieve	AMBER Monitoring and intervene	RED Urgent intervention required	ACTION/STRATEGIES
Attendance/Punctuality Patterns (absence intervention required by AT/Mentor)	Attends over 95% of classes and attends on time No intervention	Attendance 85-95% and / or is sporadic and unpredictable. Student maybe frequently late without adequate explanation Agree Smart targets with student.	Less than 85% attendance and / or has not attended without explanation for one week. Lateness is habitual. SMART target breached by student. Final stages of disciplinary	<ul style="list-style-type: none"> • RAG where appropriate • Discussion with Curriculum Leader and/or other curriculum staff • Set SMART targets as appropriate • Student GROW plan in place • Issues with time management, referral made to mentor team • Parent meeting held • 1-1 meeting AT
Target Grade – Working below target	At target grade or above	Pass rate but below Value Added grade/target grade	Assessments continually being referred or not submitted	<ul style="list-style-type: none"> • Discussion with tutors how to reach Value Added grade • Set SMART targets as appropriate • RAG as appropriate • Referral made to Study Support • Curriculum plan in place for provision of additional support set SMART targets. • Attending additional classes with curriculum staff • Parental meeting held to discuss academic performance • 1-1 meeting AT • Student GROW plan in place
Behaviour/Attitude to learning	No cause for concern raised; no performance issues	Cause for concern about performance has been raised by staff and / 1-1	Cause for concerns have been raised by a number of staff and / or student has GROW plan	<ul style="list-style-type: none"> • Apply RAG to learner • Student Grow plan to support behaviour and attitudes • Support services available where appropriate • Set SMART targets as appropriate • Referral made to mentor team • Time out in operation to allow student to leave the classroom for 5 minutes to calm down before returning. • Parent meeting held to discuss behavioural concerns (The College only) • 1-1 meeting AT

Potential At Risk Triggers				
CIRCUMSTANCE and/or INDICATOR	BLUE Likely to retain & achieve	AMBER Monitoring and intervene	RED Urgent intervention required	ACTION/STRATEGIES
Start Date and Transfer	Enrolled during the planned sessions and commenced study timetable on time	Enrolled after the start of term, and / or started classes during Induction week	Enrolled after the start of term and started lessons after the main Induction period or during the transfer window within the first half term	<ul style="list-style-type: none"> Catch up classes with academic staff Set SMART targets for completion of catch up work RAG as appropriate 1-1 meeting AT
Support At Home/ Home Circumstances	Individual feels they receive full support. Stable home environment whether alone or with family	Individual feels they receive partial support. Is in temporary accommodation; is a looked after child	Individual feels they receive no support. Homeless or emergency shelter	<ul style="list-style-type: none"> Discuss/monitor impact and effect 1-1 meeting AT Refer to Student services RAG if appropriate and affecting performance
Carer Role	Is not a Carer at home	Dependant adult, siblings or children	Long term dependency	<ul style="list-style-type: none"> Refer to Student services Refer to Mentor team 1-1 meeting AT Only RAG if appropriate and affecting performance
Financial Issues	Is coping financially	Issues with finance impacts on course	Assists with family budget	<ul style="list-style-type: none"> Refer to Student services Refer to Mentor team 1-1 meeting AT Only RAG if appropriate and affecting performance
Part Time Work	Has limited part time work	Works more than 16 hours on more than one weekend / weekday evening	Works full time hours over several days	<ul style="list-style-type: none"> RAG if appropriate and affecting performance. Refer to Student Services. Refer to Mentor team 1-1 meeting AT
Mental Health	No evidence of mental health issues	Occasional behaviour, mood and temperament	Definite signs of irregular behaviour, mood, temperament, eating disorder etc	<ul style="list-style-type: none"> RAG if appropriate and affecting performance on the Student's course. Refer to Student Services for information, advice and guidance where appropriate Discuss possible impact on performance with relevant teaching staff 1-1 meeting AT
Health	Health is good	Repeated absence on health grounds	Persistence absence on health grounds	
Disability / Medical	Assessment needs identified and support plan in place	Needs identified and assessed, learner not taking up support	Disclosed but refuses assessment including Exam Access arrangements	<ul style="list-style-type: none"> Refer to ProMonitor for learner needs. Inform staff/place on group profile – impacts on TLA 1-1 meeting AT RAG as appropriate if affecting performance.

Safe-guarding	General	No safeguarding issues	Safeguarding issues that have resulted in a previous at risk status being given currently being supported	Serious safeguarding issue/s that is / are likely to re-occur	<ul style="list-style-type: none"> All issues with regards to safeguarding should follow the college's / UCEN's Manchester's formal policy and procedures that are in place. All information recorded on MyConcern RAG as appropriate Refer to Student services as appropriate 1-1 meeting AT
	Pregnancy		Suspicion of pregnancy	Confirmation of pregnancy	
	Drugs/Alcohol	No evidence of drugs/alcohol	Suspicion of drugs and alcohol. Change in behaviour	Evidence of drug/alcohol usage.	
	Homelessness/Unstable residency	Stable situation at home	Conflict with parents/guardian resulting in periods away from family home.	No stable residency – sleeping at friends/homeless	
	Looked after person	Not from Care background	N/A	Looked after person	
	Young Offender	No offender history	Referral indicator during recruitment.	Evidence of offending behaviour	
	Bullying	No evidence or suspicion of bullying	Shows signs of timidity in some situations	Reports of bullying	
Distance From Home To College	Lives within a reasonable travelling distance and is able to attend on time (e.g. how far, how many buses?)	Occasionally late; has some difficulty with transport	Lives a considerable distance away from college and had great difficulty with transport	<ul style="list-style-type: none"> RAG where appropriate Refer to student Services if appropriate Refer to Mentor Team 1-1 meeting AT 	
Essential Skills Literacy And Numeracy (If Applicable) previous achievement	GCSE grades above minimum entry criteria; initial assessment at level expected for the course level. Achieved well and consistently in previous courses or school.	GCSE grades at minimum entry criteria; initial assessment at level expected for the course level. Achievement profile is variable and / or some indication that previous courses have not been completed	Limited or no GCSE achievement. Poor basic skills identified at initial assessment. Little evidence of previous achievement and / or evidence of previous early withdrawal and non-completion of study programme	<ul style="list-style-type: none"> Support activated through initial assessment Initial assessment results on promonitor Literacy and Numeracy targets on promonitor RAG where appropriate 1-1 meeting AT 	
Social Skills	Good people skills, makes friends and is part of the group. Is participating in college life	Finds it difficult to communicate with peers. Lacks confidence	Feels isolated from the group; not engaging in enrichment and/or other activities	<ul style="list-style-type: none"> Only RAG if affecting performance Study Support services available where appropriate 1-1 meeting AT 	

Study Skills	High level of organisation and study skills	Needs some help to progress learning	Disorganised with coursework files and revision, attainment below average for the group	<ul style="list-style-type: none"> • Apply RAG to learner • Support from Curriculum staff and/or additional one to one • SMART target to support student • 1-1 meeting AT
Meeting Deadlines/ Quality Of Work	Work handed in on time Work is of expected standard and showing progress	Work is usually handed in on time but exceptions are appearing Work is not always up to standard and is showing slower improvement	Work rarely appears on time Work is poor and failing to show progress. Work is plagiarised	<ul style="list-style-type: none"> • Apply RAG to learner • Support from Curriculum staff and/or additional one to one in tutorial • Action plan to support learner • 1-1 meeting AT
Teaching And Learning	Student fully satisfied with the teaching and learning strategies of the programme	Student partially satisfied with teaching and learning strategies of the programme	Student dissatisfied with teaching and learning strategies of the programme	<ul style="list-style-type: none"> • Apply RAG if affecting performance • Inform Curriculum Leader via Learner Voice or other mechanisms • 1-1 meeting AT



Appendix 1

Amber Monitoring
 ■ 1-1 with AT
 ■ Smart targets set with student
 ■ Phone call/letter to NOK
 ■ Review & Reflect after two weeks

Has the student improved?
YES

Has the student improved?
NO

Praise & Recognition

Refer to SSG

YES

Has the student met the trigger risk factors

NO

Refer to the HIVE led by student mentor

Are the issues related to learning support

Are issues relating to safeguarding

Are the issues related to disciplinary

Attendance & Punctuality Referral

Working below MTG

Deal Behaviours

YES

YES

YES

Refer to learning support

Refer to SETL

Assign a SESP

See appendix 1 for safeguarding process

Hold a restorative meeting, action plan and review, if no improvement follow disciplinary procedure

Under 85% attendance
 Discussion with HOD Curr/M&EP
 1-1 restorative meeting with student mentor
 Set smart targets
 Grow Plan
 Parent meeting
 Reflect & review

Non submission of work/not meeting target deadlines
 Discussion with HOD Curr/M&EP
 1-1 restorative meeting with student mentor
 Set smart targets
 Study support workshops with student mentor
 Grow Plan
 Parent meeting
 Reflect & review

Not meeting Deal behaviours
 Discussion with HOD Curr/M&EP
 1-1 restorative meeting with student mentor
 Set smart targets
 Time out for specific sessions
 Grow Plan
 Parent meeting
 Reflect & review

All students to be tracked and monitored at each SSG meeting and information shared appropriately. Students with a safeguarding concern may also be referred in the HIVE

Has the student improved and met the Grow Plan

YES

NO

Reflect & review grow plan
 Meeting with HOD Curr/M&EP to discuss "back on board" options
 1-1 mentor support to ensure successful "back on board"
 New grow plan issued
 Continues reviews (if student fails to meet new grow plan refer to Career Connect/Go Learn/Princes Trust)

Reflect & review grow plan
 Extend bespoke programme @The HIVE for further 2 weeks
 Meeting with HOD Curr/M&EP to discuss options
 CAWS interview
 Parent meeting
 Referral to Career Connect/Go Learn/Princes Trust

All students referred through The HIVE will be tracked and monitored in SSG meetings and Grow plans recorded on pro-monitor