2026

MONOUX
SIXTH FORM COLLEGE

Student Disciplinary Policy & Procedures (2026/27)

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Student Disciplinary Policy and Procedures (2026/27)

A. Policy: the principles behind our approach

1. The college's mission is "Learn with Skill, Feel Connected, Design your Future" and our disciplinary policy reaffirms our expectation that students will commit to learning effectively and to making changes to behaviour.

2. We believe that our students could and should participate as active members of the community by placing a priority on listening to and attending to others, and by being willing to make positive changes to their own behaviour in service of others. Compassion for others and the determination to make positive changes are the two qualities we most value and aim to promote and develop through these policies and procedures.

3. The college outlines its basic expectations of behaviour in its Charter for Showing Up (**Appendix 1**) which outlines minimum expectations in order that students are focussed and engaged at college.

4. Our student disciplinary policy and procedures reinforce our expectations and provide a structure for fairly and promptly managing instances where students are not aligned. Our students, their families and our staff rightfully expect that the college will deliver on the cultural promise that we make, including through effective discipline. Our disciplinary procedures refer to types of behaviour that may result in exclusion.

5. We act on the principle that behaviour, attitude and engagement both inside college and outside or whilst studying remotely have a direct and considerable impact on students' achievements and progression.

6. Students' personal development, mental health and subsequent capacity to face future challenges is significantly impacted by behaviour, attitude and engagement and by students' ability to change and advance these over time.

7. The behaviour, attitude and engagement of students not only have a direct impact on our ability to meet our strategic aims but also on our reputation as a college in the community. We want students to choose to enrol at our college because of its reputation for outstanding behaviour, hard work and safety.

8. As a post-16 institution, the college has independence and autonomy in being able to decide if a student has behaved in a way that potentially undermines the reputation of the college, places the safety of others at risk or consistently fails to meet the academic demands of the college. The college uses disciplinary interventions that are restorative, including a form of after-college detention, blocks from leaving the site during breaks, meetings, parental involvement and improvement contracts, but also will use fixed term exclusion to deal decisively with poor behaviour and permanent exclusion to manage serious cases of poor behaviour, attitude or engagement. Permanent exclusion can be immediate in serious circumstances (see Paragraph 36 of Procedures).

9. The college provides considerable support to promote good behaviour, attitude and engagement:
    a. The college's Welfare team, which includes the college's Personal Mentors, counselling service and learning support assistants, is dedicated to supporting students through blocks to successful study.
    b. The college operates READY workshops to which students are referred to as appropriate. These workshops engage students in making changes to their attitudes and routines, and to develop resilience in order to improve aspects of their performance.
    c. The Student Engagement Centre ensures that we can respond promptly and constructively to absence or lateness.

d. The college's Extended Learning team, which includes our Career Guidance Officers, support students to be organised, empowered and motivated.
e. The college employs staff to organise workshops, events and participation opportunities, under the umbrella of Talent Lab, to encourage engagement and a positive attitude. In this way we seek to provide opportunities for students to express and develop views about social and community issues affecting them.
f. Our attendance policy (**Appendix 2**) is a key aspect of our behaviour policy. Absence without an acceptable reason is considered as misbehaviour. Our minimum expectation of attendance is 85% and below this level a student can only keep their place at the discretion of the college. Acceptance of our attendance policy by both students and parents/carers is a condition of being enrolled at the college. We ask all parties to sign an attendance agreement but students are bound by its terms, whether or not parents/carers have signed, if they wish to study at the college.
g. Unauthorised family holidays and visit overseas for family reasons or otherwise during term time are treated as unauthorised absence. A student's place is at risk if a family decides to take a student out of college during term time.
h. Our induction programme helps students to make a successful transition to college life.
i. We deliver a range of motivational assemblies (face-to-face or online) throughout the year to promote positive thinking and aspects of the Monoux Student Framework, and to communicate our expectations and key messages to all students. Tutorial and support "circle groups" share the same objectives.
j. We have trained our teachers to ensure that the classroom environment is safe and supportive. We have "readiness to learn" protocols that we expect of all students in all lessons. Teachers use positive language to establish a friendly and hardworking ethos. Teachers recognise the progress and success of learners through marking and feedback.
k. We use daily Entry Periods to help students to adjust to being on site and promote positive behaviour.
l. A team of Campus Officers supports students throughout the day with matters related to safety and behaviour.
m. Culture Coordinators are a visible presence in the college, ensuring that the environment is calm and purposeful.
n. Leaders are committed to being visible and interactive across the college during the day and actively involved in guiding students.
o. Pathway Leaders track students' progress routinely and act promptly to address concerns related to behaviour, attitude and engagement (including attendance).
p. The college plans rewards each term for students with high levels of engagement and attendance.
q. Through timetabled Independent Study, extended opening hours, Saturday and holiday opening etc, the college seeks to promote a positive attitude to study and wellbeing.
r. The importance of developing a good attitude, behaviour and engagement is communicated and recognised through our Monoux Term-by-Term Graduation scheme (**Appendix 3**) which is used to confirm decisions about progression into students' next year at the college.
s. A Fitness to Study process, for students with genuine and documented health or well-being challenges that are affecting their ability to engage with education.
t. Through the Reach Up programme, the college identifies students at enrolment who have risk factors relating to successful engagement (for example, a substandard reference from their previous school). Students on the Reach Up programme are provided additional support and intervention to help them form successful learning habits and transition into the sixth form environment.

10. The effectiveness of our Student Disciplinary Policy is measured through the following indicators of performance, with targets agreed by relevant Committees of the Corporation:
    a. Achievement rates and value added grading
    b. Attendance and punctuality rates
    c. First year graduation rates and retention
    d. Student satisfaction survey

e. Enrolment and destination data

Above all, however, we assess our effectiveness by continual alertness to behaviour across the site and via walk-throughs in curriculum areas.

11. The college has a Parent/Carer Agreement and an Attendance Agreement (that it requires the parent/carer of each student to sign. This details the expectations that we have of students and requires parents and carers to take responsibility for monitoring attendance, punctuality and ensuring that students work hard at home. The college also seeks to engage parents through our Parent App, information events, parents' evenings, timely correspondence from the Principal and, as much as possible, prompt telephone calls home when students are absent. In following the disciplinary procedures, the college cannot accept explanations or appeals from parents or carers that they were unaware of college expectations.

12. Periodically, Ofsted inspects the college and will verify that the college is acting appropriately to ensure good behaviour in accordance with the steer that colleges should "maintain good discipline and teach [young people] to self-regulate" in the belief that "sorting behaviour helps schools improve". Ofsted "defends the right of heads to exclude where necessary" (Amanda Spielman, Chief Inspector, January 2020). The college is mindful of the views and guidance of Ofsted in setting its policy and procedures and believes that its disciplinary policy and procedures are effective in maintaining high standards and high rates of keep and in reducing exclusions.

13. Our Student Disciplinary Policy and Procedures are reviewed at least once a year by the Senior Leadership Team.

B. Procedures

1. There are 4 main types of disciplinary intervention (restorative conversation, contract, fixed term exclusion and permanent exclusion) which in many instances would be followed in sequence but not in every instance. Following the procedures in sequence would not be the case, for example, in instances of serious misconduct, during a student's probationary period (first 6 weeks) or in the case of a student progressing in to their next/final year having already been a part of prior discussion(s) about any performance concerns. Students who have enrolled without the provision of appropriate references from their former provider or who have not provided accurate parent/carer contact details may have their enrolment cancelled during the probationary period if concerns about behaviour, attitude or engagement arise.

2. At all stages of our procedures staff will keep a record of interventions and key data relating to a student's progress. This record will be held on college secure platforms, primarily ProMonitor (for comments and progress data) and ProSolution (for attendance).

3. There is a separate Fitness to Study process for students who are experiencing challenges due to documented health or well-being concerns. This Fitness to Study process can be chosen as an alternative to the Disciplinary Procedures below on discretion of a Pathway Leader or member of the Senior Leadership Team. The details of this process are included in the Safeguarding Policy. However, it is noted that a Pathway Leader or member of SLT can decide to move a student from the Fitness to Study process to the Disciplinary Procedures. This could happen if, for example, students fail to supply necessary documentation, attend Fitness to Study meetings or fulfil responsibilities they have agreed to in a risk assessment.

Restorative Conversations

4. Restorative conversations are intended to positively address and resolve initial concerns around attendance, punctuality, work completion or inappropriate behaviour (as documented through our Charter for Showing Up – **Appendix 1**).

5. Restorative conversations often will not require follow up action but staff will consider whether any of the following measures are appropriate in order to re-establish acceptable behaviour, reinforce expectations and repair relationships:
   a. Entering a record of the conversation on ProMonitor
   b. Contact with parent/carer
   c. Liaison with other staff (e.g. Personal Mentor or Progress Coach)
   d. Additional Learning Support referral
   e. Action plan for getting back on track
   f. Referral to a college manager for further reinforcement

6. Students may be sent home for the remainder of the college day by a Deputy Pathway Leader, Pathway Leader, Extended Learning Manager, Student Engagement Manager, Director of Marketing, or member of SLT if they are not responsive to a restorative conversation. This action would be logged on ProMonitor and contact made/attempted with parent/carer. This measure is still part of the restorative conversation phase, rather than a Fixed Term Exclusion, the implication being that the student has not yet shown a willingness to engage with the member of staff or because staff consider that a cooling off period would be appropriate. In these instances, a student would be invited in the next morning to engage successfully in the restorative conversation. Failure to do would lead to further action as detailed below.

7. All staff have a responsibility to be observant and alert to how students behave and to undertake restorative conversations and students should be responsive to any member of staff wishing to talk to them.

8. The college also operates an after-college detention system aimed at supporting students who have not completed work set or who have missed lessons. This is intended to quickly resolve lapses in academic rigour.

Suspension for reasons of investigation and safety

9. A suspension can be issued if a member of staff is required to investigate an allegation made against a student or pending a meeting with a parent/carer to discuss a significant concern. This may be as a precaution to keep a student at home whilst instances of poor behaviour, aggression or anti-social behaviour are investigated. It could also be due to poor attendance where a meeting with a parent/carer is required to decide whether a student can continue at the college.

   Suspension does not mean that the student is at fault and is not a sanction. A decision to suspend can be made by senior leaders (SLT), Pathway Leaders (PLs) or other members of the college leadership group. The college will attempt to inform a student's parent/carer at the earliest opportunity of the decision to exclude on a fixed term basis, normally during the same working day.

   The length of a suspension will vary depending on the nature of any investigation that must be conducted by a college manager into the relevant issues (which may involve liaison with partner organisations such as the police or other schools/colleges) and the time taken to arrange a meeting with a parent/carer to seek to resolve matters. At the start of the suspension the manager in charge will determine whether a student can continue to study remotely from home. It is unlikely that students would be allowed to attend lessons online. A meeting should normally be held with the student and their parent/carer within

10 working days to understand the student's perspective. Where possible, a decision should be made on any sanction arising from the investigation within 14 working days.

Suspension may be required for Safeguarding reasons, the details of which are found in the Safeguarding Policy. These include, for example, occasions where the student may be of significant risk of harm.

Contracts and formal warnings

10. Contracts are intended to be used at the discretion of staff to record and track agreed improvements. They are most likely to be used after a student's return from a Fixed Term Exclusion but may be used as a measure short of a Fixed Term Exclusion to correct habits and routines that are not productive.

11. Contracts are used within the disciplinary process to address instances of:
    a. Academic underperformance that is likely to have an impact on a student's achievement if not addressed
    b. A pattern of not completing independent work to deadline
    c. Multiple factors having an adverse impact on performance
    d. Repeated failure to respond to restorative conversations
    e. A pattern of poor attendance or punctuality
    f. Persistent low level disruption or non-compliance
    g. A significant concern about behaviour, attitude or engagement that is likely to effect academic performance or put at risk a student's place if not resolved
    h. A need for a student to catch up on work missed as a result of absence and/or health issues.

12. Contracts are intended to reduce the risk that students will not be allowed to graduate into their next year at the college or be excluded. Failure to follow a contract may result in exclusion or not being offered a place at the college the following year. They constitute a type of formal warning, therefore, regarding performance and the risks of not making improvements.

13. Contracts may be initiated following a Fixed Term Exclusion from college.

14. Students may be kept on site to work outside of timetabled lessons, and we may require students to work in locations of our choosing where they have fallen behind and/or are not working well in class.

15. Contracts do not have a set format but adhere to the following guidelines:
    a. Contracts are set by managers or prepared by other teaching or support staff and endorsed by managers (i.e. a manager may meet with the student or, if appropriate, sign the contract)
    b. Contracts include a review date by which time a student's performance would be assessed against the terms of the contract
    c. Pathway Leaders (and Deputy Pathway Leaders) monitor students' compliance with the terms of a contract
    d. The details of the contract are logged on ProMonitor (either as an uploaded document or a recorded comment), and clearly communicated to the student to whom the contract is being issued. If reasonable attempts to meet a particular student in order to communicate the contract terms have not proved successful (e.g. the student has repeatedly not attended disciplinary meetings as requested by a Pathway Leader) then the student may progress to the next stage of the dispensary process
    e. Managers would always endeavour to inform a student's parents/carer that a student has been placed on a contract, with details of contact made with home logged and a copy of the contract mailed to a parent/carer

f. A student's progress in meeting the terms of the contract should be monitored and updates logged on ProMonitor by any members of staff who may have been issued with accountability for supporting a student to meet the terms of their contract
g. Before at the stipulated review date Pathway leaders meet students and review their performance since the contract was issued. On the basis of this meeting the Pathway Leader may decide that:
    i. The contract has been fulfilled and that the student can be removed from the disciplinary process
    ii. Another intervention, or combination of interventions, is required as per the terms of a new or modified contract with a new review date
    iii. The terms of the contract have not been met by the student and therefore the Pathway Leader recommends that they progress to the next stage of the disciplinary process

16. The college works with students throughout the year with the aim that they successfully complete their programme of study and, in the case of students wishing to continue at college the following year, they graduate under the Monoux Graduation Scheme (**Appendix 3**). Students do not need to have been placed on a contract as a prerequisite for not being allowed to graduate, for example if a student has failed to achieve the required grades to progress or has had low attendance during the year. The college also operates 5 Graduation Points which ensures that students understand the need for high standards from throughout the academic year.

17. All decisions regarding graduation are made by SLT and students who do not graduate have the right of appeal to the Principal or Deputy Principal whose decision is final.

18. A significant behavioural concern may be addressed by the college by means of a formal warning if it is not considered appropriate to use a contract to resolve an issue (e.g. in the case of a relatively straightforward but serious wrongdoing).

19. Intervention by staff where there are concerns about behaviour and a student's response may involve confiscating a student's phone or other belongings which we have concerns about, and that we may ask students to show us their social media where there is cause to worry about bullying or conflict. Refusal to allow this intervention may raise further concerns. N.B. Staff are encouraged to keep students separated from their phones in the interests of ensuring a high level of concentration whilst studying. This is normal practice and not a disciplinary intervention.

20. The college conducts searches of possessions, following national guidance (Searching, Screening and Confiscation (publishing.service.gov.uk). Searches may occur randomly in the interests of general security or to investigate specific concerns. Students can request that this search can take place in a private area. The member of staff will ensure the student understands the reason for the search (i.e., random or to investigate concerns) and how it will be conducted so that their agreement is informed.

Probationary period

21. The start of the year is considered to be a particularly sensitive period as regards the health and safety of all members of the community and the college is resolved to act if it believes that a student has enrolled without a clear intention to commit to the expectations of the college, including through full attendance, or if a student has not provided full and accurate information at enrolment (e.g. false contact details, incomplete reference). A student's enrolment can be cancelled during this period. (Students can secure an alternative place with a different provider at this point in the year.)

22. Formal warnings are more likely to be used, rather than contracts, to address poor behaviour, attitude or engagement at the start of the year (during the first 6 weeks after enrolment) which is considered to be a probationary period (and is defined as such in enrolment agreements). Whilst the college is committed to comprehensive induction processes, the college will act swiftly during this period to instil a high standard of discipline.

Fixed Term and Permanent Exclusion

23. Whereas any member of staff may raise concerns about a student's behaviour or engagement, a decision to exclude on a fixed term basis will be made by senior leaders (SLT) or Pathway Leaders (PLs). The college will attempt to inform a student's parent/carer at the earliest opportunity of the decision to exclude on a fixed term basis, normally during the same working day.

24. Fixed Term Exclusion may be used by the college for a number of different reasons:
    a. If a student does not engage respectfully with peers and staff, and/or follow reasonable requests and instruction.
    b. If a student has repeatedly failed to meet expectations or follow instructions when, in the view of staff, these expectations and instructions have been made clear, including through the Charter for Showing Up, assemblies and periodic messages online. If a student is excluded for these reasons the exclusion will remain in place until a meeting has taken place between a college manager and a parent/carer of the student and a decision is made that the student may return. Following an exclusion for these reasons the student may return on an agreed contract, or with a formal and final warning. If the college manager is not satisfied that the student will successfully address the issues that led to a fixed term exclusion, the student will be at risk of permanent exclusion.
    c. If a student is alleged to have been involved in an incident or episode of poor behaviour, aggression or bullying, or any behaviour (including online) that would place another person at risk.
    d. As a precaution to keep a student at home whilst instances of poor behaviour, aggression or anti-social behaviour are investigated.
    e. If student has been suspended (see 9 above) pending an investigation, and the investigation outcome has confirmed concerns about the student's behaviour and/or performance the suspension may be converted in to a Fixed Term Exclusion. It would therefore appear as a disciplinary action on the student's record on ProMonitor.
    f. Fixed Term Exclusion may be required for Safeguarding reasons, the details of which are found in the Safeguarding Policy. These include, for example, occasions where the student may be of significant risk of harm.

25. The length of a Fixed Term Exclusion will vary depending on the nature of any investigation that must be conducted by a college manager into the relevant issues (which may involve liaison with partner organisations such as the police or other schools/colleges) and the time taken to arrange a meeting with a parent/carer to seek to resolve matters. At the start of the exclusion the manager in charge will determine whether a student can continue to study remotely from home. It is unlikely that students would be allowed to attend lessons online if excluded.

26. The duration of a Fixed Term Exclusion can also be set to reflect the seriousness or repeated nature of a student's poor discipline or engagement. College managers should alert the Principal or Deputy Principal if a Fixed Term Exclusion is set to last for longer than 10 working days.

27. The Principal or Deputy Principal can require a student to remain excluded until satisfied that (a) the student does not present a risk to others at the college, (b) the student and/or parent/carer have fully engaged with disciplinary processes, including through courteous conduct in any meetings or conversations and (c) a restorative action plan (contract) is in place that is likely to ensure full resolution and safety of others. If in the judgement of the college these conditions cannot be met the student may

be excluded by a college manager with the student having the right of appeal to the Principal or Deputy Principal.

28. Unless a college manager decides otherwise, meetings to aim to resolve issues following a Fixed Term Exclusion will require a student to attend with their parent/carer. College managers reserve the right to not allow other persons such as siblings or extended family to attend such meetings.

29. The college accepts no responsibility for the consequences of a student having not provided full and accurate parent/carer contact information when seeking to manage discipline and keep parents informed.

30. Permanent Exclusion *may* be used as a disciplinary measure in the following instances:
    a. A student has not met the conditions of a contract or return from Fixed Term Exclusion.
    b. Failure to meet college expectations following a formal warning.
    c. Persistent absence (including lateness) from any activities that are scheduled for a student.
    d. Attendance below 85% for any half-term period.
    e. Persistent failure to complete set work, on time, and failure to attend exams etc.
    f. Repeated refusal to follow instructions.
    g. Involvement in anti-social behaviour both in and outside of college, including online behaviour.
    h. Failure to reveal information to a college manager that, as a result, compromises the safety of others or hinders an investigation into misconduct.
    i. Serious misconduct (physical, verbal, drug-related, gang-related or through use of bullying and intimidation or other abusive conduct) including online harms.
    j. Behaviour that risks damaging the reputation of the college as an inclusive organisation with high educational standards.
    k. Involvement in illegal activity, criminal activity and public disorder. This includes involvement in such activities outside of the college premises.
    l. Damage to college property.

31. The decision to *permanently* exclude a student can only be made by a member of the Senior Leadership Team (SLT), including Vice Principal and Assistant Principals, but not including the Principal or Deputy Principal. Prior to a decision being made, the student and their parent/carer should be invited to attend a meeting with a member of SLT. College managers reserve the right to not allow other persons such as siblings or extended family to attend such meetings. If the parent/carer does not attend this meeting, the college reserves the right to review the case and decide in their absence.

32. An 'permanent exclusion' comment must be completed on Pro-Monitor. This comment should contain:
    i. Name of VP or AP making decision to exclude
    ii. Details of the meeting organised with the young person and their parent/carer. If this meeting did not take place, detail why and how the decision was made in their absence
    iii. An appropriate member of staff tagged to the comment with a request to write the exclusion letter.
    iv. Reason for exclusion
    v. Evidence that was used to make this decision (e.g., attendance records, witness statements, etc)
    vi. Further comments may be made in the confidential section, if required.

33. Members of SLT can act flexibly to initiate strategies that alleviate the requirement for a permanent exclusion. These may include, but are not limited to, requiring a student to study online for a length of time, a Final Warning, or restrictions whilst on college premises.

34. Serious misconduct, where the safety of others is compromised or in cases of aggressive behaviour, may result in immediate permanent exclusion without prior parental involvement (N.B. for learners over the

age of 16). This action can be taken in the interests of acting decisively to prevent the escalation of an incident, thereby protecting the wider interests of the college, its staff and students. This action may also be taken if there is evidence of a threat being made towards college staff, or attempts to intimidate, as such behaviour severely compromises the college's ability to maintain good discipline.

35. Parents/carers will be informed of a student's exclusion without delay and the reasons for permanent exclusion will be outlined in a letter from a college manager.

36. In most cases, a student has the right of appeal in writing to the Principal or Deputy Principal within 5 working days of the date of the letter notifying the exclusion. In instances where a student or parent/carer appears to also complain about the conduct of a member of staff involved in the disciplinary action, the complaint will generally be considered alongside the appeal unless the complaint raises a separate issue or serious allegation such as a safeguarding issue.

37. The Principal or Deputy Principal will consider a student's appeal against permanent exclusion and any new information that it presents that was not known or available at the time of the exclusion. The Principal or Deputy Principal may decide to hold an appeal meeting to discuss the appeal but is not obliged to do so if, for example, the appeal letter presents no new information of note.

38. Although the Principal or Deputy Principal may have been involved in earlier disciplinary measures, in the day-to-day course of maintaining high standards and a visible management presence, he/she will be expected to demonstrate impartiality in considering appeals, taking into consideration the impact of exclusion on the individual student, the nature of the appeal and the reasons for exclusion. As such, if an appeal is upheld it does not imply that the decision to exclude was incorrect but that a different perspective is now apparent.

39. The decision of the Principal or Deputy Principal regarding appeals is final and will be communicated in writing to a student and parent/carer. This letter should give a concise summary of why the appeal has not been successful. If a student's appeal is successful, a range of measures may be put in place to give structure and discipline to the student's day to day activities e.g. not being allowed off site at lunchtimes, no use of a mobile phone or check in with a mentor.

40. Students who, following permanent exclusion, believe that the college has not followed its policy and procedures, with the result that the student has been unfairly denied the chance to remain at the college, can use our Complaints Procedure. Please send an email to our Complaints Officer: tracy.straker@sgmc.ac.uk with full details of your complaint. If you have gone through

41. Once you have completed the college's internal complaints process and are still unhappy with the outcome, you can escalate to the Department for Education under the official post-16 complaints procedure that covers sixth-form colleges funded by DfE. You must contact them in writing, typically by using the DfE Customer Help Portal to submit your complaint online, or Writing or emailing the DfE Customer Service Team at the Department for Education.

Appendix 1 Charter for Showing Up
Appendix 2 Attendance Policy
Appendix 3 Monoux Graduation Scheme

Annex A – application of this policy to the **Monoux High School**

Whilst the Student Disciplinary Policy and Procedures (2025/26) applies to the Monoux High School (MHS), there are several differences given that MHS students are in Year 11 provision.

This appendix should be read in conjunction with the MHS specific Safeguarding risk assessment which covers, for example, the process required should a student need to be sent home. The main differences are:

1. The probationary period (points 20 and 21) does not apply for MHS students. However, during the first few weeks of an MHS student's enrolment, an assessment should be carried out regarding their support needs. This includes understanding how best to support their behaviour.

2. The college is committed to following the Waltham Forest BACME exclusion guidance alongside the Student Disciplinary Policy and Procedures (2025/26). This has particular relevance to points 22 onwards. Whilst the same principles apply, there are particular differences, such as:

    a. The college will always inform a student's parent/carer at the start of a fixed-term exclusions on the day that the student is excluded. If we are unable to contact a parent/carer then the student will remain at college until the end of the day. A letter will be given to the student to take home and a copy will be sent by post. We will also endeavour to contact the parent/carer by email.

    b. A report on fixed term exclusions for MHS students will be presented to the External Relations Committee at least annually. This committee is made of at least five College Governors and oversees mechanisms for discipline, student support and safeguarding.

    c. Persistent absence (including lateness) is not a criterion for excluding MHS students. In these instances, we would make a referral to the Local Authority for intervention and guidance.

    d. Any decision on permanently excluding a MHS student would be made by a panel including at least one member of the Senior Leadership Team and at least two External Relations Governor committee members. During this process, alternative options to exclusion would always be explored with the Local Authority.

This appendix will be reviewed in line with updated guidance from Waltham Forest, which is expected in September 2023.

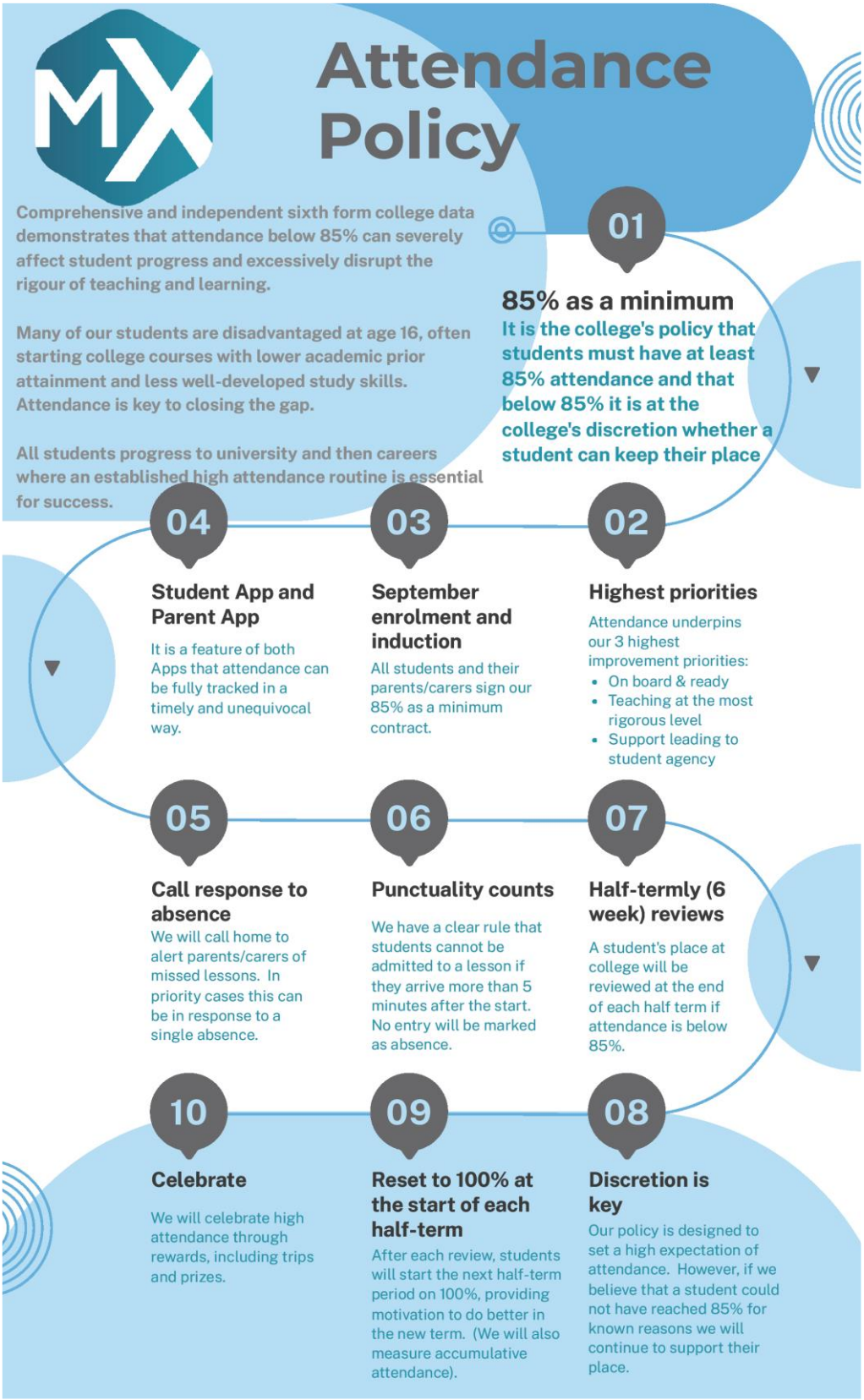
Appendix 1

Right-click on the picture below and open the link to view our Charter



Appendix 2

Double click on the picture below to open our Attendance Policy



Appendix 3

Monoux Term-by-Term Graduation scheme

Graduation scheme and Graduation Points

At **three points** across the academic year we review students' performance and assess their eligibility to continue on their journey at college. Students who do not respond to the challenges of being a successful learner, and who demonstrate an unwillingness to develop their routines and increase their effort, find themselves at risk of failing to graduate beyond each point, and to progress in to their final years of study at college.

The factors that put a student at risk of not graduating are likely to be:

- **Attendance that falls below 85%,** in total or for any particular half term
- Unaddressed **lateness and/or unreadiness** to lessons
- **Reluctance to respond** productively to college support or intervention
- Poor record of **work submission**
- **Behaviour** towards staff and/or students that falls below college expectations
- Poor engagement with learning, **including foundation English and maths** (attendance, exam attendance, lack of progress or engagement)
- An **unwillingness** to perform beyond the most **basic requirements**

Students who are progressed internally (i.e., into a next year of study at the college), but who have not consistently met the college's expectations may be given a status of 'Not Yet Graduated'. These students are under increased scrutiny concerning their performance and therefore may be subject to higher expectations of performance than those described in the factors above. This includes whether they are to keep their enrolment at the college. This status will continue until NYG students have completed the subsequent year of academic study through meeting these enhanced expectations.

It is of paramount importance that the college continues to identify students who face circumstances and challenges in and outside of college beyond their control, and to support them on their journey towards ambitious destinations. Therefore, stringent quality assurance processes are put in place to ensure the integrity of in-year, and end of year, graduation:

1. Communications around first term graduation to be repeated via assemblies, teachers and in Monoux Video updates.
2. SLT select potential non-graduates in light of data or recommendations from Pathway Leadership.
3. Personal Mentors are consulted in order to identify students with extenuating circumstances.
4. SLT quality assure decisions.
5. Unsuccessful students and their parents are informed of decisions and allowed to appeal.