

**THE CROSSLEY HEATH SCHOOL ACADEMY TRUST**  
**8225755**



## **The Crossley Heath School**

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# **SIXTH FORM STUDENT ENGAGEMENT POLICY**

**Jan 2025**

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Date: Jan 2025

Responsibility:  Director of Sixth Form.

Date for Review: Sept 2025

Version Control

Version Number	Purpose/Change	Author	Date
1	Update policy with new procedures	Lee Chesters	Dec 24
2/3	Amends by HT	Dean Jones	
4	Approval by Governing Body/amends	Casey Hamilton	
5	Final policy – Ratified by governors		
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## **1. 6<sup>TH</sup> Form Student Engagement Policy**

Written in conjunction with our Student Support and Behaviour Policy, Attendance Policy, Safeguarding Policy and impact assessed to ensure it complies with all aspects of diversity and inclusion and is compliant with current equality legislation. Please note that The Crossley Heath School is not a distance learning institution and, as such, does not offer any distanced learning provision for students.

### **1.1 Purpose and Aims**

When students are unable to meet the requirements they have agreed to via our home school agreement, we will work to re-engage them through positive encouragement and manageable target setting. This is in line with our values of Kindness, Courage and Excellence.

This policy has been written to support students who have shown a lack of satisfactory engagement. A lack of satisfactory engagement is defined at the discretion of the head teacher and may be because of, but not limited to:

- a- An attendance record of less than 90%
- b- 10 lates in a term
- c- Accumulating 10 negative incidents in a 5-week period
- d- One or more 'Serious misbehaviours' as defined in Student Support and Behaviour Policy
- e- An average learning attitude grade of higher than a 2.0 on a progress report

### **1.2 Initial interventions**

Students may have received interventions prior to this policy being enacted. Teachers will intervene at a class and tutorial level in order to ensure attendance does not fall below 93%, negative incidents remain infrequent and non-serious, and students consistently portray a positive attitude to learning.

In addition, there may be safeguarding/welfare concerns, a new or recurring disability, physical or mental health condition or any other factor that may be supported via initial intervention. We are committed to equal opportunities and aim to make our procedures easy to use. In responding to and managing situations where a student's health and well-being, or a disability, may present a barrier to their learning, we will be mindful; of the duty of care and of the obligations under the Equality Act 2010 including any reasonable adjustments. Although sometimes, there are limitations as to what support and adjustments we can reasonably make, we want all students to complete their studies successfully and achieve their potential. In some circumstances, The Crossley Heath Sixth Form is not the correct environment for that young person and a withdrawal may be in that student's best interest.

If a student has an EHCP and there are significant concerns about the student not participating fully and satisfactorily in their academic studies because of a new or recurring disability, illness or medical health condition, or well-being, we will arrange an early review of the EHCP and invite the local authority to participate. This review may be in conjunction with the commencement of levels of the support within this policy.

This policy will be carried out in line with our Data Protection Policy, subject always to our duty of care to safeguard the welfare of students and responsibilities under our safeguarding policies and child protection procedures. We reserve the right to contact a student's parents/carers where we consider we have a responsibility to do so under the duty of care to safeguard them.

The use of this policy does not preclude the concurrent use of disciplinary procedures under our Student Support and Behaviour for Learning policy.

### **1.3 Student Engagement Support Plan Process**

A lack of satisfactory engagement may lead to a Student Engagement Support Plan **S.E.S.P. 1** (See Annex 1). A meeting will be called by the student's Progress Leader with the student and parents/carers to discuss the barriers, concerns and possible support/reasonable adjustments. Targets will be set to cover the next 4 weeks of school. Other staff may also be present in the meeting such as the KS5 Pastoral Leader, Form Tutor and LSA for example. If the targets are not met and therefore a lack of satisfactory engagement persists then the student will be moved on to a Student Engagement Support Plan 2.

**S.E.S.P 2** will be led by the Director of 6<sup>th</sup> Form. A meeting will be called with the student and parents/carers to discuss The Student Engagement Support Plan 1, reasons for failure, the barriers, concerns and possible support/reasonable adjustments. Targets will be set to cover the next 4 weeks of school. Other staff may also be present in the meeting such as the KS5 Pastoral Leader, Progress Leader and Senco for example. If the targets are not met and therefore a lack of satisfactory engagement persists then the student will be moved on to a Student Engagement Support Plan 3.

**S.E.S.P 3** will be led by the Associate Deputy Head or Deputy Head. A meeting will be called with the student and parents/carers to discuss The Student Engagement Support Plan 2, reasons for failure, the barriers, concerns and possible support/reasonable adjustments. Targets will be set to cover the next 4 weeks of school. Other staff may also be present in the meeting such as the Director of 6<sup>th</sup> Form, KS5 Pastoral Leader, Progress Leader and Senco for example. The Associate Deputy and Deputy Head have the authority to take any appropriate action including directly moving to the next stage. If the targets on the agreed plan are not met and therefore a lack of satisfactory engagement persists then an **Engagement Review Meeting** with the student, parents/carers, Head Teacher and the Associate Head Teacher will take place.

During the Engagement Review Meeting reasons for failure, the barriers, concerns and possible support/reasonable adjustments put in place will be discussed. The Head Teacher and/or Associate Head Teacher has the authority to take any appropriate action including the permanent withdrawal of a student. Students will be signposted to careers support following withdrawal.

**It should be repeated that the aim of this procedure is to re-engage the students by valuing their potential in line with the ethos and values of our school. In short, withdrawal of a student from our 6<sup>th</sup> Form will be taken if it was felt that all other reasonable adjustments taken to re-engage them had failed.**

If a student and/or the parents/carers do not accept the withdrawal from the 6<sup>th</sup> Form as the outcome they have the right to appeal to the Board of Trustees, this should be done within 10 DAYS of the first day of the withdrawal. Details of how to appeal will be contained in a letter confirming the decision to permanently withdraw the student.

A student may be permanently excluded from school for a serious misbehaviour as per the 'Student Support and Behaviour for Learning Policy.

In some cases, it may necessary to move to a S.E.S.P. 2 or 3 straightaway or move quicker through the stages depending on severity of the reason the student is on the support plan, the commitment to reengage or clear failure of a target set on a S.E.S.P.

# The Crossley Heath School Sixth Form

## Student Engagement Support Plan (SESP)



A1

**SESP STAGE:**

1

2

3

(highlight)

<b>Student Name:</b>	
<b>Form Group:</b>	
<b>SESP Reviewer:</b>	
<b>SESP Start Date:</b>	
<b>SESP Review Date:</b>	

\*Please attach current and previous academic year's attendance certificate, progress data and behaviour incident summary

REASON FOR STUDENT ENGAGEMENT SUPPORT PLAN	
Attendance	
Behaviour	
Attitude for Learning	
Other:	

### DISCUSSION POINTS

<ul style="list-style-type: none"> <li>Barriers that are preventing the student from being able to engage in their education, in-line with Crossley Heath expectations</li> <li>Support already in place/previous plans</li> <li>Consider support (plus reasonable adjustments and any ILPs) that might be reasonably provided to help a student overcome their barriers.</li> <li>At all stages for 6<sup>th</sup> form students, it must be considered whether continued study at Crossley Heath is in the best interests of a student's health, wellbeing and education</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Engagement on Up Learn:</b>	<b>Total hours:</b> <b>Hours last, and previous, week:</b>

Student and parent/carer wish to continue at The Crossley Heath School and therefore be fully engaged?

**YES / NO** (highlight)

### STUDENT ENGAGEMENT SUPPORT PLAN (S.M.A.R.T Targets)

<b>Desired engagement outcome(s)</b>	<ul style="list-style-type: none"> <li></li> </ul>	<b>Short term measurable indicators of successful engagement</b> <ul style="list-style-type: none"> <li></li> </ul>
<b>Steps towards meeting outcome(s) (incl. support)</b>	<ul style="list-style-type: none"> <li></li> </ul>	
<b>Staff leading</b>		

**SESP – REVIEW OF ENGAGEMENT****Date:****SESP REVIEW DECISION – NEXT STEPS (✓)**

Engagement has been successful and SESP is no longer required

Remain on this SESP level for a further 4-weeks

Progress to the next SESP level

**Staff Name:****Staff Signature:****Student Name:****Student Signature:****Parent/Carer Name:****Parent/Carer Signature:**

Annex 2: Summary of **Student Engagement Support Plan (SESP)** process:

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### **1. Lack of Satisfactory Engagement Identified**

#### **→ Initiate S.E.S.P. 1**

- **Led by:** Progress Leader
  - **Meeting with:** Student, Parents/Carers (plus KS5 Pastoral Leader, Form Tutor, LSA as needed)
  - **Actions:**
    - Discuss barriers, concerns, and possible support/reasonable adjustments
    - Set targets for the next 4 weeks**→ If Targets Not Met: Progress to S.E.S.P. 2**
- 

### **2. S.E.S.P. 2**

- **Led by:** Director of Sixth Form
  - **Meeting with:** Student, Parents/Carers (plus KS5 Pastoral Leader, Progress Leader, SENCO as needed)
  - **Actions:**
    - Review S.E.S.P. 1 and reasons for failure
    - Discuss barriers, concerns, and support/reasonable adjustments
    - Set targets for the next 4 weeks**→ If Targets Not Met: Progress to S.E.S.P. 3**
- 

### **3. S.E.S.P. 3**

- **Led by:** Associate Deputy Head/Deputy Head
  - **Meeting with:** Student, Parents/Carers (plus Director of Sixth Form, KS5 Pastoral Leader, Progress Leader, SENCO as needed)
  - **Actions:**
    - Review S.E.S.P. 2 and reasons for failure
    - Discuss barriers, concerns, and support/reasonable adjustments
    - Set targets for the next 4 weeks
  - **Authority:** Associate and Deputy Head can take direct action to escalate.  
**→ If Targets Not Met: Progress to Engagement Review Meeting**
- 

### **4. Engagement Review Meeting**

- **Led by:** Head Teacher/Associate Head Teacher
- **Meeting with:** Student, Parents/Carers
- **Actions:**
  - Review S.E.S.P. 3, reasons for failure, barriers, and support adjustments
  - **Outcome Options:**
    - Continue support plans
    - **Permanent withdrawal of student- confirm in writing**  
**→ Withdrawal:** Signpost to careers support/other support

