



CONNELL
CO-OP COLLEGE

Connell Co-op College Mind-set for Learning (MfL) Policy

Definitions:

“MfL” – Mind-set for Learning

“The Policy” – Mind-set for Learning Policy

“The College” – Connell Co-op College

“Staff” – Senior Leaders, Directors, teaching staff and support staff at The College

“Students” – full time, level three students enrolled at The College

Purpose:

The policy is in place to ensure that students are committed to learning and are supported in a positive culture. To ensure the best possible chance of succeeding on their chosen study programme, and readiness for their desired ‘Next Stage’ we expect students to adhere to the Co-op Ways of Being (Do what matters most. Be yourself, always. Show you care. Succeed together). Students who do not adhere to the Co-op Ways of Being may be subject to the MfL process (outlined at the end of the policy).

This policy now includes how students should comply with social distancing in relation to the Government’s advice on Covid-19.

Failure to comply with Covid-19 behaviour guidelines may result in a disciplinary action, including exclusion from college.

Responsibility:

Ensuring that students’ mind-set and behaviour is in line with the Co-op Ways of Being is the responsibility of all staff at the college.

Staff have a duty to report any behavioural issues to the Progress Tutor of the student by clearly recording the details of the issues and any subsequent details following conversations/email exchanges with the progress tutor and other staff. The Progress Tutor is the person responsible for managing the MfL process, following the processes in this policy.

Support 1 contracts are processed by progress tutors and quality assured by The Director of Student Progress (Pastoral). Progress tutors are responsible for managing the contract. This may result in being referred to the next level (Support 2 Contract).

The progress tutor may allow the subject teacher and relevant director of faculty to manage the process if the issue is only in relation to academic ability. This is a rare scenario and needs to be discussed and agreed with the relevant teachers and director of student progress to ensure it is the most suitable support process.

Support 2 Contracts are processed by the Director of Student Progress (Pastoral) who may then assign the managing of the contract to the relevant Director of Faculty. This may result in being referred to the next level (Support 3 Contract).

Support 3 Contracts are processed by a member of the Senior Leadership Team who may assign to a senior member of staff best placed to manage the Contract. This may result in the student being supported finding an alternative pathway.

The decision to ask students to leave the college will be taken by the Principal. In the absence of the Principal the decision will be taken by an Assistant Principal.

Records:

Staff have a duty to accurately record all details of any behavioural and mind-set issues that are relevant to the Progress Tutor's ability to accurately manage the MfL process. The Progress Tutor has a duty to accurately record all MfL processes that they issue, including reviews and recommendations for escalation.

Connell Co-op College is utilising the CEDAR recording platform and as such all records should be kept using the relevant 'contracts' and 'pastoral threads'. However, it is important that staff seek support if they are not sure exactly where to record things and if in doubt. Clear records of the issues that have occurred and the subsequent support offered are an essential element of effectively implementing the MfL process.

1. Attendance

- The policy runs alongside the college attendance policy.
- A study programme is made up of academic lessons, CORE sessions and virtual tutorial sessions. Students are expected to attend all lessons that make up their study programme.
- Students who cannot attend a lesson must a) have a valid reason for not attending that lesson, and b) notify the college as appropriate - which will depend if it is an unexpected or planned absence. If it is unexpected (e.g. illness) then a parent/carer must call 0161 231 9200 or email attendance@connell.ac.uk to give the reasons for each lesson/day of absence until the student returns to college. If it is a valid planned absence (e.g. Orthodontist appointment, Hospital Appointment, bereavement (including funerals) or a university open day.) then the student must fill in a pre-authorized absence form 1 week before or as soon as possible.
- Students who are persistently absent, without providing a valid reason and/or notifying the college as appropriate, will be put on the MfL process and their place at the college will be reviewed.

2. Lateness

- Students are expected to be at every lesson for the scheduled start time.
- Lateness will be challenged by the member of staff responsible for that lesson.
- Persistent lateness will be reported to the Progress Tutor of the student. The Progress Tutor will then decide whether to put that student on the MfL process.

3. Conduct in lessons

- The college expects that students will behave in an appropriate manner at all times during lessons.
- Students must adhere to five rules during lessons:
 - ID badges provided by the college must be worn at all times;
 - No food or drink is allowed in lessons (except bottled water);
 - Head coverings (except those worn for religious reasons), coats and neck scarves must be removed prior to the lesson;
 - Mobile phones must be switched on silent and placed out of sight (unless they are being used for that lesson). Students who use mobile phones during that lesson will either have the phone removed until the end of the lesson or be told to switch it off. Persistent use of mobile phones in lessons will result in parents being contacted;
 - Appropriate language must be used in lessons.
- Staff should report any incidents relating to these rules to the Progress Tutor of the student.

- The Progress Tutor will decide whether to place the student on the MfL process.

4. Conduct around The College

- The college expects that students will behave in an appropriate manner at all times during college hours.
- Students must adhere to a number of key rules during college hours, including:
 - ID badges provided by the college must be worn at all times;
 - Food and drink may only be consumed in the Refectory;
 - Students must clear away their own rubbish when they finish using the Refectory;
 - Students must not use chewing gum at college.
 - Students must not run in any part of the college building;
 - Students must not stand in corridors at any time, other than 5 minutes prior to a lesson. Students should never sit in corridors or on stairs.
 - Students should not go into classrooms unsupervised unless it has been agreed with a member of staff in advance;
 - Students must not use college electrical sockets to charge personal items;
 - Appropriate language must be used at all times.
- Staff should report any incidents relating to these rules to the Progress Tutor of the student.
- The Progress Tutor will decide whether to place the student on the MfL process.

5. Conduct outside of The College

- Students are ambassadors for the college and should behave in an appropriate manner on their journey to / from the college.
- Any incidents of poor behaviour or conduct that happen on college trips or visits, including work experience, may be subject to the mindset for learning process.
- Any incidents reported to the college will be dealt with on an individual basis and the student involved may be subject to the MfL process.

6. Communication with Parents

- If a student misses a full day (without notice) their parent / carer may be notified through an automated text messaging / email service called InTouch.
- If a student misses 2 full days (without notice) then a phone call will be made to the parent / carer of the student.
- If a student misses 3 full days (without notice) it is referred to the Safeguarding Team by the Attendance Manager for a potential home visit.
- Any member of staff can contact parents / carers directly to discuss behavioural issues. In such cases the Progress Tutor should always be informed beforehand.
- If a student is placed on the MfL process their parent / carer will be informed. This applies to every stage of the MfL process.

7. Mind-set for Learning Process

Stage	Responsibility	Category	Communication
Support 1 (S1) <i>(logged as CEDAR contract, give start date and targets recorded in 'summary' box)</i>	Progress Tutor or Subject Teacher	Progress Tutor to assess all relevant information and decide which of the following issues apply and select them when recording the S1: Attendance Behaviour V - Vision E - Effort S - Systems P - Practice A - Attitude Academic	<p>Email the student to inform them that an S1 is going to be issued and arrange a meeting. <u>Phone call between the Progress Tutor</u> and parent(s) / carer(s). Concerns communicated to all parties and SMART targets set (linked to issue category). Progress Tutor to send a letter home recording the outcome of the communication, including an S1 'review date'. Progress Tutor to monitor targets until review, but student responsibility is the focus, it is their responsibility to evidence that they have met the targets by the review date. Set CEDAR 'review' by clicking 'Manage contract' once the contract is submitted.</p> <p><i>Or if the issue is academic overall then the Progress Tutor may decide a subject teacher would be best to issue it - see below.</i></p> <p>Email the student to inform them that a S1 is going to be issued and arrange a meeting. <u>Phone call between the Subject Teacher</u> and parent(s) / carer(s). Concerns communicated to all parties and SMART targets set (linked to specific academic issues and intervention attendance). Progress Tutor to send a letter home recording the outcome of the communication. Subject Teacher to monitor targets until review, but student responsibility is the focus, it is their responsibility to evidence that they have met the targets by the review date. Set CEDAR 'review'.</p>
S1 Review	As above	This will remain as above	<p>Progress Tutor/ Subject Teacher to arrange a student meeting following the review date. The outcome, using professional judgement, is either:</p> <ol style="list-style-type: none"> All targets have been met. Student is no longer on MfL at this time. Student to inform parents. Some progress towards targets has been made. The S1 is extended and another review date set. Tutor/teacher calls parents No progress made towards targets has been made. Inform relevant DoF/DoSP that an escalation to S2 is recommended. <p>All data used to make the decision and the outcome to be recorded. If another review is set then only a) and c) are possible outcomes when this period ends.</p>
Support 2 (S2)	Director of Student Progress or Director of Faculty	Progress Tutor to assess all relevant information and decide which of the following issues apply and select them when recording the S1: V - Vision E - Effort	<p><u>Meeting* with the Director of Student Progress or Director of Faculty</u> and parent(s) / carer(s). Concerns communicated to all parties and SMART targets set. The Director of Student Progress/Director of Faculty to send a letter home recording the outcome of the meeting. Director of Student Progress to monitor targets.</p>

		<p>S - Systems P - Practice A - Attitude</p> <p>Behaviour Attendance</p> <p>Academic</p>	<p>*L6/L2 meetings are always required, however U6 S2 meetings will always require the DoSP/DoF to give parent/carers the option to attend but it may proceed with only the student present and parent/carers informed by phone.</p>
S2 Review	As above	This will remain as above.	<p>DoSP/DoF to arrange a student meeting following the review date. The outcome, using professional judgement, is either:</p> <ol style="list-style-type: none"> All targets have been met. Student is no longer on MfL at this time. DoSP/DoF to call parents. Some progress towards targets has been made. The S1 is extended and another review date set. DoSP/DoF calls parents. No progress made towards targets has been made. Inform AP that an escalation to S3 is recommended. <p>All data used to make the decision and the outcome to be recorded. If another review is set then only a) and c) are possible outcomes when this period ends.</p>
Support 3 (S3)	SLT	<p>Progress Tutor to assess all relevant information and decide which of the following issues apply and select them when recording the S1:</p> <p>V - Vision E - Effort S - Systems P - Practice A - Attitude</p> <p>Behaviour Attendance</p> <p>Academic</p>	<p><u>Meeting with the Assistant Principal (unless they are the student's Progress Tutor) and parent(s) / carer(s).</u> Concerns communicated to all parties and SMART targets set. Assistant Principal to send a letter home recording the outcome of the meeting. Assistant Principal to monitor targets.</p>
S3 Review	As above	This will remain as above.	<p>SLT to arrange a student meeting following the review date. The outcome, using professional judgement, is either:</p> <ol style="list-style-type: none"> All targets have been met. Student is no longer on MfL at this time. SLT to call parents. Some progress towards targets has been made. The S1 is extended and another review date set. SLT calls parents. No progress made towards targets has been made. Inform student/parent that exclusion is now being considered. <p>All data used to make the decision and the outcome to be recorded. If another review is set then only a) and c) are possible outcomes when this period ends.</p>
Exclusion (See Exclusions Policy)	SLT		<p>If targets from the S3 meeting are not met, the student will be withdrawn from their study programme and parent(s) / carer(s) will be notified. Careers advice and</p>

			guidance will be offered and the authorities will be notified if the student is aged under 18 years.
Progression from L6 to U6	DoSP	Students progressing from L6 to U6 on Mindset for Learning.	S1 - will be removed. S2 & S3 students will attend a half termly intervention session delivered by the DoSP and issued an S1, managed as above.
Progression from L6 to U6	DoSP	Students flagged as a progression concern.	students will attend a half termly intervention session delivered by the DoSP and issued an S1, managed as above.

8. Exclusions

Serious incidents or a repeated pattern of poor conduct may warrant a fixed term or permanent exclusion and may be dealt with outside of the Mind-set for Learning policy. This is explained in the Exclusions policy.

RESPONSIBILITY

Responsible Staff	Emma Soper.
Policy administrator	Christine Butterfield.
Approving body	Governors
Review date	September 2022
<i>All policies are available to stakeholders either on the College website or upon request from the College Office.</i>	