



# POST 16 ATTENDANCE AND PUNCTUALITY POLICY

## 2025-26

### Rationale

It is proven that poor attendance and punctuality has a significant negative effect on outcomes within education. Attendance below 95% has been shown to result in an average reduction of one grade at A Level per subject and this can increase to two grades if further attendance issues are evident. Penistone Grammar School expects all students to aim for 100% attendance to maximise their achievement and to reach their full potential. If a student falls below 95% attendance, is persistently late to lessons or has unauthorised absences, they will move onto the attendance and punctuality intervention support plan.

### Expectations

Your decision to join Penistone Grammar School Post 16 Centre offers you the opportunity to develop skills to enable you to progress into further education or employment. You are expected to work with an increased level of maturity and you must take responsibility for your own learning. We ask that you share our expectation of mutual respect and courtesy and we commit to supporting you to develop your independence.

Post 16 students are expected to:

- attend school regularly and punctually – you should aim for 100% attendance.
- attend all timetable lessons **including all personal development sessions**.
- attend tutor review meetings as directed by their tutor.
- utilise their study periods effectively to work independently in the Post 16 Study Room, Common Room or breakout spaces.

### Procedures

- Students must take an active and conscientious role in being responsible for their punctuality and attendance.
- Students must arrive at all lessons on time and be ready and equipped to learn.
- Students who arrive for school outside of their planned lessons **MUST** sign in by swiping their card at one of the card boxes (located in main reception, post 16 reception and on the south gate)
- Students who leave school **MUST** sign out by swiping their card at one of the card boxes (located in main reception, post 16 reception and on the south gate)
- In the event of an unplanned absence (e.g. illness) you or your parent / carer must contact school before 8.20am either via telephone (01226 762114 selecting option 1) or via email ([attendance@penistone-gs.uk](mailto:attendance@penistone-gs.uk)). **You must report the reason for your absence.** Please note, for students who are already on any stage of the 'Attendance and Punctuality Intervention Support Plan', all absences must be reported by a parent / carer.
- For planned absence you must complete the relevant form on the Post 16 student intranet site **at least one week before the day of the planned absence**. For approved non-medical planned absences (such as university open days) you should complete the 'Absence Request (non-medical)' form. For approved medical planned absences you should complete the 'Medical Appointment' form. **Please note, you MUST upload evidence of your medical appointment such as photo of your appointment card or copy of confirmation text message/email.**
- Parents / carers will be alerted of unknown absence via a text message on the day of the absence. Should we still receive no response from the text message, then the Post 16 Pastoral and Attendance Manager will telephone parents / carers and or the student to ascertain the reason for the absence.
- All absences will be followed up by the Post 16 Pastoral and Attendance Manager on the day of the absence or on subsequent days if necessary.





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### Holidays and Other Leave of Absence

- **Students MUST NOT take holidays during term time.** All absences will be unauthorised unless there are exceptional circumstances previously agreed by school. Should a student take an unauthorised holiday then they will be placed on **Level 2 of the 'Attendance and punctuality intervention support plan'** and be expected to be in school full time until the work missed is caught up with satisfactorily (see below).
- Students may attend Open Days at universities during the school week if visiting the university on Saturday is not possible. Students should complete the 'Absence Request (non-medical)' form on the Post 16 intranet site at least one week prior to these absences.
- Students may be absent for unavoidable appointments, e.g. specialist medical appointments, job or university interviews, but this does NOT include part-time jobs. We also allow leave for driving tests and the driving theory test but NOT for driving lessons. Students should complete the 'Absence Request (non-medical)' form on the Post 16 intranet site at least one week prior to these absences.
- Students should not make **routine** doctors/dentist appointments during the school day where possible.
- Students may undertake work experience or work placements or complete a voluntary activity in support of university or work applications during term time **ONLY** with the prior agreement of a member of the Post 16 staff team. Students should complete the 'Absence Request (non-medical)' form on the Post 16 intranet site at least one week prior to these absences.
- Students must NOT undertake paid part-time work **during the extended school day (8.20am – 4.00pm)**. Any part-time work must be restricted to **no more than 8 hours each week** to avoid impact on studies.

### Monitoring Attendance & Intervention

- Student attendance will be monitored by Post 16 staff to ensure that students, parents and carers are kept informed of any concerns.
- Students who fail to achieve a minimum of 95% attendance, are persistently late or have unauthorised absences will be entered into an Attendance and Punctuality Intervention Support Plan.
- The Attendance and Punctuality Intervention Support Plan offers support to students in ensuring they meet the expectations of the Post 16 Centre and subsequently increase their opportunities to achieve.

### PGS Attendance and Punctuality Intervention Support Plan

#### Level 1 – Post 16 Pastoral and Attendance Manager

Criteria for entry:

- Students who fail to achieve 95% attendance (as identified after each data entry and/or at the end of each week).
- Students who are persistently late (three or more times in a week).
- Students with any unauthorised absence **including personal development sessions, assemblies and meetings with tutors or other post 16 staff.**

Actions:

- Meeting with the Post 16 Pastoral and Attendance Manager to discuss reasons for absence / lateness and appropriate targets will be set.
- Telephone conversation to notify parents/carers of the meeting and agreed targets.
- Post 16 Pastoral and Attendance Manager to inform tutor.
- Student placed on an attendance / punctuality report for two school weeks and their attendance / punctuality will be monitored by the Post 16 Pastoral and Attendance Manager.
- If a student has an unauthorised absence for a personal development session or assembly, then they will be required to attend a catch-up session after school.





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### Level 2 – Tutor/ Post 16 Pastoral and Attendance Manager

Criteria for progression:

- Students currently at Level 1 who fail to improve their attendance / punctuality within the agreed two-week period.
- Students currently at Level 1 who fail to improve their attendance / punctuality at the next data entry.
- Students currently at Level 1 who continue to have unauthorised absences **including personal development sessions, assemblies and meetings with tutors or other post 16 staff.**

Actions:

- Meeting with student and parents / carers to share agreed contract and targets.
- Student will be placed on an attendance / punctuality contract for four school weeks and their attendance / punctuality will be monitored by the Post 16 Pastoral and Attendance Manager. The signed contract will specify that the student must attend / be punctual to all lessons in this period.
- Students will be required to attend extra timetabled sessions in the Post 16 study area during their free periods (including Wednesday period 5) to catch up with work missed.
- If a student has an unauthorised absence for a personal development session or assembly, then they will be required to attend a catch-up session after school.

### Level 3 – Post 16 Head of Year/Tutor

Criteria for progression:

- Students currently at Level 2 who fail to improve their attendance / punctuality within the agreed four-week period.
- Students currently at Level 2 who fail to improve their attendance / punctuality at the next data entry.
- Students currently at Level 2 who continue to have unauthorised absences **including personal development sessions, assemblies and meetings with tutors or other post 16 staff.**

Actions:

- Meeting with student and parents / carers.
- Student will be placed on an enhanced attendance / punctuality contract until their attendance / punctuality improves and their attendance / punctuality will be monitored by the Post 16 Pastoral and Attendance Manager and will be reviewed after four school weeks.
- The signed contract will specify that the student will be expected in school from 8:20am and sign in with Post 16 staff. They will be required to be in school until 2:50pm when they must sign out with Post 16 staff. Students must be present in the Post 16 study area for all study periods. This time will be used to catch up missed work under the supervision of the Post 16 staff.
- If a student has an unauthorised absence for a personal development session or assembly, then they will be required to attend a catch-up session after school.

### Level 4 – Assistant Head of Post 16/ Post 16 Head of Year

Criteria for progression:

- Students currently at Level 3 who fail to improve their attendance / punctuality within the next four-week period.
- Students currently at Level 3 who fail to improve their attendance / punctuality at the next data entry.
- Students currently at Level 3 who continue to have unauthorised absences **including personal development sessions, assemblies and meetings with tutors or other post 16 staff.**





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### Actions:

- Meeting with student and parents / carers.
- Student will remain on an enhanced attendance / punctuality contract until their attendance / punctuality improves and their attendance / punctuality will be monitored by the Post 16 Pastoral and Attendance Manager and will be reviewed after four school weeks.
- The signed contract will specify that the student will be expected in school from 8:20am and sign in with Assistant Head of Post 16. They will be required to be in school until 2:50pm when they must sign out with Assistant Head of Post 16. Students must be present in the Post 16 study area for all study periods. This time will be used to catch up missed work under the supervision of the Post 16 staff.
- If a student has an unauthorised absence for a personal development session or assembly, then they will be required to attend a catch-up session after school.

### Level 5 – Assistant Principal/Assistant Head of Post 16

#### Criteria for progression:

- Students currently at Level 4 who fail to improve their attendance / punctuality within the next four-week period.
- Students currently at Level 4 who fail to improve their attendance / punctuality at the next data entry.
- Students currently at Level 4 who continue to have unauthorised absences **including personal development sessions, assemblies and meetings with tutors or other post 16 staff.**

### Actions:

- Meeting with student and parents / carers to consider **whether Post 16 at Penistone Grammar School is the right option for their progression.**
- Student will remain on an enhanced attendance / punctuality contract until their attendance / punctuality improves and their attendance / punctuality will be monitored by the Post 16 Pastoral and Attendance Manager and will be reviewed after four school weeks.
- The signed contract will specify that the student will be expected in school from 8:20am and sign in with the Assistant Principal. They will be required to be in school until 2:50pm when they must sign out with the Assistant Principal. Students must be present in the Post 16 study area for all study periods. This time will be used to catch up missed work under the supervision of the Post 16 staff.
- If a student has an unauthorised absence for a personal development session or assembly, then they will be required to attend a catch-up session after school.

### Level 6 – Principal/Assistant Principal

#### Criteria for progression:

- Students currently at Level 5 who fail to improve their attendance / punctuality within the next four-week period.
- Students currently at Level 5 who fail to improve their attendance / punctuality at the next data entry.
- Students currently at Level 5 who continue to have unauthorised absences **including personal development sessions, assemblies and meetings with tutors or other post 16 staff.**

### Actions:

- Meeting with student and parents / carers to consider the students' further options. Students may be withdrawn from their courses and Year 12 students may not be permitted to continue their studies in Year 13.





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Note: Students can move up or down the support plan depending on attendance. If a student has 100% attendance with no unauthorized absence during the monitoring period, they will move back to Level 1. However, if their attendance then gets worse or they have further unauthorised absence, they will move back to the level they were previously at.





## POST 16 DRESS CODE 2025-2026

There is no Post 16 uniform at Penistone Grammar School. However, Post 16 students are role models for the rest of the school and should always be presentable; you should come dressed for the 'workplace' rather than the nightclub. Through consultation with the student body, we have agreed the following dress code and have agreed that the only items of clothing which Post 16 students are not permitted to wear are:

- Clothes which are too revealing. This includes crop tops which show bare flesh, see-through clothing, clothing which is skin-tight or skirts which are very short.
- Caps, hats and hoods.
- Outdoor clothes, such as coats, in lessons.
- Clothes with offensive slogans or images.
- Shorts/bare legs/sandals (such as crocs) in science and DT practical lessons (this is for health and safety reasons).
- Headphones/earbuds in main school.
- Mobile phones in main school.

Students who do not follow our Post 16 Dress Code will be challenged by staff and will be asked to change what they wear for the following day. In some cases, where the clothing is unacceptably immodest or offensive, students will be issued with a freshly laundered T-shirt to be worn for the remainder of the day. Should students repeatedly wear inappropriate clothing, parents will be informed and the student will be sent home to get changed.

**Students must also wear their ID lanyards at all times.** It is a safeguarding matter that we know the identity of everyone in the building. There will be lanyard checks on entry to the building and checks in lessons. If you forget your lanyard, you must collect (and return) a temporary one from the Post 16 office. If you lose your lanyard, you will need to purchase a replacement.

We expect you to show the mature and co-operative attitude to this issue which has worked so well over many years.





# POST 16 RAISING ACHIEVEMENT PANEL INTERVENTION

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The first form of intervention used with Post 16 students should take on a coaching format. Rather than 'having a word', guide students through a series of actions to allow them to address the areas hindering their academic attainment. These could be a lack of a component of VESPA (vision, effort, systems, practice or attitude), lack of revision or poor attendance. If a student progresses through the levels of the 'Post 16 Intervention and Support Plan', the nature of the intervention will become more disciplinary.

Good coaching allows students to generate solutions to their own problems with limited guidance.

After each assessment review point, students will be identified for RAP. These students can be found on the **RAP Actions spreadsheet**.

### Level 3 – Tutor (student appears on RAP for the first time OR fails Level 2 (CSL) Intervention)

Follow all actions in the 'Post 16 Intervention and Support Plan'

#### One to one coaching session

Intervention conversation. The coaching dialogue should be based around VESPA and setting student actions.

- **Vision:** Where do you see yourself in a year's time? Do you have a clear idea of the career you would like to pursue?
  - **Effort:** How much time are you spending on study? Is this study reactive or proactive? Are you performing to the best of your academic ability?
  - **Systems:** Let's check your files – are your files organised? When was the last time you missed a deadline? Why? Can we look at how you are recording the tasks you need to do?
  - **Practice:** How do you prepare for assessments? When was the last time you completed a piece of work under exam conditions? Have you asked your teachers for feedback?
  - **Attitude:** What motivates you to study? What are you enjoying about A-level study?
1. Keep a simple record of the conversation, and the student actions on the **RAP tracker spreadsheet**. You could select an appropriate VESPA activity to work through with the student or have them take away to try to elicit behaviour changes linked to the root cause.
  2. Have the student record their actions. Ensure they are SMART.
  3. After approx. 2 weeks, subject teachers and Post 16 staff then meet at RAP to discuss the performance of the student and any progress made. Staff should discuss the student actions set and comment on effort, attendance, punctuality, preparation for milestones, meeting deadlines etc.
  4. Tutor to meet with student again to feedback and/or modify the student action plan by completing steps 2 & 3 again and meet with the student in a further 2 weeks.





# POST 16 RAISING ACHIEVEMENT PANEL INTERVENTION 2025-26

## Level 4 – Post 16 Progress Manager (student appears on RAP for the second time OR fails Level 3 Intervention)

Follow all actions in the 'Post 16 Intervention and Support Plan'.

Post 16 Progress Manager to review first coaching conversation and try to identify if the root cause of underperformance has changed. Select a different VESPA tool to use if appropriate.

## Level 5 – Head of Year

Follow all actions in the 'Post 16 Intervention and Support Plan'.

Head of Year to review second coaching conversation and try to identify if the root cause of underperformance has changed. Select a different VESPA tool to use if appropriate.

## Level 6 – Assistant Head of Post 16

Follow all actions in the 'Post 16 Intervention and Support Plan'.

## Level 7 – Assistant Principal

Follow all actions in the 'Post 16 Intervention and Support Plan'.







# POST 16 INTERVENTION AND SUPPORT PLAN

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Post 16 Intervention and Support Plan			
This document provides a framework for staff to follow if experiencing problems with Post 16 students so that we all follow the same procedure.			
Level and who is responsible	Criteria	Action	Resource
Level 1 Subject Teacher	<ul style="list-style-type: none"><li>Minor disruption in class (behaviour 'line')</li><li>Unreasonably late to lesson (punctuality 'line')</li><li>Failure to submit or unsatisfactory home learning/coursework (HL 'line')</li><li>Failure to complete lesson activities (effort 'line')</li><li>Not equipped for lessons (prep for lessons 'line')</li></ul>	<p>1<sup>st</sup> occasion</p> <ul style="list-style-type: none"><li>Discussion with student</li><li><b>Record 'line' on Bromcom</b></li><li>Inform Tutor via CPOMS</li></ul> <p>2<sup>nd</sup> occasion</p> <ul style="list-style-type: none"><li>Further discussion with student</li><li><b>Record 'line' on Bromcom</b></li><li>Phone call home (record on CPOMS)</li><li>Inform Tutor via CPOMS</li><li>Outside of lesson intervention if required</li></ul> <p>3<sup>rd</sup> occasion</p> <ul style="list-style-type: none"><li>Further discussion with student</li><li><b>Record 'line' on Bromcom</b></li><li>Further phone call home (record on CPOMS)</li><li>Inform Tutor via CPOMS</li><li>Outside of lesson intervention (e.g. after school)</li></ul> <p>4<sup>th</sup> occasion</p> <ul style="list-style-type: none"><li><b>Record 'line' on Bromcom</b></li><li>Refer to CSL (Level 2 Intervention).</li></ul> <p>Subsequent occasions</p> <ul style="list-style-type: none"><li><b>Record 'lines' on Bromcom</b></li><li>Inform CSL and Post 16 Team via CPOMS.</li></ul>	<ul style="list-style-type: none"><li>N/A</li></ul>



If reports to the student's Tutor reflect that they are experiencing difficulties in more than one subject area (which may also be identified through data collection/KS5 RAP) then they will jump to Level 3 immediately. Tutor to inform all Subject Staff via CPOMS.

Level and who is responsible	Criteria	Action	Resource
Level 2 Curriculum Strategic Leader	<ul style="list-style-type: none"> <li>Subject Teacher intervention unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>CSL to meet with student <b>and</b> phone parents (and record on CPOMS).</li> <li>Outside of lesson intervention (e.g. after school)</li> <li>Subject learning agreement made between CSL and student which may involve students registering with Post 16 Progress Manager for study periods and completing work (please liaise with Post 16 Progress Manager if you need support putting together the subject learning agreement).</li> <li>CSL to liaise with Post 16 Progress Manager to ensure that students have work to complete during study periods.</li> <li>Subject learning agreement shared with student and sent to parents (via office manager).</li> <li>Subject learning agreement shared with tutor, teachers and Post 16 Progress Manager via CPOMS.</li> <li>Four-week monitoring period given, if problems persist move to Level 3 intervention.</li> <li><b>Record any 'lines' on Bromcom</b> (please do not duplicate lines from the subject teacher).</li> </ul>	<ul style="list-style-type: none"> <li>Examples of subject learning agreements can be found here <a href="#">U:\Post 16\04. RAP\03. Learning agreements</a></li> </ul>
Level 3 Tutor Intervention	<ul style="list-style-type: none"> <li>CSL intervention unsuccessful OR</li> <li>Student identified as cause for concern in multiple subjects either from several Level 1 referrals or from data entry/KS5 RAP.</li> </ul>	<ul style="list-style-type: none"> <li>CSL to inform Tutor via CPOMS.</li> <li>One-to-one coaching session with tutor. VESPA targets set based on information from subject teacher/CSL and from KS5 RAP meetings.</li> <li>Tutor to phone parents (and record on CPOMS).</li> <li>Effort and/or progress letter(s) sent home if appropriate (NSE).</li> <li>Outside of lesson intervention (e.g. after school).</li> <li>Two-week period given, if problems persist review again in two weeks. If still no improvement, then move to Level 4 intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Effort and/or progress letter(s)</li> <li>Post 16 RAP tracker.</li> <li>KS5 RAP policy.</li> </ul>



Level 4 Post 16 Progress Manager	<ul style="list-style-type: none"> <li>Tutor intervention unsuccessful</li> </ul> OR <ul style="list-style-type: none"> <li>Student identified as cause for concern in multiple subjects on a second occasion from data entry/KS5 RAP.</li> </ul>	<ul style="list-style-type: none"> <li>Tutor to inform Post 16 Progress Manager.</li> <li>Phone call/meeting with Parents, Student and Post 16 Progress Manager.</li> <li>Second one-to-one coaching session. VESPA targets set based on information from subject teacher/CSL and from KS5 RAP meetings.</li> <li>Student placed on Post 16 monitoring and to meet Post 16 Progress Manager fortnightly to review.</li> <li>Post 16 Progress Manager to update tutor, subject teachers and CSL via CPOMS.</li> <li>Students required to register with Post 16 Progress Manager for agreed* study periods and complete work. (* a minimum of one hour per subject.)</li> <li>CSL to liaise with Post 16 Progress Manager to ensure students have work to complete during study periods.</li> <li>Effort and/or progress letter(s) sent home if appropriate (NSE).</li> <li>Outside of lesson intervention (e.g. after school).</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 RAP Tracker.</li> <li>General Learning agreement</li> <li>Individual study log (available in Post 16 Progress Manager's office/study room) to be completed during each study period and to be signed by Post 16 Progress Manager at end of period.</li> <li>KS5 RAP policy.</li> </ul>
Level 5 Post 16 Head of Year	<ul style="list-style-type: none"> <li>Learning agreement failed</li> </ul> OR <ul style="list-style-type: none"> <li>Student identified as cause for concern in multiple subjects on a third occasion from data entry/KS5 RAP.</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 Learning Manager to inform Post 16 Head of Year.</li> <li>Meeting with Parents, Student and Post 16 Head of Year.</li> <li>Final one-to-one coaching session. VESPA targets set based on information from subject teacher/CSL and from KS5 RAP meetings.</li> <li>Student continues on Post 16 monitoring and to meet Post 16 Head of Year fortnightly to review.</li> <li>Post 16 Head of Year to update Post 16 Progress Manager, tutor, Subject teachers and CSL via CPOMS.</li> <li>Students required to register with Post 16 Progress Manager for further* study periods and complete work. (* a minimum of two hours per subject.)</li> <li>CSL to liaise with Post 16 Progress Manager to ensure students have work to complete during study periods.</li> <li>Effort and/or progress letter(s) sent home if appropriate (NSE).</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 RAP Tracker.</li> <li>Updated Learning agreement</li> <li>Individual study log (available in Post 16 Progress Manager's office/study room) to be completed during each study period and to be signed by Post 16 Progress Manager at end of period.</li> <li>KS5 RAP policy.</li> </ul>



Level 6 Assistant Head of Post 16	<ul style="list-style-type: none"> <li>Learning agreement failed</li> </ul> OR <ul style="list-style-type: none"> <li>Student identified as cause for concern in multiple subjects on a fourth occasion from data entry/KS5 RAP.</li> </ul>	<ul style="list-style-type: none"> <li>Outside of lesson intervention (e.g. after school).</li> <li>Post 16 Head of Year to inform Assistant Head of Post 16.</li> <li>Meeting with Parents, Student and Assistant Head of Post 16</li> <li>Student issued penultimate warning</li> <li>Student continues on Post 16 monitoring and to meet Assistant Head of Post 16 fortnightly to review.</li> <li>Assistant Head of Post 16 to update Post 16 Learning Mentor, tutor, Subject teachers and CSL via email.</li> <li>Students required to register with Post 16 Progress Manager for <b>all</b> study periods and complete work.</li> <li>CSL to liaise with Post 16 Progress Manager to ensure students have work to complete during study periods.</li> <li>Effort and/or progress letter(s) sent home if appropriate (NSE).</li> <li>Outside of lesson intervention (e.g. after school).</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 RAP Tracker</li> <li>Updated Learning agreement</li> <li>Individual study log (available in Post 16 Progress Manager's office/study room) to be completed during each study period and to be signed by Post 16 Progress Manager at end of period.</li> </ul>
Level 7 Assistant Principal	<ul style="list-style-type: none"> <li>Learning agreement failed</li> </ul> OR <ul style="list-style-type: none"> <li>Student identified as cause for concern in multiple subjects on a fifth occasion from data entry/KS5 RAP.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Head of Post 16 to inform Assistant Principal i/c Post 16.</li> <li>Meeting with Parents, Student and Assistant Principal i/c Post 16.</li> <li>Student issued final warning</li> <li>Student continues on Post 16 monitoring and to meet Assistant Principal i/c Post 16 fortnightly to review.</li> <li>Assistant Principal i/c Post 16 to update Assistant Head of Post 16, Post 16 LOL, Post 16 Progress Manager, tutor, Subject teachers and CSL via email.</li> <li>Students required to register with Post 16 Progress Manager for <b>all</b> study periods and complete work.</li> <li>CSL to liaise with Post 16 Progress Manager to ensure students have work to complete during study periods.</li> <li>Effort and/or progress letter(s) sent home if appropriate (NSE).</li> <li>Outside of lesson intervention (e.g. after school).</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 RAP Tracker</li> <li>Updated Learning agreement</li> <li>Individual study log (available in Post 16 Progress Manager's office/study room) to be completed during each study period and to be signed by Post 16 Progress Manager at end of period.</li> </ul>

If the student fails to respond to Level 7 intervention, then the next step would be a student and parental meeting with the Principal with possible removal from the course and/or Post 16 centre.



