

ATTENDANCE & BEHAVIOUR POLICY

2022/23

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ATTENDANCE & BEHAVIOUR POLICY

Purpose

The purpose of the Attendance and Behaviour Policy is to:

- Encourage and create a culture of positive behaviour appropriate for both the world of work and life in modern Britain.
- Promote strong relationships built on trust, equality and respect. These are encompassed in British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Help students take responsibility for their own behaviour and for the consequences, better preparing them for further/higher education and employment.
- Complement the Safeguarding Policy by ensuring that students' positive behaviour supports safeguarding and that there is timely action to deal with any behaviour or attendance concerns which puts students, staff or visitors at risk or promotes extremism that may lead to acts of violence, potential violence or self-harm.

Scope

The Attendance and Behaviour Policy applies to all students and staff during all College related activities and events both within and outside of the College campus. It is the responsibility of all College staff and students to adhere to this guidance.

PRAISE, REWARD AND RECOGNITION SCHEME

PRAISE, REWARD AND RECOGNITION

Waltham Forest College (WFC) sets high expectations of staff and learners alike, It is important to recognise those who do well and aim high. By all college users reinforcing positive behaviours, attitudes, and attendance we can build a safe and inspiring place to learn.

We expect staff to act and demonstrate the college values and encourage these expectations of our learners through the daily interactions as we are preparing our learners for further/higher education and employment.

To help raise these aspirations and standards it is important to recognise and celebrate success and achievement. Each Curriculum area is to devise a rewards and recognition process where we highlight those learners who meet and exceed expectations while on programme.

Rewards can include:

- Monthly 100% attendance certificates being issued
- Excellent behaviours and attitude certificates
- Going Above and Beyond certificates
- Termly rewards for top attenders/achievers involving Head of Department (HoD)/Deputy Director (DD) and Director of Curriculum (DoC)
- Termly incentive competitions
- Skills competitions and rewards

Each department is to have an outline of their incentive to celebrate which is to be approved by HoD and DoC, this is then shared with marketing and the learners on programme to make WFC a great place to learn, and for learners to feel truly part of #TeamForest.

POLICY

PUNCTUALITY POLICY

Good punctuality is reflective of a learner's commitment to their course and indicates a professional approach. As we are preparing young people and adults to enter further/higher education and employment, it is crucial that we install high expectations and standards from the onset of their programmes and learning.

For any learners on an Education, health and care plan (EHCP), the Head of ALS must be informed of each stage and be invited to meetings.

The College policy on punctuality is:

	<ol style="list-style-type: none"> 1. Lateness will be marked in the register. Teachers will check and monitor the registers to identify punctuality problems and address concerns during tutorials, after reminding the learner once of the procedure and continued lateness a note on Promonitor is to be made. If repeated occurrences have been issued, 1st Verbal warning is to be issued. 2. Repeated lateness will result in the start of the learner disciplinary procedure being followed. The outcome and any meetings will be fully documented and recorded on Pro Monitor and include immediate actions for improving punctuality. 3. If lateness continues then the learner will again, continue the learner disciplinary procedure and relevant interventions and actions followed. 4. Dependant on the stage of the disciplinary process the learner is on, the result of this could be suspension, only following a meeting with the Director of Curriculum (DoC) and once all interventions have been exhausted. (See learner disciplinary process and flow chart). <p>If a learner is on an EHCP, the Head of ALS must also be informed and present before any withdrawal can be approved.</p> <p>Any outcomes and stages will be fully documented on Pro Monitor and communicated to all parties in writing within 5 days of the meeting. Note: Only a member of the Senior Leadership Team (SLT) can sanction a learner being suspended or withdrawn.</p>
<p>ATTENDANCE POLICY</p>	<p>Good attendance is essential to ensure that effective teaching is taking place and staff are not continuously refocusing learners that have been absent without explanation. Learners need to understand the expectations of training providers and employers, for them to succeed and progress in their careers and life.</p> <p>We expect attendance to remain at 100%, any time off from authorised absences should be made up either by attending additional time at college or completing work remotely so learners do not fall behind. All absences and time/work made up should be recorded on ProMonitor. If attendance falls below 95% a cause for concern and learner disciplinary process is to be followed, and an action plan being agreed between the tutor and learner to be updated on ProMonitor.</p> <p>For any EHCP learners, the Head of ALS must be informed of each stage and be invited to meetings.</p> <p>The College policy on attendance is: If a learner is expecting to be absent, then they must phone, email or message on Teams the course tutor and their lecturers for the day, before or on the day of absence (not after the lessons have commenced, otherwise this will be logged as unauthorised).</p>

Learner must phone, email or send a direct Teams message to the group tutor and lecturer/s whose lessons will be missed **before** 9.00am on the day of absence. Messages must **not** be passed to other learners as this will constitute as an unauthorised absence.

Learners should be informed:

When you phone to leave a message about absence, always leave the following details:

- Your name and the course
- The date and time of your call/message
- The names of teachers who need to be informed
- The reason for your absence
- When you expect to return

1. Learners that have an unauthorised absence (i.e. they have not contacted the college on the day of their absence) will receive a reminder from the teacher about the absence policy and that failure to follow this process will result in the learner disciplinary process commencing.
2. Learners that have a further unauthorised absence without contacting the college will be spoken to and a note made on Promonitor as the start of the learner disciplinary process. This must be recorded on Pro Monitor.
3. Learners that continue to be absent without contacting the college learner will again, continue the learner disciplinary procedure and relevant interventions and actions followed.
4. Dependant on the stage of the disciplinary process the learner is on, the result of this could be suspension (stage 5), only following a meeting with the DoC, and once all interventions have been exhausted. (see learner disciplinary process and flow chart). Any outcomes and stages will be fully documented on Pro Monitor and communicated to all parties in writing within 5 days of the meeting. Note: Only a member of the Senior Leadership Team (SLT) can sanction a learner being withdrawn.

NOTE: Continued absence or patterns of frequent non-attendance will also be referred to the HoD and BeSafe when there is a 2 week consecutive absence without a valid reason as this could indicate a safeguarding concern, even if the learner has contacted the college on each day of their absence.

If a learner is on an EHCP, the Head of ALS must also be informed and present before any withdrawal can be approved.

BEHAVIOUR POLICY

We are preparing learners for work, there is a high level of expectation with regards to the professional conduct of every individual. Learners need to understand and take responsibility for their behaviours and commit to working towards achieving expected behaviours.

Staff will inform learners from the IAG stage, enrolment and induction of the high expectations and standards of behaviour we have, and support learners to restore behaviour through a constructive and individualised process.

This procedure is designed to ensure that all learners receive every possible assistance and support in order to continue and achieve their programme of study. Parents / carers / next of kins (NoK) of learners under 18, or under 21 if they have learning difficulties or disabilities, and sponsoring employers should be informed if the procedure is implemented.

For any EHCP learners, the Head of ALS must be informed of each stage and be invited to meetings.

The College policy on behaviour is:

1. For minor incidents which constitute a warning (for examples, see below). The teacher will address the behaviour and engage the learner in a restorative conversation, giving them the chance to do the right thing, discuss the consequences of the behaviour, minimise the time spent discussing behaviour and focus on returning them to learning. This should be noted by the teacher on Pro Monitor and a date to be reviewed set. A brief summary of the discussion should be recorded in order to identify and record all relevant information. For example: "During the lesson today, '.....' displayed the following behaviour: using offensive language. This behaviour does not meet our college expectations and '.....' and I discussed this. We recognised that using such language can cause offence and... '...' later came to me to apologise for this behaviour."
2. Stages 1-3 - When numerous minor incidents have been recorded this will result in the formal stage of the learner disciplinary procedure being followed. (see learner disciplinary process). Any meeting and outcomes are to be fully documented on Pro Monitor and include immediate actions for improving behaviour. A date for this to be reviewed must be set, e.g. within 4 weeks. During this review meeting questions might take the form of: "During the last four weeks, have you been able to follow the actions outlined in our plan? What was the result of this?" ensure actions are SMART (specific, measurable, achievable, realistic and time bound)
3. Failure to address concerns raised in stages 1-3 or an incident of serious misconduct will result in the learner disciplinary next/or relevant stage being followed. Where there is an incident of serious misconduct a meeting with the DoC will be required.

There are 4 possible outcomes of this meeting:

1. No case to answer and the learner can continue the course with no conditions.
2. Learner to transfer to an alternative course with or without a trial period.

3. Learner to continue the course provided the learner agrees to certain conditions / actions to improve behaviour to be reviewed in a defined period
4. The learner's place on their programme to be withdrawn with clear reasons for this decision outlined. Parents / carers / NoK / sponsoring employers as appropriate should be invited to the meeting. The outcome of this meeting will be fully documented and communicated to all parties in writing within 5 days of the meeting.

NOTE: Only a member of SLT can sanction a learner being withdrawn.

Examples of **minor** incidents: Follow disciplinary process

- Disruptive or unruly behaviour
- Failure to comply with a reasonable instruction
- Refusal to produce College ID or identify oneself when asked to by a member of staff
- Offensive language
- Failure to adhere to homework/assignment/coursework schedules
- Contravening the 'ready to learn' standards
- Failure to follow college protocols and guidelines

Examples of **serious** misconduct - **Stage 4** at the discretion of a member of SLT, the learner may be immediately suspended (stage 5) pending the meeting.

- Offensive language directed towards others (learners, staff or visitors)
- Offensive behaviour
- Acting in an unsafe manner
- Failure to comply with the College's Health & Safety Policy
- Disruption to the work or recreation of others within the local community
- Malicious activation of the fire alarm system
- Fraudulent claim for bursary funding
- Not to take someone else's college work, images or ideas, using electronic (e.g. the internet) or other published information (e.g. from books and journals) and pass it off as their own. This is called plagiarism.
- Contravention of any examination regulations.
- Behaviour that causes significant disruption to the learning of others
- Behaviour that compromises or harms the reputation of the learner body and/or the College Group including behaviour on all platforms of social media.

Examples of **gross** misconduct - **Stage 5 Suspension, must be approved by SLT and meeting arranged.**

- Theft of personal, College property (including employer property if related to their college programme)
- Arson or violence or threat of violence
- Incapability through alcohol, drugs or other substances (or suspicion of)
- Deliberate damage to College, public or employer property
- Smoking/vaping on or within College premises/vehicles
- Accessing, downloading or sending pornographic/offensive materials via internet or mobile technology
- Possession of alcohol
- Possession of a knife or weapon, which is not justified in its use as part of the learners' work
- Possession of non-prescribed drugs, association with dealing or handling non-prescribed drugs in College or associated work experience and industry placements, field trips, residentials, events etc.
- Harassment or bullying allegations substantiated under the College's Anti-bullying & Harassment Policy and Procedure for learners (including cyber bullying) Actions/behaviour on social media or online activity which impacts negatively on other learners, staff, visitors, partner employers, College reputation or wider community
- Criminal activities affecting the College, it's learners, staff or visitors
- Interference with hardware, software or data belonging to or used by the College
- Re-occurrence of a serious breach previously dealt with

If a learner is on an EHCP, the Head of ALS must also be informed and present before any withdrawal can be approved.

STUDENTS WITH EDUCATIONAL HEALTH CARE PLANS

If a student is going through the disciplinary/attendance process and has an EHCP, the Head of ALS & Inclusion must be informed at all stages so this can be communicated back to the local authority as there may be funding implications or support required. Any meetings held with the learner will require a member of the ALS team in attendance, and where a learner on an EHCP is at risk of being withdrawn or excluded the Head of ALS must be informed.

STUDENTS WITH LEARNING DIFFICULTIES AND DISABILITIES

Where a student has an identified learning difficulty or disability, extra care will be taken during the disciplinary process to ensure that they are fully supported and understand the process being followed. This may require additional support from parents, carers and professionals that work with the student and appropriate adaptations being made to allow the student to fully participate and ensure their views are taken into consideration.

At the disciplinary hearing students under 18, or under 25 if the student has a learning difficulty / disability or an education and health care plan (EHCP) should be accompanied by either a parent, carer or friend. If a parent or carer are not available, the college will offer support via

the Safeguarding or ALS teams. As appropriate other external agencies may also be invited to attend if felt beneficial and supportive to the student.

The college recognises that on occasion a student's behaviour can be as a result of a learning difficulty or disability they may have. This will be taken into consideration, together with the effectiveness of any reasonable adjustments the college has put in place, by staff mindful when dealing with the matter of its obligations under the General Data Protection Act 2018 Where a student is in receipt of an Education Health and Care plan (EHCP) due regard will be given to the student's competency in terms of understanding (as referenced within the EHCP), up to the age of 25. Parents/ carers will be kept informed of any disciplinary proceedings if appropriate.

Learning Support have a responsibility to:

- ensure all parties feel safe and supported
- identify additional support needs and interventions which may be appropriate in the disciplinary outcomes, which contribute to the action plan for improvement where appropriate
- ensure that details of the EHCP and any other support needs including badge and support plan are recorded on ProMonitor
- have involvement with all substance misuse concerns raised

Disciplinary cases relating to students with an Education Health Care Plan (EHCP) must involve the Learning Support Team. We involve and work in partnership with parents (if under 18 on 31 Aug), carers, key workers, internal support staff and employers when dealing with any behavioural issues.

Equality, Diversity and Inclusion

We are committed to ensuring that students individual support needs are taken into consideration when deciding that disciplinary outcomes are commensurate with the offence and we will provide support, advice and guidance to all students. Any disciplinary action must take into account additional support needs and disabilities the students may have. No student with an additional support need will be withdrawn on behavioural grounds without a full review involving the Learning Support team.

References

- Mental Health Act
- Equality Act 2010
- Section 89 of the Education and Inspections Act 2006
- Article 12 United Nations Convention on the Rights of a Child 1989
- Keeping Children Safe in Education
- Working together to Safeguard Children
- SEND code of practice

APPEALS PROCEDURE

If a learner wishes to appeal the outcome of a stage 4 or 5 meeting, they need to write to the Deputy Principal of Curriculum and Quality, via the Executive Coordinator within 10 days of the date of the letter to them outlining the reasons why and supplying additional evidence to support their appeal against the decision made.

APPENDIX A – LEARNER DISCIPLINARY PROCESS

REMINDER: FOR ANY EHCP LEARNER A MEMBER OF THE ALS TEAM MUST BE PRESENT FOR ALL MEETINGS AND DISCIPLINARY STAGE, AND WHERE REQUIRED LOCAL AUTHORITY. PLEASE ADD THE HEAD OF ALS ONTO PRO MONITOR NOTES FOR REFERRAL.

Stage	Impact	Who can issue is part of each stage	Consequences	Guidance
Stage 1	Informal Warning (Warning the learner, they are about to start the disciplinary process if they continue)	Any Staff member	Cause for Concern (C4C) note on learners ProMonitor	For any breach or continuous breach of learner disciplinary procedure learner is to be spoken to and noted cause for concern (C4C) on ProMonitor and an informal warning is issued . Failure to comply or improve will result in the learner being placed on the formal process below. Any staff member can speak to learners about attendance, punctuality, or behaviour, and must note this on ProMonitor as a C4C (drop down) so appropriate tutor, Deputy & HoD are aware.
Stage 2	1st Verbal Warning	Tutor (and Head of ALS for EHCP learners)	Action plan & 1 st Verbal Warning letter issued and saved on Pro monitor.	If a learner receives an informal warning followed by 3 C4C's the 1st verbal warning is to be issued and saved on ProMonitor. Learner is to be contacted (including NoK for 16-18-year-olds), to inform them that due to continuous breach of the learner code of conduct they are now on the formal disciplinary procedure and be issued their 1 st Verbal Warning (which will be sent in writing by curriculum admin and added to Promonitor). Tutor is to provide clear actions on what the learner needs to do to improve (SMART targets) which is logged on ProMonitor with a review date four (4) weeks following the issue of the warning is to be made.

Stage	Impact	Who can issue is part of each stage	Consequences	Guidance
Stage 3	1 st Written Warning	Tutor & DHoD (and Head of ALS for EHCP learners)	Meeting, Action plan & 1 st Written Warning issued	<p>Should the learner receive a further 3 C4C's following Stage 2, they will move to Stage 3 of the disciplinary procedure. 1st Written Warning.</p> <p>Learner is to be contacted (including NoK for 16-18-year-olds) and meeting arranged with Tutor and DHoD. In the meeting a review of continuous breach of the learner code of conduct is to be discussed.</p> <p>Learner will be issued their 1st Written Warning (which will be sent in writing by curriculum admin and saved on Promonitor).</p> <p>Tutor and DHoD to discuss, agree and provide a letter with clear actions on what the learner needs to do to improve (SMART Targets) which is agreed with the learner (and NoK).</p> <p>Copy of the letter to be sent to NoK for any 16-18-year olds and logged on ProMonitor with a review date four (4) weeks following the issue of the meeting and warning with Tutor and DHoD.</p> <p>Note: Ensure HoD and relevant DoC is made aware of which learner is on Stage 3 and refer them to ProMonitor for reasons, as the next stage will involve their input.</p>
Stage 4	Final Written Warning	DHoD & HoD/DD (and Head of ALS for EHCP learners)	Meeting, Action plan & Final Written Warning issued	<p>Should the learner receive a further 3 C4C's following Stage 3, they will move to Stage 4 of the disciplinary procedure, Final Written Warning.</p>

Stage	Impact	Who can issue is part of each stage	Consequences	Guidance
				<p>Learner is to be contacted (including NoK for 16-18-year-olds) and meeting arranged with DHoD and HoD/DD.</p> <p>In the meeting a review of the C4C's and continuous breach of the learner code of conduct is to be discussed.</p> <p>Learner will be issued their Final Written Warning (which will be sent in writing) and reminded that the next stage of the disciplinary procedure is suspension from Programme.</p> <p>Agree and provide a letter with clear actions on what the learner needs to do to improve (SMART Targets).</p> <p>Copy of the letter to be sent to NoK for any 16-18-year olds and logged on ProMonitor with a review date four (4) weeks following the issue of the meeting and warning with Tutor and HoD to ensure progress is being made.</p> <p>All to be noted on ProMonitor & relevant DoC to be informed at this stage by adding them onto the notes on ProMonitor.</p>
Stage 5	Suspension	HoD/DD & DoC (and Head of ALS for EHCP learners)	Suspension. Meeting with HoD, DoC and parent/NoKs within 48 hours of suspension where possible, no more than 5 working days .	Should a learner conduct gross misconduct or has gone through all stages of the disciplinary procedure, subsequently not closing the actions set at stage 4, gaining 3 more C4C's, or conducting serious misconduct the learner is to be suspended.

Stage	Impact	Who can issue is part of each stage	Consequences	Guidance
				<p>HoD must be informed, and DoC or Director of Learner Services (DoLS) must approve suspension.</p> <p>Before any 16-18-year-olds are sent home the staff member, DHoD or HoD must speak to parents/NoK to inform them that their child is being sent home and suspended due to XXXXXXX, and agree a day and time for the suspension meeting to be held.</p> <p>Where possible this needs to be held within 48 hours of suspension to prevent loss of learning. Work can be set/sent to the learner to complete whilst suspended, the meeting must be held within 5 working days of the suspension.</p> <p>Learner and if applicable parent/NoK to be advised that the suspension meeting is an opportunity for the learner to express the reasons why they were suspended, put forward their case and any actions they are going to take moving forward.</p> <p>Learner and where applicable parent/NoK must be made aware that should there not be enough evidence presented, the result could be exclusion, which is withdrawal from their programme and WFC.</p> <p>Meeting to be held with Tutor (if applicable), HoD and DoC from the college, with the learner, and where applicable parent/NoK. For Adult learners</p>

Stage	Impact	Who can issue is part of each stage	Consequences	Guidance
				<p>they can bring a friend or family member for support.</p> <p>Depending on the outcome of the meeting the following actions may be taken:</p> <ol style="list-style-type: none"> 1. No case to answer - the learner can continue the course with no conditions. 2. Conditions - Learner to continue the course provided the learner agrees to certain conditions / actions to improve behaviour to be reviewed in a defined period and a final warning. This could include transfer to an alternative course. 3. Exclusion - The learner's place on their programme will be withdrawn (excluded) with clear reasons for this decision outlined. <p>The outcome of this meeting will be minuted in the letter and communicated to all parties in writing within 5 working days of the meeting.</p> <p>NOTE: Only a member of SLT can sanction a learner being withdrawn.</p>

APPENDIX B: Simplified Process

Informal Warning – Stage 1	1 st Verbal Warning – Stage 2	1 st Written Warning – Stage 3	Final Written Warning – Stage 4	Suspension – Stage 5
Staff Led	Tutor Led	Tutor & Deputy Head Led	Deputy Head & Head/DD Led	Head/DD & Director of Curriculum Led
<p>Informal warning might apply for:</p> <ul style="list-style-type: none"> - consistent breaches of attendance and behaviour minor incidents (poor attendance, behaviour, non-completion of assignments etc..) <p>C4C noteS made on pro monitor.</p>	<p>A stage 2 disciplinary might apply for non-compliance and consistently and has received 3 C4C's:</p> <ul style="list-style-type: none"> -consistent breaches of attendance and behaviour minor incidents and failure to improve or close actions from stage 1. 	<p>A Stage 3 disciplinary might apply for non-compliance and consistently and has received a further 3 (6 in total) C4C's:</p> <ul style="list-style-type: none"> - consistent breaches of attendance and behaviour minor incidents and failure to improve or close actions from stages 1-2. 	<p>Stage 4 disciplinary might apply for non-compliance and consistently and has received a further 3 (9 in total) C4C's:</p> <ul style="list-style-type: none"> - consistent breaches of attendance and behaviour minor incidents and failure to improve or close actions from stages 1-3. -Serious misconduct (examples listed in the policy above e.g. intimidating behaviour) 	<p>You may have a Stage 5 disciplinary might apply for non-compliance and consistently and has received a further 3 (12 in total) C4C's:</p> <ul style="list-style-type: none"> - exhausted all other stages and failed to improve or close agreed actions from Stage 4 - Gross misconduct (examples listed in the policy)

APPENDIX C: Policy Thresholds

Learners Attendance	Action	Monitor
100%	<p>Learners recognised with certificate of attendance (must include all elements of study programme inc. English and/or maths where applicable). Curriculum incentives for attendance (prize draw, trip, vouchers etc.) relevant to each curriculum area and Termly.</p> <p>Parent/Guardian/NoK to be informed by calling, emailing or writing to them. Notes made on pro monitor.</p>	Curriculum Staff
< 90%	<p>Attendance cause for concern is logged on ProMonitor by the learner's tutor. (This applies to individual aspects of the study programme e.g. if overall is 92%, but attendance to maths is 87%, the student should have a concern for maths logged on ProMonitor). Action plan for catching up on hours or work to be made.</p> <p>Parent/Guardian/NoK to be informed by calling, emailing or writing to them. Notes made on pro monitor.</p>	Tutor for C4C Curriculum Head Monitoring
< 80%	<p>Learner will have an additional cause for concern. Depending on the number of C4C's issued disciplinary process will be followed accordingly.</p> <p>The link between achievement and attendance will be reiterated and learners will be advised that they are at risk of withdrawal. Targets for attendance are set. (Again, this applies to all individual aspects of the study programme).</p> <p>Parent/Guardian/NoK to be informed by calling, emailing or writing to them. Notes made on pro monitor.</p>	Tutor for C4C Curriculum Head Monitoring
< 70%	<p>Learner is at extreme risk of withdrawal and should be placed onto an attendance action plan. (Again, this applies to all individual aspects of the study programme).</p> <p>Depending on the number of C4C's issued disciplinary process will be followed accordingly.</p> <p>Parent/Guardian/NoK to be informed by calling, emailing or writing to them. Notes made on pro monitor.</p>	Tutor for C4C Curriculum Head Monitoring

Learners Attendance	Action	Monitor
2 weeks consecutive non-attendance	Study programme and vulnerable adults only. If the learner has not attended College for two weeks consecutively, an initial referral to BeSafe will be made. 2 weeks absence letter to be sent to all learners who have not attended for 2 consecutive weeks, for 16–18-year-olds, letter to be sent to NoK.	Curriculum Heads (and student services)
4 weeks consecutive non-attendance	Learners should be contacted by the curriculum area (tutor, deputy or head). They will be set targets to return to the college. If they fail to attend, they make contact with Be Safe to check on previous referral and if there is no further action/contact they will be processed as a withdrawal. 4 weeks absence letter to be sent to all learners who have not attended for 4 consecutive weeks, for 16–18-year-olds, letter to be sent to NoK.	Curriculum Heads informing DoC's and SS
5 weeks consecutive non-attendance	If no contact has been made after 4-week absent letter, a final 7-day notice of withdrawal letter to be sent out to attempt to re-engage the student. 7 days' notice of withdrawal to be sent after 5 consecutive weeks of no attendance. For 16–18-year-olds, letter to be sent to NoK. Following the letter being sent (7days from the date of the letter) learner will be withdrawn with a letter sent to confirm the learner is no longer enrolled at Waltham Forest College.	Curriculum Heads informing DoC's and SS
Positive Behaviour	Student will be recognised for their good behaviour and entered any incentive.	Staff
Disruptive/negative behaviour	Negative or disruptive behaviour in the classroom or around campus will lead to a Cause for Concern form being completed on ProMonitor.	Staff
Stage 1 Disciplinary – Informal Warning	Will be issued when a couple of C4C's have been logged, providing an informal warning to learners to improve.	Curriculum tutor
Stage 2 Disciplinary – 1 st verbal	After 3 C4C's the learner is on Stage 2 of the formal disciplinary process and a 1st verbal warning will be applied on the learner file.	Curriculum tutor
Stage 3 Disciplinary – 1 st Written	After 6 C4C's the learner is on Stage 3 of the formal disciplinary process and a 1st written warning will be applied on the learner file.	Deputy Heads

Learners Attendance	Action	Monitor
Stage 4 Disciplinary – Final Written	After 9 C4C's the learner is on Stage 4 of the formal disciplinary process and a Final written warning will be applied on the learner file. Learners may also join this stage if they meet the threshold outlined in the policy. Learner is at serious risk of withdrawal.	Curriculum Heads
Stage 5 Disciplinary – Suspension	After 12 C4C's the learner is on Stage 5 of the formal disciplinary process and the learner will be suspended from college. Learners may also join this stage if they meet the threshold outlined in the policy. Learner is at serious risk of withdrawal and will be invited to a disciplinary meeting to discuss outcome following policy.	Directors