

There is a Welsh version of this document available.

Ready to Learn Procedures

1.0 Dealing with Disruptive Behaviour or Behaviour Otherwise giving Cause for Serious Concern

- 1.1 See flowchart – Appendix 1
- 1.2 In situations where a learner's behaviour causes concern (see Appendix 2), staff should follow the Learner Behaviour Policy and procedures. If (during the stage 1 behaviour concern) it is suspected that a learner's behaviour may be related to an ongoing or emerging mental health difficulty, and/or is linked to their additional learning needs (ALN) or disability, the tutor/lecturer should seek advice and support from the Inclusive Learning and Learner Journey teams.
- 1.3 The tutor should arrange for the learner to meet with the appropriate support team to discuss their needs within 48 hours. A programme of support will be suggested where appropriate. This will be communicated to the learner, Course Tutor, DHoD and HoD in line with the College's Disclosure Policy.
- 1.4 The Inclusive Learning and Learner Journey teams will keep a central record of all referrals, actions and developments concerning each learner, as appropriate. This should not replace the tutor/HoD/DHoD records.
- 1.5 If a learner refuses to take up the support offered and/or their behaviour continues to be of concern, a team around the learner (TATL) meeting will be arranged.
- 1.6 The TATL should be convened within 5 working days from the decision to take this course of action.
- 1.7 The TATL will be chaired by a relevant Senior Manager, i.e. Assistant Principal Quality, Teaching and Learning, Senior Head of Learner Journey and Inclusive Learning who will discuss the most appropriate course of action. (See Appendix 3 – TATL)
- 1.8 The group will include (where applicable) representative(s) from the academic department, i.e. the Course Tutor or Head of Department, and staff from support teams (e.g. Inclusive Learning, Learner Journey) as appropriate.
- 1.9 The TATL may consider various options, including recommending additional support strategies, leave of absence or exclusion. In reaching any decision, due care and consideration will be exercised, to avoid as far as possible the

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learner being placed in a more vulnerable situation or a situation that increases the vulnerability of other learners.

- 1.10 It will be made clear to the learner where there are concerns relating to their mental and/or physical health and the impact upon the individual and/or other members of the College community, that such concerns exceed what the college can reasonably provide and may need to be referred to external support services.
- 1.11 The agreed course of action will be communicated to the learner by the appropriate Senior Manager in a meeting which will take place within 48 hours of the recommendation. The learner will be supported during this meeting by a suitable advocate of the learner's choosing. The learner will be informed:
- Of the decision and what that means for their study,
 - Of the 'Ready to Learn' procedure,
 - That this procedure is quite separate from the College's disciplinary procedures,
 - Why the College is recommending this course of action.
- 1.12 The appropriate Senior Manager will hold a de-briefing meeting for relevant staff within 5 days of communicating the recommendations to the learner concerned. A brief record of the meeting will be made and circulated to all present and to other partners on a 'need to know' basis.
- 1.13 It is acknowledged that though a learner has mental health difficulties, this in no way lessens the duty of care that the College owes to other learners. The duty of care to learners with mental health difficulties should be balanced against the duty of care to other learners. The College's support teams will work with the Course Tutor to provide any support that the other learners in the group may need.

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2.0 Returning to Study

- 2.1 If the learner has been suspended or offered leave of absence, they will have to follow the Return to Study procedure before they can return.
- 2.2 During this process the College will ensure that the learner is assisted by the course team, with advice from the College's support services.
- 2.3 The College will require the learner to produce appropriate confirmation of their health and ability to resume studying.
- 2.4 If a learner has been under suspension from the College due to psychiatric ill-health, they will need a formal assessment by an appropriate medical practitioner or other health professional before returning to study.
- 2.5 A 'Return to Study and 'Risk Management Plan' (Appendix 4) will be signed in consultation with the learner, the Senior Head of Learner Journey and Inclusive Learning and their course tutor, DHoD or HoD. The College Risk Assessment should also be used if appropriate alongside this to set out any specific measures to support the learner's return.
- 2.6 This will address:
- The specific study-related support needs of the learner in returning to education,
 - The support, which is reasonably required in the short term,
 - A risk assessment (if appropriate),
 - Involvement of and liaison with external agencies,
 - Any longer-term support or adjustments that are reasonably required and any conditions that might or will apply to provision.
- 2.7 Any return to study will be subject to the learner's co-operation with this process and full adherence to any agreements made.
- 2.8 Members of staff within College's support teams will be available to provide advice and support to facilitate the learner's transition back onto the course, particularly in relation to any action that might be required under the Equality Act 2010 and/or ALNET Act 2018.
- 2.9 When return to study is not deemed to be an option, the learner should follow the existing Complaints and Appeals Policy and processes if they are not in agreement.

3.0 Confidentiality

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- 3.1 In all cases where, in the member of staff's judgement, it would be in the learner's best interests to disclose sensitive information (e.g. so that appropriate support may be provided) the learner's informed consent should be obtained where possible.
- 3.2 It will be necessary to inform the learner why there might be a need to disclose sensitive information, who will have access to this information and the likely consequences of giving or withholding consent (e.g. additional support strategies such as reasonable adjustments, including exam access arrangements).
- 3.3 Once consent has been obtained; it is the responsibility of the person passing on the information to ensure it is done on the terms agreed with the learner.
- 3.4 If the learner chooses not to provide their consent, this decision should be respected. In this scenario, the implications of non-disclosure in terms of additional support should be made clear. However, there may be occasions when the learner's consent is withheld or it is impracticable to try to obtain it, when confidentiality may be broken. These include:
- 3.4.1 When the learner's mental health has deteriorated to the extent of threatening their personal safety
 - 3.4.2 When the learner is at significant risk of immediate harm (to include abuse and exploitation)
 - 3.4.3 When the learner's behaviour is adversely affecting the rights and safety of others
 - 3.4.4 Where the member of staff would be liable to civil or criminal procedure if the information were not disclosed (e.g. if a crime had been committed)
- 3.5 Staff should consult with the Assistant Principal Quality, Teaching and Learning or Senior Head of Learner Journey and Inclusive Learning if they believe there is a need to break the commitment to confidentiality. Initial discussion should not identify the learner until the grounds for breaking confidentiality have been established and agreed upon.

4.0 Equality and Diversity Statement

Cardiff and Vale College is committed to the fair treatment of its users of its services, regardless of race, gender, gender identity, religion, sexual orientation, age, disability, pregnancy or marital status.

In accordance with College procedures, this procedure was written using the principles of equality impact assessment.

5.0 Health and Safety Implications

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There may be circumstances where there appears to be a conflict between Ready to Learn issues and the health and safety of employees and learners. All cases will be dealt with on an individual basis and the College Risk Assessment used to outline any specific measures.

6.0 Linked Policies

- Safeguarding – Children and Vulnerable Adults Policy
- Bullying and Harassment Policy
- Substance Misuse Policy
- Behaviour Policy
- Disclosure Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Admissions Policy
- Learner Complaints Policy

7.0 Linked Procedures

- Safeguarding Procedures
- Substance Misuse Procedures
- Behaviour Guidance and Procedures
- Disclosure Procedures
- Learner Complaints Procedures
- Health and Safety Procedures

8.0 Location and Access to the Procedure

This is available from the website and staff portal and may be out of date if printed.

Date approved: 19TH June 2024

Approved by: QSB

Review date: 19TH June 2026

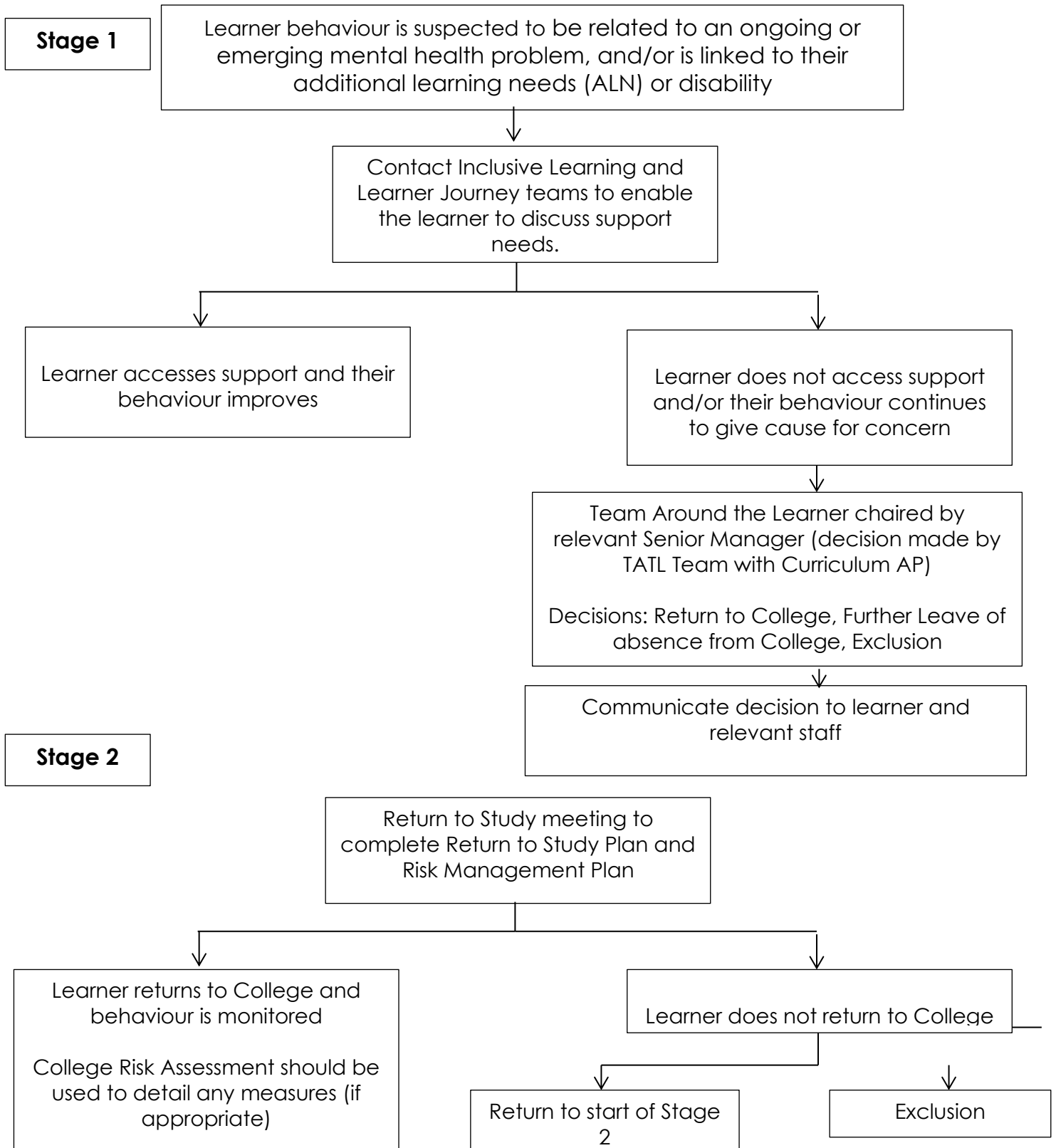
Responsible Manager: Senior Head of Learner Journey and Inclusive Learning

Executive Lead: Assistant Principal Quality, Teaching and Learning

Accessible to Learners: Yes

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Appendix 1 – Ready to Learn Procedures Flow Chart



Appendix 2 – Behaviour Giving Cause for Concern

Examples of behaviour that could mean a referral under the Ready to Learn Policy include:

- Behaviour that negatively impacts on others in the group
- Behaviour that makes it impossible for the learner to learn
- Periods of complete disengagement
- Symptoms of psychosis
- Emotional wellbeing declining requiring risk support
- Behaviour that places unreasonable demands on staff and their well-being

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Appendix 3 – TATL

Team Around the Learner Meeting

| | | |
|---------------------------|--|---------------------|
| Date: | | Chairperson: |
| Learner's Details | | |
| Full Name | | |
| SIN | | |
| Course | | |
| Attendance | | |
| Reason for Meeting | (e.g. Ready to Learn, progression, well-being) | |

| Team Around the Learner | | |
|--------------------------------|--------------------------------|------------------------|
| Name | Relationship to Learner | Contact Details |
| | | |
| | | |
| | | |
| | | |

| | |
|--|--------|
| Does the learner have a Statement/IDP/EHCP? | Yes/No |
| If yes , please give details: | |

Current Support

Please describe any current support the learner is receiving. This could include support from a Learning Coach, Wellbeing Officer, 'catch-up' lessons etc.

Current Attainment

Please describe any qualifications achieved or working towards (include predicted grades).

Discussion

What's working/not working? Please include the views of all attendees, considering advice from the learner, parents/carers and any staff involved.

Actions

| What needs to happen next? | Who is responsible? | When does it need to happen? |
|----------------------------|---------------------|------------------------------|
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| | | |
| | | |

Have all attendees agreed on the actions?

Yes/No

If **No**, please provide further information

Date of Next Meeting

Supporting Documents

Please include any documents used in the discussion.

| Document | Yes/No | Written By |
|-------------------------------|--------|------------|
| Statement/IDP | | |
| LSP/Report from Careers Wales | | |
| Psychologist Report | | |
| Report from School | | |
| Report from Parent/Carer | | |
| Report from NHS/Therapist | | |
| Annual Review | | |
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Is this TATL in response to Ready to Learn procedure?

Yes/No

If **yes**, please provide meeting outcome.

Return to College, Further Leave of absence from College, Exclusion, Other (please note)

Appendix 4 – Return to Study and Risk Management Plan

| | | | |
|----------------------|-------------|--------------------|--|
| Learner Name: | | SIN: | |
| Course: | | | |
| Course Tutor: | | | |
| TATL Members: | Name | Designation | |
| | | | |
| | | | |
| | | | |

How are you? What has been happening since we last met? What has changed?

What do you need to help you return to College?

What does your class need if you are to return to College?

What does the College need to enable you to return to your studies?

What evidence is available to support your return to College?

| Actions agreed to support the learner's return to College. | | | |
|---|----------------|-----------------|----------------------|
| Action Agreed | By Who? | By When? | Monitored by? |
| | | | |
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| Signed SHoD Learner Journey and Inclusive Learning: | |
| Signed Curriculum HoD/DHoD: | |
| Signed Learner: | |
| Signed Parent/Guardian (if appropriate): | |

NB. The college risk assessment should be used in conjunction with this form in order to outline any specific risk management measures (if required).