



WELCOME TO

 Solihull College
& University Centre

Stratford-upon-Avon
College

PARENT/CARER HANDBOOK



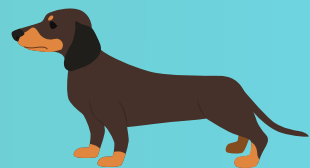
PERSONAL



PROGRESS



DEVELOPMENT



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Welcome to Our College Community

At our college, we understand that every student's journey is unique. Many of us come from diverse and sometimes challenging backgrounds. Recognising this, we are committed to a trauma-informed approach — focusing on understanding the causes behind behaviours rather than assigning blame. This approach helps us build psychological safety, trust, and resilience for everyone.

Our community thrives because of shared **values** that guide us and clear **rules** that show us how to live those values every day. Together, they create a positive, supportive, and fair environment where all students and staff can succeed.





Our Core Values: The “Why” Behind Everything We Do



INSPIRING

Motivating others to excel

We recognise and celebrate achievement, and empower staff and learners to exceed their perceived potential.



INNOVATIVE

Transforming our ideas

We seek continuous improvement, and use innovation to adapt to change.



COLLABORATIVE

Working together to achieve shared goals

We operate as one team, valuing the contribution each of us makes.



CARING

Making a difference

We care about the wellbeing of our staff, learners and communities by trusting, listening to, engaging with and supporting each other.



RESPONSIBLE

Making things happen

We are open, honest, and take full responsibility, individually and collectively, for our decisions, actions, performance and results.



RESPECTFUL

Welcoming others into our college community

We celebrate difference and diversity. We value others and recognise that their thoughts and feelings are as important as our own.

These values inspire us to be our best selves and create an enriching environment for learning, growth, and wellbeing.



Inspiring Motivating Others to Excel

We value students who empower their peers to reach their full potential. This praise celebrates those who:

- **Inspire:** Consistently demonstrate a positive attitude and inspire others to learn and grow.
- **Support:** Offer help and guidance to fellow students, fostering a collaborative learning environment.
- **Encourage:** Provide constructive feedback, celebrate successes, and help others overcome challenges.
- **Lead:** Act as positive role models, demonstrating dedication to their studies and a commitment to excellence.



Innovative Transforming Our Ideas

We value students who contribute to a culture of innovation and continuous improvement. This praise celebrates those who:

- **Innovate:** Generate fresh ideas and develop creative solutions to problems.
- **Adapt:** Embrace change and demonstrate flexibility in the face of new challenges.
- **Improve:** Identify opportunities for improvement and develop strategies to implement them.
- **Explore:** Demonstrate curiosity and a willingness to explore new concepts and approaches.



Caring Making a Difference

We value students who demonstrate care and concern for the wellbeing of others. This praise celebrates those who:

- **Care:** Show genuine concern for the wellbeing of their peers, staff, and the wider community.
- **Support:** Offer help and encouragement to others, creating a supportive and inclusive environment.
- **Engage:** Actively participate in community initiatives and contribute to positive change.
- **Impact:** Make a tangible difference in the lives of others through their actions and efforts.



Responsible Making Things Happen

We value students who take ownership and are accountable for their actions. This praise celebrates those who:

- **Initiate:** Proactively identify opportunities and take action to achieve goals.
- **Own:** Take responsibility for their work and are accountable for the outcomes.
- **Deliver:** Demonstrate perseverance and commitment to achieving results.
- **Contribute:** Make a positive impact through their actions and efforts.



Collaborate Working Together

We value students who understand the importance of teamwork and collaboration. This praise celebrates those who:

- **Collaborate:** Work effectively with others to achieve common goals.
- **Contribute:** Offer their skills and talents to benefit the team.
- **Communicate:** Share ideas and information openly and respectfully.
- **Support:** Encourage and assist their teammates.



Respectful Welcoming Others

We value students who contribute to a positive and inclusive college community. This praise celebrates those who:

- **Include:** Actively work to include others in college activities and events.
- **Respect:** Treat everyone with kindness and respect, regardless of their background or beliefs.
- **Support:** Offer assistance and guidance to new students or visitors.
- **Celebrate:** Embrace diversity and promote understanding and acceptance.

What We Expect From Our Students

**As a student at
Solihull College &
University Centre and
Stratford-upon-Avon
College,**

I AM



I will

BE PREPARED FOR LEARNING

- Come to practical sessions and placements in the correct uniform/kit, ready to participate fully.
- Ensure all necessary equipment (e.g., books, stationery, tools) is brought to lessons and placements, supporting effective learning.
- Actively engage in all lessons, embracing activities and following instructions with enthusiasm.
- Focus fully on learning by keeping mobile phones put away during lessons unless specifically permitted.
- Contribute positively to class activities, demonstrating engagement and a strong effort to learn.
- Be punctual for all lessons and your work placement.



I will

VALUE EVERYONE, VALUE LEARNING

- Listen attentively and wait for a natural pause to contribute, showing consideration for teachers and peers.
- Communicate with all staff and peers respectfully, using kind, considerate, and appropriate language in all interactions.
- Contribute to a positive and supportive learning environment through considerate behaviour that allows everyone to learn effectively.
- Be mindful of peers during lessons, allowing them to concentrate fully without unnecessary distractions.



I will

CONTRIBUTE TO A SAFE & POSITIVE ENVIRONMENT

- Positively interact with staff and peers through respectful and non-confrontational communication.
- Engage in safe and constructive behaviours, treating the college environment with care and respect to prevent damage.
- Diligently follow all health and safety procedures (e.g., using equipment correctly in workshops) to ensure personal and collective well-being.
- Act in ways that support safeguarding and security, such as wearing your lanyard visibly.
- Promptly and carefully follow all emergency procedures and staff instructions to ensure everyone's safety

To bring our values to life, we follow three key behaviour principles every day:

1. Understanding Challenging Behaviours

We know that sometimes behaviours that seem disruptive or challenging may stem from difficult life experiences or trauma. Our trauma-informed approach means:

- We seek to understand the root causes behind behaviour.
- We prioritize creating trust and safety rather than punishment.
- We focus on building resilience through supportive relationships.
- We work together to help you succeed, not to blame or exclude.

2. Praise and Recognition

Positive feedback is essential for growth. Our Student Praise system connects directly to our core values, celebrating your effort, progress, and achievements in meaningful ways. Praise helps:

- Build confidence and motivation.
- Reinforce positive behaviours and attitudes.
- Foster a growth mindset — the belief that you can improve with effort.
- Create strong, respectful relationships between students and staff.

When you receive praise, know that it reflects your hard work and the values you embody.

3. Student Areas for Improvement

Sometimes, we may need reminders or support to better live up to our Ready, Respect, Safe expectations. This is not about blame but growth. When areas for improvement are identified, you will:

- Receive clear, constructive feedback linked to our behaviour rules.
- Be supported to reflect and develop better strategies.
- Understand how changes can help you succeed both at college and beyond.

Triggers for Targets

ProMonitor will automatically assign targets to a student's profile when they receive repeated Areas for Improvement (AFIs) related to a specific Ready, Respect, Safe element of our framework.

What are these triggers?

3 AFI's for READY

3 AFI's for RESPECT

Immediately if a student receives a SAFE AFI

Personal Development Coaches will review these automatically generated targets and identify any students considered At Risk during their regular school meetings.



Student Support and Disciplinary Procedure

The Student Support and Disciplinary Procedure; its core purpose is to maintain good standards of behaviour while being sensitive to the needs of students who may have experienced trauma, aiming to provide a supportive and understanding environment.

Key Principles and Supportive Thread

The procedure emphasises that formal disciplinary action is a last resort, to be used only after other supportive actions have been exhausted or for serious offenses requiring immediate formal intervention. Fairness and equal treatment are paramount

A significant “supportive thread” is woven throughout the process:

- Informal Procedure and Early Intervention: Staff are responsible for supporting positive behaviour and addressing misconduct early. This includes immediate action for safety concerns.
- Areas For Improvement (AFIs): A structured informal stage where staff record AFIs (using the Ready, Respect, Safe framework) after verbal conversations, attempted interventions, and persistent failure to meet expectations. This aims to prompt improvement before formal steps.
- Trauma-Informed Practice: All staff involved will receive training in trauma-informed approaches to ensure responses are compassionate, context-aware, and supportive of student wellbeing.
- Exploration of Causes and Support: At each formal stage, there’s an emphasis on exploring the reasons for the behaviour and directing students to appropriate support services (e.g., Student Services, Additional Needs team).

The structure for the disciplinary process integrates a proactive and empathetic approach, aiming to resolve behavioural issues through support and intervention before resorting to formal disciplinary measures.

If a student has an Education Health and Care Plan (EHCP), has special education needs or disabilities, is a child looked after or care leaver or has English as a second language, this must be taken into account when implementing any disciplinary process both informal and formal. It is essential any staff refer to agreed support plans and make contact with the inclusion support team. The approach to formal behaviour meetings for students with identified support needs must take the need and any existing support plans and adjustments into account. Where a student has an EHCP a member of the inclusive support team should be in attendance at meetings for stages 2-3 and any appeals.

Student Support and Disciplinary Process

Disciplinary Stages

The procedure outlines a graduated approach with three formal “Support Pathway” stages, which can be entered at any point depending on the severity of the incident:

- **Support Pathway Stage 1:** Initiated by a Personal Tutor or Personal Development Coach when informal approaches or AFIs haven’t led to change. Focuses on a one-to-one meeting to explore causes, direct to support, and set agreed actions. Parents/carers are informed for under-18s.
- **Support Pathway Stage 2:** Invoked when Stage 1 actions haven’t been sufficient. Chaired by a Head of School or Programme Manager, with a Student Support Officer present. Parents/carers are expected for under-18s, and students over 18 can request a representative. Discussion focuses on reasons for breach and an action plan.
- **Support Pathway Stage 3:** This is the most serious stage. It’s used when Stage 2 actions are not met, or for alleged cases of gross misconduct where exclusion may be an outcome. Chaired by a Senior Manager (or Head of School for less severe cases), with a Student Support Officer present. Similar representation rights apply. If gross misconduct is confirmed, exclusion can be decided at this meeting, with support available for understanding the decision. For other issues, an action plan is developed with clear consequences for further breaches.

Gross Misconduct, Suspension, and Appeals

- **Gross Misconduct:** Defined as behaviour seriously prejudicial to student well-being (e.g., violence, vandalism, theft, abuse, drug/alcohol abuse). Such cases lead to immediate suspension and a Stage 3 meeting.
- **Suspension:** Used as a cooling-off period or to enable an investigation. Clear communication of grounds and return instructions are required.
- **Police Involvement:** The College may refer matters to the police and continue disciplinary proceedings or suspend students pending police inquiries. The College is not bound by the outcome of criminal proceedings.
- **Appeals:** Students can appeal decisions (especially withdrawal/exclusion) in writing to the Vice Principal HR & Student Services within 10 working days.

Your Role in Our College Community

Working Together

We believe in strong partnerships with parents and carers. Together, we can ensure your young person feels:



Valued for
who they are

Encouraged
to become the
best version of
themselves

Supported in
their learning

If you have any concerns or suggestions, don't hesitate to reach out to your young person's Tutor, Head of School, or Personal Development Coach.

Student Code of Conduct

Parent/Carer Information

At Solihull College & University Centre, we are committed to creating a safe, respectful, and inclusive environment where every student can thrive. We believe that a strong partnership between the college, students, and parents/carers is key to student success. Below is an overview of the expectations we have for our students, which we ask you to support and reinforce at home.

What We Expect from Our Students:

1. Take Responsibility for Learning

Students are expected to arrive prepared and ready to engage in their studies. We expect a positive attitude toward learning and personal development. We encourage you to make sure that your child/ward arrives prepared and ready to engage in their studies. We're here to support them every step of the way and we need your support as well.

2. Show Respect to All

Respect for staff, fellow students, and the wider college community is essential. We promote a culture of kindness, cooperation, and mutual respect both in and outside the classroom.

3. Attend Regularly and Be Punctual

Regular attendance is vital for academic success and progression. Students are expected to:

- Attend all timetabled lessons, tutorials, and exams.
- Arrive on time and remain for the full duration of each session.
- Inform the college in advance if they are unable to attend due to illness or other valid reasons.
- Provide medical or other supporting evidence for absences where appropriate.
- Catch up on any missed work promptly.

Persistent lateness or absence may result in intervention from the college's support team and could affect a student's ability to complete their course or progress to the next level. We ask parents to help monitor attendance and communicate with us if there are any concerns.

4. Progress

Students are expected to complete all assignments on time and to the best of their ability. Students are also invited to attend regular meetings with their subject tutors or Personal Development Coach. These sessions provide valuable support and guidance. As Parents/Carers you will be invited to attend two progress evenings throughout the academic year. We strongly encourage you to attend these meetings and support us in reaching the best possible outcomes.

5. Follow College Policies and Procedures

All students are introduced to our policies during induction. These are also available on the Student Hub and MOODLE. They are in place to ensure a safe and supportive environment for everyone.

6. Wear College ID at All Times

Wearing a college ID helps maintain campus security and ensures that everyone on site is part of our community.

7. Use Mobile Devices Responsibly

Mobile phones and other devices should not be used during lessons unless permitted by the tutor for educational purposes.

8. Contribute to a Safe and Healthy Environment

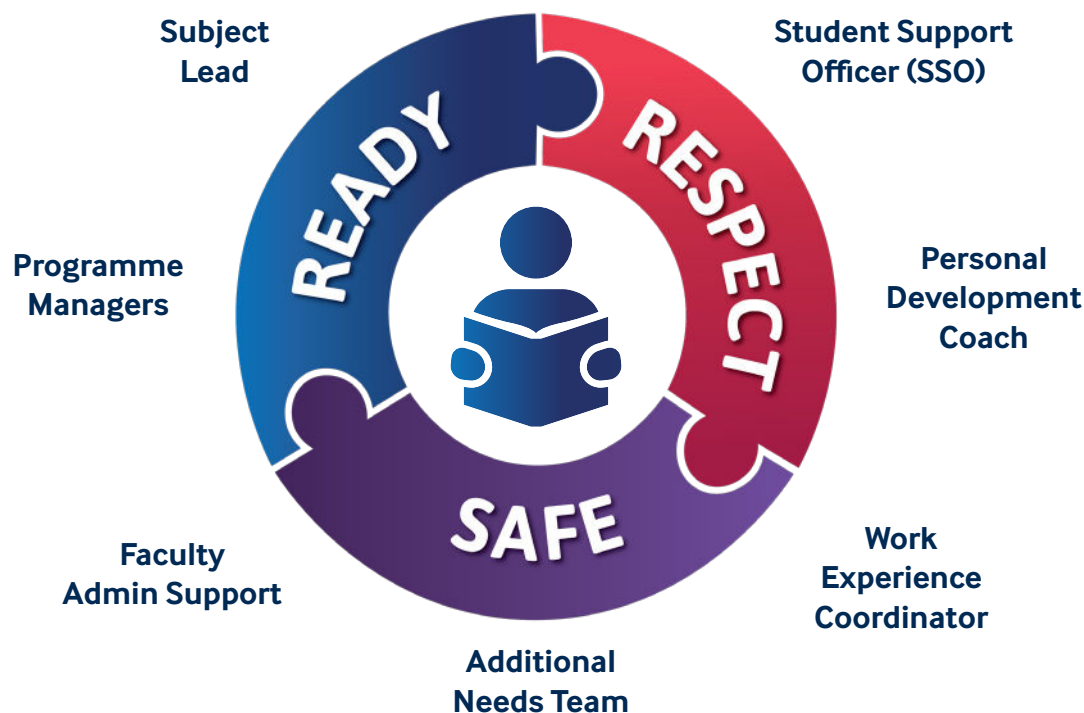
We expect students to act in ways that promote wellbeing, safety, and inclusion. Alcohol, illegal substances, and smoking/vaping are strictly prohibited on campus. Support is available for any student facing difficulties. We encourage you to support us in promoting good health and wellbeing and keeping everyone safe.

We appreciate your support in helping us uphold these standards. Together, we can ensure that every student has the opportunity to succeed in a positive and respectful learning environment.

Wrap Around Support

At Solihull College & University Centre and Stratford upon-Avon College, we know that doing well in your studies also means feeling happy and supported. That's why we offer a range of support services to help you stay on track, feel confident, and make the most of your time here.

Knowing what different college staff do makes it easier for you to get the right support when you need it. Understanding their roles helps you know who to speak to for specific questions, issues, or support during your time at college.



The following pages detail each team's top three key priorities, which align with their job descriptions while providing clarity on task ownership and interventions.



Student Support Officer (SSO)

Key Responsibilities:

- Attendance & Punctuality Monitoring
- Learner Support & Referrals
- Driving the At-Risk Process

Personal Development Coach (PDC)

Key Responsibilities:

- Support & Coaching
- Inspirational & Enrichment Activities
- Support Interventions for students “at risk”
- Conduct Stage 1 of the Support and Disciplinary Process

Work Placement Officer

Key Responsibilities:

- Supporting Students to Secure Placements
- Risk Assessment & Compliance
- Employer Engagement & Development

Additional Needs Team

Key Responsibilities:

- Assess and plan tailored student support.
- Deliver essential support in college settings.
- Liaise with staff for effective information sharing.



Faculty Admin Support

Key Responsibilities:

- Communication & Letters
- Disciplinary Meeting Coordination
- Action Tracking (At Risk)

Programme Managers (Including English and Maths)

Key Responsibilities:

- Start-of-Year Student Engagement
- At-Risk Student Coordination
- Progress Monitoring & Reporting
- Vocational PM only - Conduct Stage 2 of the Support and Disciplinary Process

Subject Lead/Co-ordinator

Key Responsibilities:

- Smooth Running of Course Delivery & Team Communication
- Setting Subject Targets & Parent Reports
- Moderation, IV, Coordination & EV (if applicable)

Mental Health First Aid Training

Mental Health First Aid (MHFA) training in an educational setting equips staff (teachers, administrators, support staff, etc.) with the skills and knowledge to recognise and respond to signs and symptoms of mental health challenges and crises among students and colleagues.

Think of it as providing educators and school personnel with the foundational skills to offer initial support, similar to how they might administer basic physical first aid. However, instead of addressing physical injuries, MHFA focuses on providing immediate help until professional mental health support can be accessed or the situation stabilises.

Key aspects of MHFA training tailored for an educational context include learning how to:

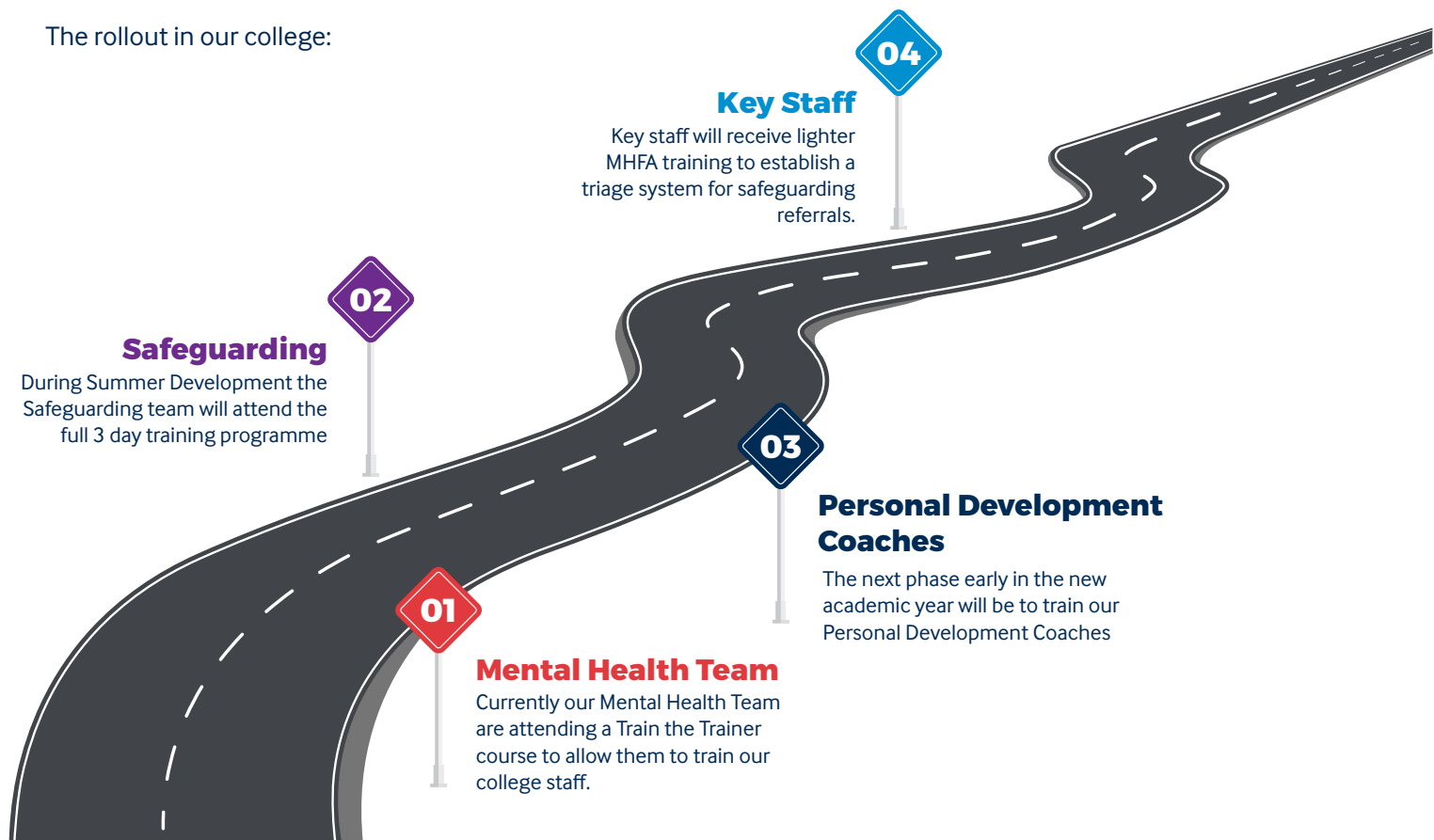
- Identify early warning signs and symptoms of common mental health issues in children and adolescents, such as anxiety, depression, emerging eating disorders, attention-deficit/hyperactivity disorder (ADHD), and the early stages of psychosis.
- Understand the unique stressors and challenges faced by students, including academic pressures, social dynamics, bullying, family issues, and the impact of technology.
- Approach and support a student who may be struggling with their mental health, using a specific action plan that emphasises active listening, empathy, and non-judgemental communication.
- Offer reassurance and information about mental health and available support services within the school and the wider community.
- Know when and how to appropriately escalate concerns to designated mental health professionals within the school (e.g., counsellors, psychologists) or external services.
- Respond effectively to mental health crises that may arise in a college setting, such as panic attacks, self-harming behaviours, or expressions of suicidal ideation, while prioritising the safety of the student and others.
- Understand the importance of confidentiality and ethical considerations when supporting students experiencing mental health challenges.
- Promote a mentally healthy school environment and challenge stigma associated with mental health within the student and staff body.
- Practice self-care strategies to manage the emotional demands of supporting students in distress and to maintain their own well-being.

The goal of MHFA training in our college is to:

- Create a more supportive and understanding college culture where mental health is recognised and addressed proactively.
- Increase the confidence of staff to interact with and support students experiencing mental health difficulties.
- Facilitate early intervention by enabling staff to identify issues early and guide students towards appropriate help.
- Reduce stigma surrounding mental health among students and staff.
- Improve the overall well-being and safety of the college community.
- Bridge the gap between initial observation of a potential issue and access to professional mental health care.

By equipping our staff with MHFA skills, we can build a stronger network of support for their students, creating a more positive and mentally healthy learning environment.

The rollout in our college:



Final Thoughts

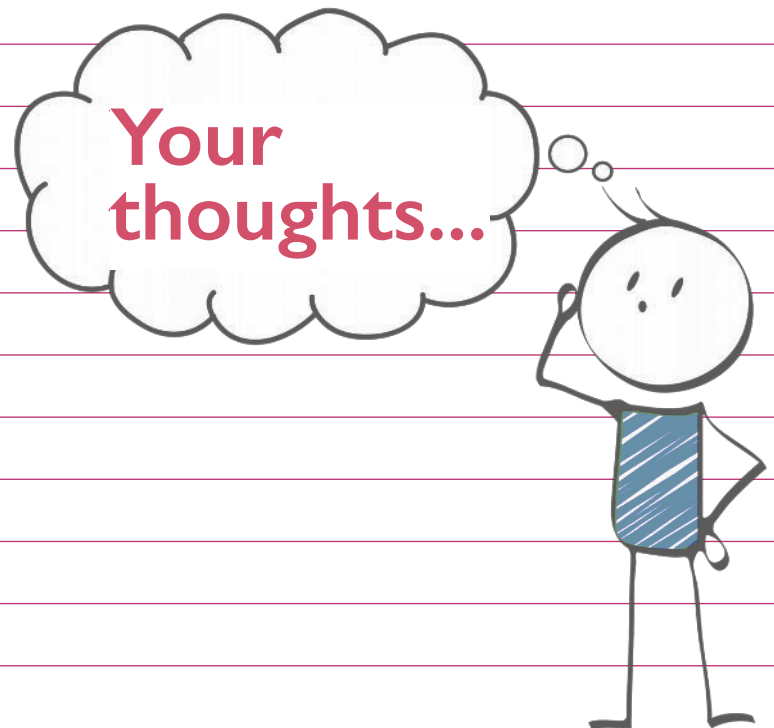
Our college is more than a place to learn — it's a community built on trust, understanding, and respect. Together, we create an environment where every student has the opportunity to thrive.



Welcome to a supportive journey of learning and growth.

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