

Student Relational Behaviour Support Policy

“I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood” (Louise Bomber, 2007)

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Consultation:	Leadership Team
Approval:	Board of the Corporation
Version Date:	June 2024
Approved Date:	July 2024
Next Review:	June 2026

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1. Purpose

This policy sets out our whole college approach to promoting excellent and positive relationships which underpin and support positive behaviour. It explains our approach to relationships, how it links to our core values promoted via our curriculum, and how it helps us make our college a community in which everyone is and feels safe, welcome and at home, so people can learn, discover, and achieve their potential. It also supports staff responding to behaviours using consistent and fair consequences as part of a behaviour continuum.

Effective classroom management is critical to the provision of a safe and supportive learning environment and helps build positive relationships. Research has consistently demonstrated the relationship between effective classroom management and both academic achievement, and teacher and student wellbeing.

Our approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs, and supporting the development of self-regulation skills so everyone can thrive and achieve their full potential whilst and after their time at the college. The policy applies to all adults and students in our college, and we ask parents, carers, our community, and other adults involved to support it.

At the heart of our community are the people and the relationships they build. To make our whole college community work, we expect everyone to treat each other with respect, kindness, and compassion.

We know that meeting these expectations can be challenging. To help, we build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to achieve their potential, manage their mental health, well-being, feelings, and behaviours, so that they become confident, self-regulating adults and positive members of their community, who show tolerance, respect and support for others.

2. The principles and rationale underpinning our policy

- We see behaviour as a form of communication; to understand it is not to condone it, so we challenge ourselves to understand and meet the need the behaviour communicates, including the need for clear boundaries and support to face mistakes and repair them, build confidence and self-regulation.
- We have very high standards for behaviour and a relational and restorative approach to enable students to achieve them.
- We never tolerate behaviour, which is abusive, dangerous or destructive and will always challenge and address it.
- We are consistent in meeting the relational and developmental needs of our students as individuals.
- We model the behaviour we expect to see – we don't shout, we are kind, compassionate and intelligent in our responses to behaviour.
- We notice what we want more of, rather than listing what someone has got wrong.
- We don't use revenge, fear, coercion, bribery, threats, or humiliation.

- When behaviour is hard to understand and manage, we seek the best possible advice, work out what adjustments and interventions will help meet needs and work together to respond consistently and effectively.
- A student's behaviour may be inappropriate or unacceptable but in themselves they are not, so we do not condemn students.
- All actions have consequences. We define consequences as the natural and logical responses to actions. We define punishment as the use of fear, shame or humiliation or revenge and because of this, we don't use punishment.

3. Our vision

- Our own relationships, behaviour, and support for everyone to meet our high expectations for behaviour, will be excellent.
- All members of our college community will belong and be valued for who they are, their strengths and their needs. They will feel part of our college community. They will learn, grow, discover, and achieve their potential.
- All members of our college community will be supported according to their needs, helped to talk about and develop a better understanding of their emotions and feelings and how to manage them so they can be resilient, confident, and positive members of our community.
- When things go wrong and we make mistakes, we will be honest, reflective and seek positive solutions that enable everyone to face and resolve problems and repair damage and relationships.
- Our college will be a happy and safe place, where relationships are strong, needs are met, everyone feels valued and can learn.
- Our parents, carers and community will know that we value and respect them and will feel welcomed and included in the life of our college community.

4. Our expectations for behaviour

This policy places relationships and kindness as the foundation for learners to thrive, both academically and in relation to their wellbeing, and is underpinned by our values (Appendix 2):

- Ambitious
- Resilient
- Collaborative
- Inclusive
- Respectful

We will be:

- Ready to be in college, learn and work with others.
- Respectful, kind, supportive and compassionate
- Safe, resilient and seek to restore.

5. How we provide a safe environment for learning

- Our college is a safe, inclusive, welcoming place.
- We make sure that each of our students is known, recognised for their strengths, and given support for their needs.
- We know our students' parents, carers, and our community.
- We meet and greet all students at the main entrance, as they come into our classrooms and as we walk around the college.
- We welcome parents and carers into college and listen and respond to their concerns and views.
- We treat each other with courtesy and respect.
- We don't shout. We communicate in a calm and respectful manner, seeking to restore and reconnect.
- Our vision, values and our students' achievements are visible as you walk round the college.
- We encourage empathy by guiding students to make choices based on empathy and mutual respect.
- We develop routines that help everyone to feel safe.
- When things go wrong, we are honest and just and always look for solutions that repair damage and relationships.
- We recognise and celebrate great and/or improved behaviour.
- There are safe places for people to go when they need calmness or reflection.
- There are outdoor spaces and/or rooms for students to use their energy safely.
- Every student has safe people who know them and who they can go to if they need support.

6. How we promote appropriate behaviour

- We recognise the power of positive attention. We believe that the biggest reward is to be noticed and valued by an adult with whom you have a relationship.
- We encourage students to have a positive view of themselves and their futures, so that they focus on future rewards and goals rather than always needing immediate rewards.
- We notice what we want more of, ensuring we communicate what was the specific action that the student did well.
- We use rewards such as certificates, Teams messages, Award Evenings, trips etc. to celebrate appropriate behaviour.
- We don't run a token-based reward economy. We want our students to become resilient and self-regulating, so we do not build dependence on external rewards to motivate or encourage behaviour. Token economies can be too rigid to meet individual needs: for some the token is more important than the behaviour and then loses its initial impact, leading to 'token inflation.'

7. What we do when things go wrong

- We don't use a rigid hierarchy of escalating punishments. The Learner Improvement Process (Appendix 1) is collaborative and intended to promote positive behavioural change.
- We don't use fear, threats, bribes, coercion, or humiliation.
- We don't turn it into a power struggle – we are adults and it's not about our egos.

- We don't take it personally – even if it feels personal. Staff are supported to recognise the feelings that their work brings up for them, particularly when they are supporting young people who are struggling with their behaviour. We are clear that, though we may be upset or angry, revenge is not an appropriate or productive solution.

These strategies may gain initial compliance but don't develop students' self-regulation. Because they work with the fight, flight, freeze, top part of the brain and switch off higher order thinking skills; students don't internalise a different way of behaving, they simply do what is necessary to survive in that moment. In some cases, where there is pre-existing trauma, this can be counterproductive or damaging.

Firstly, we manage ourselves:

- We respond in a way designed to help the student to learn to self-regulate, manage the underlying reasons for the behaviour, keep themselves and others safe, repair relationships and get back to learning.
- When dealing with difficulties, we can start to feel intense emotional responses ourselves. We might feel anger, frustration, upset or anxiety. However, when we are 'dysregulated' we can't support others to regulate, in fact we are more likely to pass on our dysregulation to others. So, we recognise the importance of being able to self-regulate (check-in with yourself, take a breath, get support if needed) prior to managing any difficult situations in the classroom.

This means:

- We take a breath.
- We don't take it personally (even if it feels personal).
- We are calm to create a sense of safety and order.
- We role model the behaviour we expect.
- We notice and praise the behaviour we want to see.
- We remind students of their good behaviour.
- We are focused on what the student needs and what anyone who has been negatively affected needs (not our need for control or 'revenge').
- We reflect on the wider context (the student's experience and perspective).

Secondly, we help the students to:

- Be and feel physically and psychologically safe – including giving them time and space, other than in an emergency.
- Support them to regulate their emotions and behaviours, for example by teaching them about breathing, how to release anger in non-destructive ways, naming and understanding their emotions.
- Reflect and build a better understanding of themselves and others.
- Deal with underlying issues.
- Learn other ways to manage themselves.
- Consider the impact on others.
- Put it right with others through 'consequences' e.g. restorative conversations and repairing damage with the right support to make this solution focused.

Thirdly, we address the issues:

- We look at what and how the student is learning; consider the appropriateness and effectiveness of the learning; ask and consider whether the student can access, engage and experience any success.
- We make sure we understand underlying issues and patterns for the student, their network and the college that are giving rise to the behaviour, seeking the input of parents, carers and professionals as needed.
- We make plans to pre-empt and address issues with those involved and ensure these are clearly communicated, so responses are consistent.
- We log issues and any positive progress accurately, looking at behaviours and circumstances that may have given rise to them.

If there is a major incident:

- We may need to suspend until we can put in place the strategies above.
- Following suspension, including if any alternative provision has been accessed, we:
 - Make a fresh start.
 - Reintegrate, ensuring that damage and relationships are repaired and that strategies are agreed, shared, and adhere to consistently.

8. Consequences

All actions have consequences. We define consequences as the natural and logical responses to actions. We define punishment as the use of fear, shame or humiliation or revenge and because of this, we don't use punishment.

- We have a consequence system which is clear, transparent and provides structured and supported opportunities to resolve issues. It is recorded so patterns can be understood, and effective interventions implemented [see Appendix 1]
- In some instances, we issue letters [appendix 3, 4 and 5] as an alternative to the GROW/LIP to address more immediate areas of concern around vaping, anti-social behaviour, immediate risk of non-achievement and less than 50% overall attendance.
- We use consequences according to what needs to be done to help the student to learn to behave differently and put things right.
- We use a consequence which is logical and natural – if you drop litter, you pick it up; if you are rude you apologise; if you don't do the work, you catch up; if you hurt someone, you repair the relationship.
- We deal with minor things in the moment.
- We start afresh after a consequence has been completed.
- If there is a person affected by what has happened, then their feelings (but not their need for revenge) must be dealt with and respected via reflection time and a restorative approach.
- We accept that the consequence of some actions under some circumstances mean that the student may not be in college temporarily or permanently. In both cases, we proactively engage in finding long term solutions and track their impact.

9. Roles and Responsibilities

We believe strongly in “Attachment Aware and Trauma Informed” (AATI) practice which is at the heart of everything we do. AATI is embedded within our college values, and we ask that all members of the college community follow and promote them. We believe that if we collaboratively follow these values, they encourage us to be our best self and achieve our potential (Appendix 2).

Students

- Be present, ready, respectful, and safe.
- Support, communicate and collaborate as part of the college and wider community.
- Work collaboratively with key stakeholders to support positive behavioural changes; we can't do this effectively without your input.
- Work collaboratively and respectfully with us when things go wrong knowing that actions have consequences; we define consequences as the natural and logical responses to actions.

Parent/Carers/Guardians

- Work collaboratively with key stakeholders to support positive student behaviour and celebrate success.
- Work collaboratively and respectfully with us when things go wrong knowing that actions have consequences. We define consequences as the natural and logical responses to actions.

All Staff

- Work collaboratively with policy stakeholders to impact positive change.
- Recognise that not all behaviour is a matter of choice and that reasonable adjustments must be made for students where possible.
- Recognise and reward positive behaviours and celebrate students when they show improvements in their attitudes and behaviours in and out of college.
- All staff should attend the necessary training, be aware of and practise the trauma informed principles and model positive behaviours.

All leaders and managers

- Set high expectations and hold aspirations for everyone's behaviour.
- Model the behaviour they expect from everyone.
- Are open, honest, willingly accountable, notice achievement, challenge and support and are able to apologise when they get it wrong.
- Know their students, notice what they do well and support them to resolve problems when things go wrong.
- Know their staff and recognise their hard work.
- Do not fix everything but support the whole team to find solutions, resolve conflict via restorative practice.

- Ensure that the vision is shared, lived, and developed with staff, students, parents, carers and agencies.
- Provide flexible and accessible opportunities and a safe space for adults to debrief, reflect, have a professional conversation.
- Provide high quality CPD for all adults working in college.
- Provide high quality external supervision.
- Work pro-actively with other agencies to ensure plans are joined up and solutions are found.

The Board of the Corporation

- Review the policy regularly and ensure its effectiveness in supporting and improving positive student behaviour.

Leadership Team

- Lead by example through accessing AATI training and embedding this into practice.
- Recognise and celebrate examples of good relational practice.
- Monitor the application of the policy with emphasis on reported incidents.
- Highlight trends and support good practice to address identified areas of need.
- Seek to ensure that procedures linked to this policy are adhered to.
- Support the Learner Improvement Process where necessary.

Heads of Study and Programme Leaders

- Lead with standards in terms of relationships, behaviour, and attitudes towards learning.
- Recognise and celebrate positive behaviour and encourage others to do so.
- Support all colleagues across TSCG in maintaining the highest standards of behaviour through high quality teaching and learning and consistent implementation of the policy.
- Ensure that all relationship processes and procedures are adhered to including the following: Learner Improvement Process, Student Attendance and Student Suspension Procedures.

Course Tutors

- Recognise and celebrate good behaviour.
- Be a reflective practitioner and engage in continuous learning around AATI practice.
- Agree standards and values expected/required from TSCG students. Once agreed, the values should be made clearly visible and applied consistently.
- Monitor individual and group behaviour in classes and take appropriate action to address any issues.
- Liaise with their Programme Leader, Head of Study and/or pastoral staff regarding relational intervention strategies.
- Liaise with the appropriate Senior Manager over complex cases of concern.
- Follow the Learner Improvement Process (LIP) as appropriate to support students.

Head of Learner Services and Pastoral Teams

- Recognise and celebrate positive relationships and highlight the positive impact of these.
- Ensure students understand the standards and values expected and they apply them consistently.
- Liaise with the Inclusion and Progression team where appropriate to ensure the needs of SEND students are properly understood.
- Be a reflective practitioner and engage in continuous learning around AATI practice.
- Liaise with curriculum teams regarding intervention strategies.
- Support learners and curriculum teams with the implementation of the policy.
- Liaise with the appropriate senior manager over complex cases of concern.
- Support the Learner Improvement Process (LIP) as appropriate to support students.

10. Linked Policies

- Learner Improvement Process
- Student Attendance Procedure
- Student Suspension Procedures
- Student Anti-Bullying and Anti-Harassment Procedure
- Student Mobile Phone Procedure

11. Review

The Relational Support Policy will be reviewed bi-annually, and all stakeholders will have an opportunity to input their views as part of this review process.

Appendix 1 – Learner Improvement Process

Key information: Staff must ensure that they are fully aware of any additional needs a student may experience such as EHCP, High Needs, Child Protection, Child in Need, Early Help, Team Around the Child, Care Experienced, criminal convictions, mental health or any other vulnerabilities. The relevant enabling team must be in attendance to these meetings as well as any relevant external agencies who may be working with the student. Students cannot by-pass LIP stages, this ensures that staff and students have the opportunity to make a positive change. In addition, LIPs cannot be used as conditions of resitainment following suspension. The Leadership and Administration team will send out invite and outcome letters to students. **Meeting summaries and actions must be recorded in Pro-Monitor by the relevant member of curriculum (CT/PL/HoS) as the relevant meeting type with a clear overview and SMART targets.**

Area required for Improvement is established: attendance, punctuality, behaviour, academic performance.

Initial intervention recorded on ProMonitor and reviewed by the relevant member of staff. Interventions must be recorded as a learner meeting with a summary of the discussion and a clear target with review date. *Example: Low attendance to GCSE Maths. Student explained that they felt unable to attend Maths at school. Discussed careers and progression and identified requirement for Maths. Meeting arranged with Maths teacher to discuss supportive teaching and learning strategies. Target: improve attendance to Maths classes by attending x/x on time reporting any instances of non-attendance. Review date_____.*

Continued areas for support are raised in the relevant departmental at risk meeting to discuss a collaborative plan to promote positive progression. The at risk meeting is attended by Heads of Study/Programme Leaders, Inclusion Leads and Mentors. At risk meeting minutes should summarise interventions, who is actioning them and when. Subsequent at risk meetings should review these actions and either generate further actions or mark as complete. At risk learners should be reported centrally to the attendees of the meeting to ensure a strategic approach to managing areas for improvement.

If further support is required a GROW plan can be completed with the student by the most appropriate member of staff - this may be agreed in the at risk meeting. This is a supportive meeting led by the student. It allows the student to communicate their **Goals**, current **Reality**, **Options** to implement positive changes and which of those is **Workable** moving forward. This plan is reviewed to assess progress and identify any further support needs.

If further support is required following completion of the GROW a LIP 1 is held with the **Course Tutor** and any other relevant members of staff. The purpose of this meeting is to create a bespoke improvement plan in collaboration with the student. Parents/Guardians/Carers should be encouraged to attend all meetings as collaborative communication improves outcomes (if this is not possible they should be notified of the action taken); if unable to attend Parents/Guardians/Carers should be notified. The SMART targets should be reviewed to assess progress and any further support needs.

If further support is required following completion of the LIP 1 a LIP 2 is held with the **Programme Leader** and any other relevant members of staff. The purpose of this meeting is to create a bespoke improvement plan in collaboration with the student. Parents/Guardians/Carers should be invited to attend as collaborative communication improves outcomes. The SMART targets should be reviewed to assess progress and any further support needs.

If further support is required following completion of the LIP 2 a LIP 3 is held with the **Head of Studies** and any other relevant members of staff. At this stage the learner and college may have exhausted current support pathways and in the absence of further evidence an outcome of this meeting may be that the learner is excluded. The college will facilitate positive transition by arranging any relevant support meetings both internally with the careers service or externally. If the decision is made that the learner remains in college the purpose of this meeting is to create a bespoke improvement plan in collaboration with the student. This plan should be reviewed to assess progress and any further support needs; if the plan is not met the student may be excluded. Parents/Guardians should attend this meeting as collaborative communication improves outcomes.

Appendix 2 – Student & Parent Agreement

WORKING COLLABORATIVELY WITH STUDENTS AGREEMENT

We Live Our Values and ask that you support us as a student in following and promoting these values. We believe that if we collaboratively follow these values, they encourage us to be our best self and achieve our potential.



WORKING COLLABORATIVELY WITH PARENTS AGREEMENT

As a supportive parent/carer/guardian you have a huge impact on a student's success. Taking a keen interest in their progress by attending events such as Parents' Evening, accessing Parent Portal and reading college communications are just some ways you can have a positive impact.

We Live Our Values and ask that you support us as parents/carers/guardians, employers and other stakeholders in following and promoting these values. We believe that if we collaboratively follow these values, they encourage us to be our best self and achieve our potential.



Appendix 3 – Student & Parent Final Written Warning Letter

When students do not live our values or support us in following and promoting them these actions have consequences: we define consequences as the natural and logical responses to actions. Students who are at immediate risk of not achieving will receive the below letter (a copy will also be sent to parents/carers). If agreed targets are not met, then this will result in withdrawal.

Dear [parent or student name if over 18]

We live our values and ask that you support us as a student in following and promoting these values. We believe if we collaboratively follow these values, they encourage us to be our best self and achieve our potential.

You have not demonstrated sufficiently to date that you are able to follow our student agreement (Student Relational Behaviour Support Policy, Appendix 2) and as a result we are writing to inform that you will be withdrawn from your chosen programme of study if you are not able to meet the agreed targets by [date].

- .
- .
- .

We have included the contact details for our careers team and other pastoral services should you require further support.

Regards

[staff name]

[role]

[contact details]

Careers team email: careers@tscg.ac.uk

Appendix 4 – Vaping/smoking and Antisocial Behaviour.

To promote a respectful and professional learning environment within our college community we ask that smoking/vaping takes place only in the designated areas. Instances of vaping outside of the designated smoking/vaping areas impacts the health of others and will not be tolerated. We will issue a letter home to notify of instances of smoking/vaping. On the third instance students may be excluded.

In addition, any instance of antisocial behaviour on campus which is not seen as gross misconduct may result in a letter from the principal. This serves as a warning and any future occurrences may result in permanent exclusion. These letters are bespoke to the incident in question.

Vaping initial letter:

Dear Parent/Guardian/Student (if over 18),

We are writing to inform you that (learner name) has been found vaping on college premises outside of the designated smoking/vaping areas. Vaping outside of the designated smoking/vaping areas is strictly prohibited. We aim to provide a safe and pleasant environment for our students and the presence of vape smoke, and its associated negative impacts on health, are not in keeping with this. In addition, we intend to promote professionalism and respect to prepare learners for the workplace – vaping on site is not in line with these values.

We work collaboratively with support services such as Early Break and Mosaic and can facilitate a support session with them if required. These services provide specialist advice and guidance to young people, adults, parents and carers about the risks associated with vaping and how to quit. Please contact safeguarding@tscg.ac.uk for further information.

This letter serves as an initial, formal warning and if this behaviour is observed on site again outside of the designated smoking/vaping areas we will issue a final warning which will ultimately lead to exclusion without the opportunity to appeal.

If you require further information surround vaping, please visit [Vapes | FRANK \(talktofrank.com\)](https://www.talktofrank.com).

Yours Sincerely

Staff Name

Role

Vaping Final warning:

Dear Parent/Guardian/Student (if over 18),

We are writing to inform you that (learner name) has been found vaping on college premises outside of the designated smoking/vaping areas for a second time. Vaping outside of the designated smoking areas is strictly prohibited. We aim to provide a safe and pleasant environment for our students and the presence of vape smoke, and its associated negative impacts on health, are not in keeping with this. In addition, we intend to promote professionalism and respect to prepare learners for the workplace – vaping on site is not in line with these values.

We work collaboratively with support services such as Early Break and Mosaic and can facilitate a support session with them if required. These services provide specialist advice and guidance to young people, adults, parents and carers about the risks associated with vaping and how to quit. Please contact safeguarding@tscg.ac.uk for further information.

This letter serves as a final warning and if this behaviour is observed on site again outside of the designated smoking/vaping areas this will lead to exclusion without the opportunity to appeal.

If you require further information surround vaping, please visit [Vapes | FRANK \(talktofrank.com\)](https://www.talktofrank.com).

Yours Sincerely

Staff Name

Role

Appendix 5 – sub-50% attendance

Attendance to college is vital for learners to achieve their potential. Learners with less than 50% attendance will receive the letter below to action positive intervention at the earliest opportunity.

Dear

Your current college attendance is below 50% and as a result of this it is highly unlikely you will achieve your qualification if this poor attendance continues. We expect all students to attend all lessons to ensure they receive the full suite of teaching and learning to maximise their potential.

We will have no further option than to withdraw your place at college unless you arrange a meeting with in 10 working days and show a significant improvement in both attendance and commitment moving forward.

If you would like a further meeting to discuss this or the opportunity to seek advice from our careers team, please get in touch and we can facilitate this support.

If no contact with TSCG is made in 10 working days, then we will process your withdrawal.

Regards

Appendix 6 – Student Dress Code Guidance

Some students can feel quite nervous about picking the right outfit for college, but the most important thing is that you feel comfortable.

We don't expect you to dress formally for college, but obviously common sense applies. In general, students should be clean, smartly dressed and appropriate for work.

Studies have shown that non-verbal communication is at least as important as verbal communication. Styles of dress should inspire confidence and add to, not detract from, effective and sensitive communication. As such, the following must be avoided:

- Offensive/inflammatory slogans/imagery;
- Revealing clothing or that which does not suitably cover underwear;
- Clothing that covers most of the face*.

* Peaked caps and hoods are examples of unacceptable clothing in this context as they do not allow identification of the individual and therefore present a safeguarding risk. Clothing like the hijab that only obscures the hair, and the top of the head is, however, acceptable. Staff reserve the right to ask learners to remove headwear for the purposes of identification.

Appendix 7 - Support information.

If you need help deciding what the next steps should be, please contact the services below, these can help you get back on track if you are not in education, employment or training:

Manchester Resident: <https://careerconnect.org.uk/>

Trafford Resident: Connexions Trafford (<http://connexions-trafford.co.uk>)

Stockport Resident: <https://www.stockport.gov.uk/careers-information-advice-and-guidance/contact-us-education-and-careers>

Finance and General Support:

- Child Benefit when your child turns 16 - GOV.UK (www.gov.uk)
- 16 to 19 Bursary Fund: Overview - GOV.UK (www.gov.uk)
- <https://ourpass.co.uk/>

I want to get an apprenticeship or job:

For apprenticeship advice please visit <https://www.apprenticeships.gov.uk/apprentices>

To search for apprenticeships <https://www.gov.uk/apply-apprenticeship>

For careers advice <https://nationalcareers.service.gov.uk/> or speak to a qualified careers adviser using their helpline 0800 100 900

For useful information about jobs and careers, how to make a CV and tips on applications please visit Stockport Jobs Match <https://stockport-jobsmatch.co.uk> or <https://gmacs.co.uk/>

Pastoral support: please contact safeguarding@tscg.ac.uk if you want to speak to a member of the pastoral team.