

INTERNAL PROCEDURE

TITLE:	Admissions, Review and Student Engagement (previously Fitness to Study)
POLICY HOLDER:	Assistant Principal Student Services
EXECUTIVE OWNER:	Principal
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Further information: If you have any queries about this policy or procedure, please contact the named policy holder.

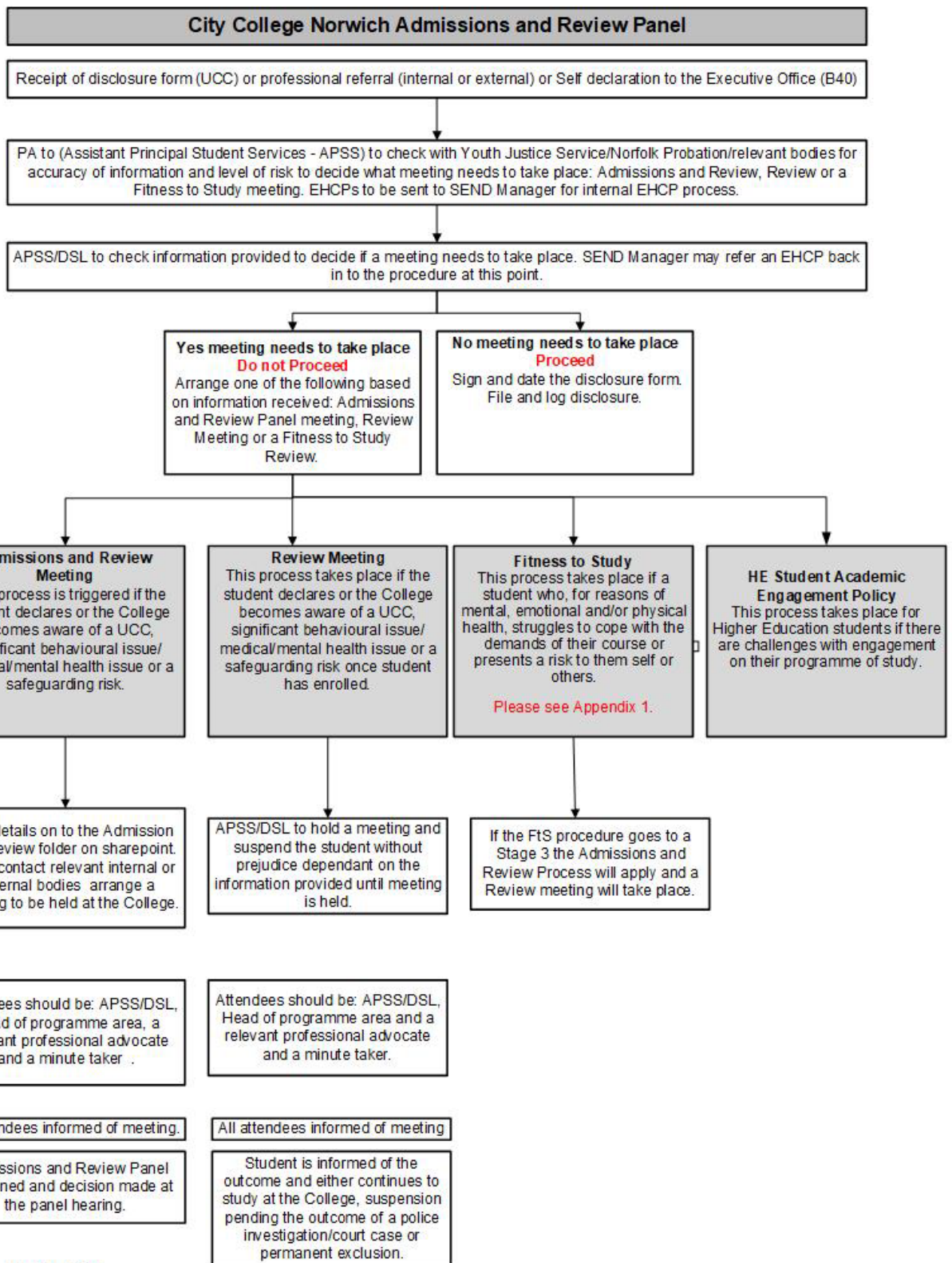


Amendments log

Review date	Version	Changes	Originated by	Approval
28.08.18	2	Annual update Addition of 3.5 and updates throughout to roles and responsibilities following changes to management structures	HRH	Exec
28.08.19	3	Annual update	HRH	Exec
01.07.21	4	Annual update Addition of 4.4 and updates throughout to roles.	HRH	Exec
01.09.22	4	No changes	HRH	SMT
04.09.23	5	Annual update. Addition of reference HE Student Academic Engagement Policy in flow chart. Amendment of 3.2, 3.4, 4.4	Sam Ratcliffe/ HRH	SMT
July 2024	5	Annual update Section 2 – Key Principles 2.4 and Cross referencing with the Student Disciplinary and Attendance Procedures 2.7 Review outcomes 3.4, 3.5 Stage 2 3.7 Crisis Team Appendix – information for parents and carers 6/08/24 ED changes: Policy Title change to use more inclusive language Review of terminology reason – need, issue – concern, checking for inclusive language throughout. <ul style="list-style-type: none"> • 1.4 include <i>Each stage must be completed in sequence unless a situation or incident arises where the seriousness requires immediate escalation to Stage 3.</i> • 2.3 bullet 3 <i>Any plan put in place should consider adjustments within these procedures whilst reflecting the expectations set out in these procedures.</i> 	HRH	SMT

Contents

Admissions and Review Panel Flow chart	4
CCN Fitness to Study Procedure.....	5
1. Introduction	5
2. Reviewing the Stage 1 Action Plan	7
3. How the Procedure works - Stage 2.....	8
4. How the Procedure works - Stage 3: Formal Review meeting.....	9
Appendix 1 – Relevant College procedures	10
Appendix 2 CAIST – Crisis Assessment & Intensive Support Team.....	12
Appendix 3 Information for Parents and Carers	13
Appendix 4 Template for Fitness to Study meetings	15
Appendix 5 Admissions and Review, FTS and EHCP Flow chart	15



Confidentiality

All Admissions and Review Meetings, Review hearings and Fitness to Study assessments will be treated as confidential to the parties concerned. After the hearing (and appeal if applicable) all related papers will be disposed of confidentially except for one full copy which will be held centrally and kept for the duration of the student's course plus 6 years, whether the hearing finds against the student or not. Where an allegation is substantiated a record will also be kept on the student's file for as long as they remain a student at College.

CCN Student Engagement Procedure

1. Introduction

- 1.1 City College Norwich is committed to supporting its students and recognises the importance of a student's health and wellbeing in relation to his or her academic progression. This procedure outlines the process to be followed when a student who, for reasons of mental, emotional and/or physical health, struggles to cope with the demands of their course or presents a risk to them self or others.
- 1.2 The College recognises that there are occasions when the mental, emotional and/or physical health of a student can cause disruption to their studies. It is the aim of this procedure to set out how the College will provide support in these circumstances to help the student get back on track.
- 1.3 The College also acknowledges that there are rare occurrences where for the good of the individual's health or wellbeing a break from studying may be better for the student than continuing on a course that they will not complete. This procedure will set out how that decision is made.
- 1.4 How the Procedure works – Key Principles

Key Principles

- Stage 1 is overseen by the student's Course Leader / curriculum team.
- Stage 2 is overseen by the student's Head of Area.
- Stage 3 is overseen by a member of SLT in line with the Admissions and Review procedure. Stage 3 is a Formal Review meeting.
- Each stage must be completed in sequence unless a situation or incident arises where the seriousness requires immediate escalation to Stage 3.
- Parents/carers should be involved where possible and appropriate.
- Student's EHCP (where applicable) should be reviewed at all stages, as part of the process and linked Specialist Adviser invited to meetings.
- An action plan must be mutually agreed and logged on the student's ILP.
- Action plans must take into account other relevant procedures, such as Student Attendance and Achievement and Student Disciplinary procedures.
- The Fitness to Study procedure does not supersede decision making that should be in line with the Student Attendance and Achievement and Disciplinary procedures.

Overview of the Process	
<p>Stage 1 A concern has been raised about a student who is finding it difficult to commit to the requirements of the course because of a mental, emotional or physical health reason and they are presenting a risk to them self or others.</p>	
<p>Stage 1 Managed within the Course Team</p>	<p>Meeting arranged with student and appropriate staff from the course team</p> <ul style="list-style-type: none"> • Action Plan • Invite Parents/Carers • Consider does student have an EHCP? • Log agreed actions on ILP • Consider other procedures and include possible actions or sanctions in action planning: Student attendance and Achievement? Student Disciplinary? • Copy to parents/carers
<p>Stage 2 Should address any targets not met under Stage 1 or when the student's mental, emotional or physical wellbeing has deteriorated further, or the impact on their learning is further disrupted. or they are presenting a risk to them self or others.</p>	
<p>Stage 2 Overseen by Head of Area</p>	<p>Meeting with the student, their parents, Head or Area and other appropriate staff.</p> <ul style="list-style-type: none"> • Review action plan and link to other college procedures as appropriate • Set realistic targets and explain possible outcome if targets are not met • Log agreed actions on ILP • Copy to parents/carers • EHCP? Liaise with Specialist Adviser team
<p>Stage 3 Formal Review Meeting will be initiated where the mental, emotional or physical wellbeing of the student is of sufficient concern to consider whether College is a safe environment for them, if there is a significant risk of harm to the student or others, to consider whether the College is the right environment for the student and whether their safety and wellbeing needs can be met to a satisfactory level to enable them to stay on programme.</p>	
<p>Stage 3 Formal Review mtg with SMT Chair and Head of Area or Director</p>	<p>Review meeting in line with Admissions and Review procedure.</p>

- 1.5 Stage 1 will be initiated where a concern has been raised about a student who is finding it difficult to commit to the requirements of the course because of a mental, emotional or physical health reason, or presents a risk to them self or others. The student may raise their own concern or it may come from a member of staff.
- 1.6 At this stage a member of the course team will meet with the student as well as with other colleagues where appropriate, and parents/carers where possible, to discuss the reasons why they are struggling to meet deadlines /or attend the course/participate in their learning.

If the student has an EHCP, then the EHCP Specialist Adviser should be informed of the meeting and outcomes.

- 1.7 An action plan will be mutually agreed by the student and member of staff and logged on the student's eILP. The action plan will include details of the adjusted support that the student may need and targets set to address the needs that have been discussed. This may involve referrals to College support such as the Wellbeing Zone or to external agencies. Support for this can be provided by contacting a member of the Wellbeing Team. The student should receive a copy of their action plan.
- 1.8 Where an agreement is reached and attendance targets are set, it is the responsibility of the student's Course Leader to share the information with other key members of staff and record via the ILP where this is appropriate, for example, with wellbeing and support colleagues.

2. Reviewing the Stage 1 Action Plan

- 2.1 A review date of the action plan should be set.
- 2.2 If the student fails to attend the review without good reason the review should move to Stage 2.
- 2.3 The review has 3 possible outcomes.
1. The targets have been met and the student is now able to commit the original agreement of the course.
 2. Some or all of the targets have been met but the student is not yet able to return to the original agreement of the course.
 3. For this outcome consideration should be given to the Student Attendance and Achievement and Disciplinary procedures and whether a consequence should be implemented in line with those procedures.¹ Any

¹ Appendix Page 9

plan put in place should consider adjustments within these procedures whilst reflecting the expectations set out in these procedures.

4. A new set of targets are to be set to detail how the student will progress, with a focus on returning to the original agreement of the course as soon as possible.
5. Where the student has not been able to meet the targets or their circumstances have deteriorated further the member of staff responsible should move the process to Stage 2 as soon as possible, considering whether actions are required in line with other College procedures.

3. How the Procedure works - Stage 2

- 3.1 Stage 2 should address targets not met under Stage One or when the student's mental, emotional or physical wellbeing has deteriorated further, or the impact on their learning is further disrupted.
- 3.2 Stage 2 meetings should be chaired by the Head of Area and involve the student, members of their course team and the student's parents or guardians where the student is under 18.
- 3.3 If the student has an EHCP, then the EHCP Specialist Adviser should be invited and/or informed of the meeting and outcomes and any follow up actions.
- 3.4 A representative from the HE Student Support Office or other as well as the Wellbeing Team and/or Curriculum Services can also be invited to the meeting if there are matters of support to discuss.
- 3.5 The purpose of a Stage 2 meeting is to listen to the barriers that the student is facing and to discuss if further reasonable adjustments or support can be put in place to help the student become successful in their studies.
- 3.6 Any plan put in place should consider the Student Attendance and Achievement and Disciplinary procedures and should reflect the expectations set out in those procedures.
- 3.7 The Plan should have a review date and should be recorded on the student's eILP and a copy given to the student.
- 3.8 Where it is clear during the Stage 2 meeting that the student will struggle to meet the demands of the course, unable to attend or that their mental, emotional or physical health and safety health is deteriorating further, the Head of Area should consider whether any further actions are needed, considering, for example, the expectations set out in the Student Attendance and Achievement Procedure.
- 3.9 If there is a significant risk of harm to the student or others, then the matter

should be escalated to a Form Review Meeting, to consider whether the College is the right environment for the student and whether their safety and wellbeing needs can be met to a satisfactory level to enable them to stay on programme.

Students who return to College following an attempt to die by suicide

- 3.10 Students who return to College following an attempt to die by suicide must have a Stage 2 meeting at the earliest opportunity and within 7 days of returning to College, to ensure that we have the right information sharing and support in place. The Crisis Team should be consulted at this stage.²

4. How the Procedure works - Stage 3: Formal Review meeting

- 4.1 If there is a significant risk of harm to the student or others, then the matter should be escalated to a Formal Review Meeting, to consider whether the College is the right environment for the student and whether their safety and wellbeing needs can be met to a satisfactory level to enable them to stay on programme.
- 4.2 The Stage 3 Formal Review meeting falls within the formal Admissions and Review process and a Panel will be convened. A Review meeting will normally take place once the first two stages have been taken place and the Head of Area will attend.
- 4.3 There are, however, certain situations whereby a Stage 3 meeting can occur without going through the first two stages. This is where the student's mental, physical or emotional health is of sufficient serious and immediate concern as to elevate the process to a formal Review meeting.
- 4.4 A Review meeting will be chaired by a member of the SLT team and members of the panel will be the Head of Area of Director and an advocate for the student will be invited where possible based on their expertise or their relationship with the student. This person may be external to the College.
- 4.5 At the Review meeting the panel may consider various options including (but not limited to) a break from study, part time study, study from home, a period of interruption or a recommendation for withdrawal or exclusion of the student.
- 4.6 If the student has an EHCP, then the Director of SEND or representative will be invited to attend.
- 4.7 For students studying a Higher Education course validated by the University of East Anglia (UEA), any decision to interrupt from their studies would be taken in consultation with the UEA Academic Partnerships Office. Students studying with other Awarding Bodies; we may default to their regulations.

² Appendix Page 11 CAIST – Crisis Assessment & Intensive Support Team Page

- 4.8 Appeals against the outcome of the decision of a Review meeting should be made in writing to the SLT Office who will review the case.

Appendix 1 – Relevant College procedures

Student Attendance and Achievement Procedure

[Attendance and Achievement procedure V9 12 Jan 2023.pdf](#)

Student Disciplinary Procedure

[Student Disciplinary Procedure v8.1.pdf](#)

Procedure	Excerpts taken from 23/24 version
Student Disciplinary	<p>3 Scope</p> <p>Low level behaviour disruption and poor student attitude matters should routinely be dealt with by staff before this disciplinary procedure is invoked. This should involve communicating clearly, what expected behaviours are, always modelling best practice. The Ways of Working should be used as a frame for conversations and Interventions should be swift. Appropriate behaviour management techniques that support students to develop better behaviours and attitudes, preventing the necessity for working through this formal disciplinary procedure, should be worked through as soon as is necessary (low level behaviour disruption should never be accepted). Examples of low-level behaviour disruption:</p> <ul style="list-style-type: none"> • Not following reasonable instruction or requests • talking unnecessarily, chatting, disrupting learning • being slow to start work or follow instructions • showing a general lack of respect for other students and staff • not arriving ready for learning, not bringing the right equipment etc. • using mobile devices inappropriately <p>This list is not exhaustive</p> <p>Only when low level behaviour disruption, poor attitude etc. becomes regular (more than once or twice) and sustained (over longer than a week) is it considered misconduct, at this point matters should be addressed through this disciplinary procedure and sanctions such as verbal warnings, written warnings etc. should be applied.</p>
Student Disciplinary	<p>6 Definitions</p> <p>For the purposes of this procedure the following guiding definitions apply:</p> <p>6.1 Misconduct Not adhering to all expectations of the Student Charter, College rules and regulations or our Ways of Working. Which after challenge by a member of college staff gives, in the judgement of that member of staff, cause for concern. This could include:</p> <ul style="list-style-type: none"> • Routine and sustained unprofessional behaviour that has not improved despite repeated supportive interventions. • Failure to comply with explicit rules or regulations, or reasonable requests e.g., smoking in non-designated areas, causing a disturbance to others learning.

	<ul style="list-style-type: none"> • Infringement of the colleges Health and Safety rules e.g., failure to vacate buildings when asked during fire alarms. • Refusal to respond to reasonable requests by relevant college staff e.g., refusing to confirm identity when requested to do so by staff during the normal course of their duties, checking badges are visibly displayed etc. • Causing damage to property. • Being under the influence of drugs or alcohol whilst on the premises • Anti-social, unprofessional behaviour which causes distress to other students or staff and/or reputational harm to the College's relationship with its stakeholders, including the local community. <p>This list is not exhaustive</p>
<p>Student Attendance and Achievement</p>	<p>10. First action – for students returning to college following a period of absence</p> <p>Unexplained absences should be followed up the same day where possible by staff. At all stages of non-attendance students will be contacted by text message, as will their parents if they are under 19 where appropriate.</p> <p>Staff should follow up unexplained absence by meeting student face-to-face where possible/practicable a telephone call, or email home as appropriate. Staff should follow the procedure below.</p> <ol style="list-style-type: none"> 1. Meet with the individual student to discuss the concerns 2. Telephone calls to student or parents/guardians of students aged under 19, where appropriate 3. Move to the procedure outlined in Appendix 1 (of the procedure.) 4. If the student returns before action is taken, their absence should still be discussed with their lecturer.
<p>Student Attendance and Achievement</p>	<p>11. Verbal Warning</p> <p>A verbal warning should be given in person when students fail to improve their attendance despite having the concern raised by one of the actions above.</p> <p>Depending on individual circumstances this stage would normally be reached two weeks after taking initial actions about an individual's poor attendance. This warning should include:</p> <ul style="list-style-type: none"> • The serious consequences of absenteeism in relation to student's studies • An offer of guidance and advice • The consequences of further non-attendance, i.e. a first Written Warning if an improvement in attendance is not seen within a week. <p>The Verbal Warning should be recorded, signed, dated and kept in the student's file and on their eLP. If it is not possible to issue a verbal warning to the student in person, a letter can be sent as per Stage 1 of the Flow Diagram in Appendix 1 (of the procedure.)</p>

Appendix 2 CAIST – Crisis Assessment & Intensive Support Team

WHO ARE WE?

CAIST is the Crisis Assessment and Intensive Support Team, part of the Child, Family and Young Person (CFYP) Service. It sits within the Norfolk and Suffolk Foundation NHS Trust. The service covers the whole of Norfolk and Waveney and offers crisis assessment and support to all young people up to their 18th birthday.

Getting Advice

- Future training for professionals both internal and external to NSFT
- Consultation, advice and support to other teams and services.

Getting Help

- Crisis assessments, 7 days a week currently operating 9am – 5pm and moving towards 8am-8pm
- Joint assessments and parallel planning with other teams and services as needed
- Brief response, 7 days a week including where needed; space to be heard, compassionate care to the system, formulation and planning, extended assessment, advice and

Getting Risk Support

- Risk assessments when a young person presents with a mental health crisis.
- Support and advice offered to a young person and their family along with other professionals to help recognise and understand what might increase and/or reduce identified risks
- Support in developing robust safety plans

Getting More Help

- Intensive Support, currently Monday to Friday 9am – 6pm
- Community-based work at least 3 x p/wk & up to multiple times per day if required.
- For young people who present with complex and/or serious mental illness as part of their crisis presentation
- Involve time limited evidence-based interventions.
- Support in the step up and down from Tier 4 admissions. To include support during periods of planned leave.

REFERRAL CRITERIA

- Under the age of 18
- Considered to be presenting with risk of immediate or imminent significant harm to self or others as a result of a declining mental health need.

Central Norfolk: 01603 974 704

East Norfolk: 01493 337 978

West Norfolk: 01553 736 011

Appendix 3 Information for Parents and Carers

The Fitness to Study procedure is to help support your child.

Parents/carers will be involved at Stages 1 and 2 of the procedure and you will be invited to attend a meeting, or receive feedback on the meeting and outcomes.

The College is committed to supporting its students and recognises the importance of a student's health and wellbeing in relation to his or her academic progression.

Some students struggle with their mental, emotional and/or physical health, or to cope with the demands of their course or sometimes, they may present a risk to them self or others.

The College recognises that there are occasions when the mental, emotional and/or physical health of a student can cause disruption to their studies.

It is the aim of this procedure to set out how the College will provide support in these circumstances to help the student get back on track.

The College also acknowledges that there are rare occurrences where for the good of the individual's health or wellbeing a break from studying may be better for the student than continuing on a course that they will not complete.

The procedure sets out how that decision is made.

Key Principles

- Stage 1 is overseen by the student's Course Leader / curriculum team.
- Stage 2 is overseen by the student's Head of Area.
- Stage 3 is overseen by a member of SLT in line with the Admissions and Review procedure.
- Stage 3 is a Formal Review meeting and is a professionals meeting.
- Parents/carers should be involved at Stage 1 and 2 where possible and appropriate.
- Student's EHCP (where applicable) should be reviewed at all stages, as part of the process and linked Specialist Adviser invited to meetings.
- An action plan must be mutually agreed and logged on the student's ILP.
- Action plans must take into account other relevant procedures, such as Student Attendance and Achievement and Student Disciplinary procedures.
- The Fitness to Study procedure does not supersede decision making that should be in line with the Student Attendance and Achievement and Disciplinary procedures.

Appendix 4 Template for Student Engagement meetings

Student name	
Student number	
Attendees at meeting	
Date of meeting	

What are we worried about? (Risk of current mental, physical or emotional or future harm)	What is working well? (Strengths & strategies that are working)	What needs to happen? (Goals, targets and action planning)
<p>What has happened, that worries us?</p> <p>What are we worried might happen in the future at College?</p> <p>What makes engaging in learning now more complicated?</p>		<p>Goals</p> <p>What needs to happen next in working towards these goals?</p>

Action plan Target 1.		
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Admissions and Review, incl. Fitness to Study procedure

