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## **Connell Co-op College Mind-set for Learning (MfL) Policy DRAFT awaiting approval**

### **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).

### **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 through the MfL referral/escalation thread on Cedar and clearly recording the details of the issues and any subsequent details following conversations/email exchanges with other staff. A staff member is then selected to manage the MfL process with the identified student, following the processes in this policy.

Support 1 contracts are processed by the selected member of the MfL team of staff and are responsible for managing the contract quality assured by the MfL lead. This may result in being referred to the next level (Support 2 Contract).

Support 2 Contracts are processed by the staff member managing the S1 contract which will continue to be managed by the same member of staff. 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 staff member managing the contract and their ability to accurately manage the MfL process. The staff member managing the contract has a duty to accurately



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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 CORE Assemblies. 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](mailto: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 through Cedar by the student's Teachers and if persistent they should make a M4L referral through Cedar. The MfL lead 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 through Cedar and if required then make a MfL referral through Cedar at which point the MfL lead will decide if the student should be subject to the MfL process.

## **4. Conduct around The College**



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- 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 through Cedar and if required then make a Mfl referral through Cedar at which point the Mfl lead will decide if the student should be subject to 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 conversation/communication made with parents should be recorded on Cedar.
- If a student is placed on the MfL process their parent / carer will be informed. This applies to every stage of the MfL process.



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## 7. Mind-set for Learning Process

Stage	Responsibility	Category	Communication
<b>Support 1 (S1)</b>  <i>(logged as CEDAR contract, give start date and targets recorded in 'summary' box)</i>	Subject staff, Lead IV, Director of Faculty, Director of Student Progress, Senior Leadership Team	The member of staff selected to manage the contract 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 member of staff managing the contract and parent(s) / carer(s)</u>. Concerns communicated to all parties and SMART targets set (linked to issue category). Contract manager to send a letter home recording the outcome of the communication, including an S1 'review date'. Contract manager 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 contract manager 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 and parent(s) / carer(s)</u>. Concerns communicated to all parties and SMART targets set (linked to specific academic issues and intervention attendance). Contract manager 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		This will remain as above	<p>Contract manager to arrange a student meeting following the review date. The outcome, using professional judgement, is either:</p> <ol style="list-style-type: none"> <li>All targets have been met. Student is no longer on MfL at this time. Student to inform parents.</li> <li>Some progress towards targets has been made. The S1 is extended and another review date set. Tutor/teacher calls parents</li> <li>No progress made towards targets has been made. Inform relevant <del>MfL lead</del> that an escalation to S2 is recommended.</li> </ol> <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>
<b>Support 2 (S2)</b>	As above	Contract manager to assess all relevant information and decide which of the following	<u>Meeting* with the contract manager</u> and parent(s) / carer(s). Concerns communicated to all parties and SMART targets set. The contract manager to send a



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		<p>issues apply and select them when recording the S2:</p> <p>V - Vision E - Effort S - Systems P - Practice A - Attitude</p> <p>Behaviour Attendance</p> <p>Academic</p>	<p>letter home recording the outcome of the meeting. Contract manager to monitor targets.</p> <p>*L6 meetings are always required, however U6 S2 meetings will always require the contract manager 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>Contract manager to arrange a student meeting following the review date. The outcome, using professional judgement, is either:</p> <ol style="list-style-type: none"> <li>All targets have been met. Student is no longer on MfL at this time. Contract manager to call parents.</li> <li>Some progress towards targets has been made. The S1 is extended and another review date set. Contract manager calls parents.</li> <li>No progress made towards targets has been made. Inform Mfl lead and AP that an escalation to S3 is recommended.</li> </ol> <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>
<b>Support 3 (S3)</b>	SLT	<p>SLT to assess all relevant information and decide which of the following issues apply and select them when recording the S3:</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"> <li>All targets have been met. Student is no longer on MfL at this time. SLT to call parents.</li> <li>Some progress towards targets has been made. The S1 is extended and another review date set. SLT calls parents.</li> </ol>



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			<p>c) No progress made towards targets has been made. Inform student/parent that exclusion is now being considered.</p> <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>
<b>Exclusion (See Exclusions Policy)</b>	<b>SLT</b>		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 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

<b>Responsible Staff</b>	Emma Soper/Ali Grady
<b>Policy administrator</b>	Christine Butterfield.
<b>Approving body</b>	Governors
<b>Review date</b>	September 2023
<i>All policies are available to stakeholders either on the College website or upon request from the College Office.</i>	

## 18.7.22 Update

### Screening And Search (Appendix to behaviour Policy)

The law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any



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other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Head teachers, staff and governing bodies. This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

It may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for.

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). **At the Academy the Principal gives authorisation to any members of the Pastoral team to carry out searches.** The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Head teacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items



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- • tobacco and cigarette papers
- • fireworks
- • pornographic images
- • any article that the member of staff reasonably suspects has been, or is likely to be, used:

i) To commit an offence, ii) To cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent. Any member of the Pastoral team is authorised by the Principal to conduct a search.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Please note - The school will notify parents when a search has taken place regardless if items are found or not.

Searches with  
consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where





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there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

#### Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

#### Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

#### Disposal or retention of articles confiscated from students

The academy will follow the [Department for Education guidance 'Searching Searching and Confiscation - advice for head teachers, staff and governing bodies'](https://www.gov.uk/government/publications/searching-screening-and-confiscation) (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in [deciding what to do with confiscated items.](https://www.gov.uk/government/publications/searching-screening-and-confiscation)