



Contingency, Adverse Effects, Withdrawal of Students, Withdrawal of Centre as an Examination Centre Policy (Exams)

Document Control

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1. Purpose of the Policy

Purpose of the Policy

This policy sets out the procedures and principles relating to the withdrawal of students from the NCFE Equality and Diversity Level 2 programme. It ensures that withdrawals are handled fairly, systematically and in line with educational responsibilities, safeguarding duties, and equality legislation.

Scope

This policy applies to all students enrolled on the NCFE Level 2 Certificate in Equality and Diversity, their parents/carers (where applicable), and staff involved in teaching, supporting, or administering the course.
Legal and Regulatory Framework

This policy aligns with:

- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education (DfE, 2023)
- Education Act 2002
- Ofsted Education Inspection Framework (2019, updated)
- NCFE Qualification Specification and Withdrawal Guidelines

2. Principles

- **Commitment to Equality and Inclusion** - The college is committed to promoting an inclusive learning environment. Withdrawal from the Equality and Diversity course must not be used as a means to avoid or undermine the college's obligations under the Equality Act 2010
- **Student-Centred Approach** - Withdrawal decisions must be guided by the best interests of the student and follow a supportive process that considers emotional, social and educational well-being
- **Safeguarding** - Where withdrawal is requested, safeguarding must be prioritised, particularly if the rationale includes controversial or sensitive issues. Referrals to the Designated Safeguarding Lead (DSL) must be made when concerns are raised

3. Acceptable Grounds for Withdrawal

- **Medical or Health Reasons** - Students with long-term health conditions or newly diagnosed needs that make continued participation unfeasible. A formal medical note or professional recommendation should support such requests
- **SEND Needs** - Where a student's SEND needs impact their access to the course, alternative provision or adjustment should first be explored. Withdrawal may be approved only where this is in the student's best interest as confirmed by the Head of Centre
- **Genuine Religious or Cultural Objections** - In rare cases where specific content fundamentally conflicts with family beliefs, withdrawal requests must be discussed with senior leaders and evaluated in line with DfE guidance on promoting fundamental British values and the Equality Act 2010
- **Curriculum Pathway Change** - Where a student is transferring to an alternative qualification or work-related learning that better aligns with their career goals. Course change requests must be considered holistically to reduce unnecessary disruption
- **Student leaves College** - Sometimes a student will leave Vega College to go back to their mainstream setting or attend a different Alternative Provision. In this case the student will not continue with any course they have been entered for with NCFE and will be withdrawn from the course. This will be recorded on the students PLP. The decision for a student to leave our provision is decided by the Head of Centre, The staff link at the student's mainstream school, Parents/Carers and the Local Authority. The mainstream setting will be informed of any progress that the student has made in the course and will recognize to pass this on to the students next setting if there

would be scope for the student to continue studying the course, they have started at Vega College. If the Internal Assessor believes that the student has enough evidence to pass the course they are entered for at the point they leave Vega College, the Internal Assessor will keep the student's registration on the course. Any certification received for this student will be passed on to their mainstream school accordingly. The Internal Assessor will inform NCFE of any withdrawals that have been made

4. Unacceptable Grounds for Withdrawal

- **Avoidance of Diverse Perspectives** - Requests made to suppress access to protected characteristics (e.g. race, religion, gender identity) as defined in the Equality Act 2010 are not acceptable. Schools have a statutory duty to promote equality, tolerance, and British values
- **Ideological Objections that Conflict with Statutory Duties** - Where objections are raised in opposition to teaching about equality, diversity or inclusion topics that comply with DfE statutory guidance, these cannot be accepted as grounds for withdrawal

5. Roles and Responsibilities

- **Headteacher and Senior Leadership Team (SLT)** - Responsible for final decisions on withdrawal requests. Ensure DfE compliance, review appeals, and oversee safeguarding implications
- **Designated Safeguarding Lead (DSL)** - Must be consulted if withdrawal raises any safeguarding concerns including exposure to radicalisation, neglect or coercion (in line with Prevent Duty Guidance)
- **Teachers and Tutors** - Required to notify SLT of any informal withdrawal requests or expressions of discomfort. Promote inclusive dialogue around programme content
- **Parents/Carers and Students** - Must make formal withdrawal requests in writing, clearly outlining reasons and supporting documentation. Engage with dialogue before withdrawal is confirmed
- **Head of Centre/Director of SEND** - Ensures that needs are met before approving withdrawal on SEND grounds. Explores all reasonable adjustments according to the SEND Code of Practice (2015)

6. Withdrawal Procedure

- **Step 1: Request Submission** - Withdrawal request must be submitted in writing to the Headteacher. Parents/carers (or students aged 18+) must explain the reasons and provide supportive evidence
- **Step 2: Acknowledgement and Initial Meeting** - School acknowledges the request within five working days and invites parents/student for a meeting with SLT and relevant staff (such as SENCO, tutor or DSL)
- **Step 3: Assessment and Safeguarding Review** - The request is assessed holistically considering statutory duties, safeguarding risks, equality obligations, and the learning needs of the student
- **Step 4: Decision and Notification** - Final decision is communicated in writing within ten working days of the meeting. The correspondence will outline the rationale clearly and refer to relevant legal and policy considerations
- **Step 5: Appeals Process** - Parents/carers may appeal the decision to Leger Education Trust in writing within 10 days of decision notification. The Governing Body's decision is final.

7. Recording and Monitoring

- **Withdrawal Log** - The school maintains a confidential record of all withdrawal requests, outcomes, and appeals for internal monitoring and reporting
- **Annual Review** - Policy implementation is reviewed annually by SLT. Patterns and reasons for withdrawal are analysed for trends that may inform curriculum delivery or staff training

8. Communication and Awareness

- **Policy Availability** - The policy is available on the college website and can be requested in a range of accessible formats. Parents/carers are made aware of our website and policies on induction
- **Staff Training** - All staff involved in the delivery and administration of the NCFE qualifications will receive regular training in managing withdrawal requests and promoting inclusive teaching

9. Process for the withdrawal of provider approval status and protection of the learners' interest in the case of such withdrawal

If the college closes down or loses its examination centre status, arrangements will be made to protect and transfer Level 2 Equality and Diversity/Nutrition and Health students' work so their progress is not lost. This involves securely storing all completed assignments and assessment records, then coordinating with an approved centre or awarding body to enable students to continue or complete their qualification elsewhere. This would primarily be the students mainstream school. Students should be informed promptly about their options, including transfer opportunities, deadlines, and any additional support available. Clear documentation, including portfolios and internal verification records, must be maintained to ensure the receiving institution or awarding organisation can authenticate prior achievement. The priority is to minimise disruption, safeguard evidence of learning, and ensure learners are given a fair opportunity to complete their course.

10. College Contingency and Adverse Effects

The centre is committed to ensuring continuity of learning and assessment for learners undertaking the NCFE Level 2 Award in Equality and Diversity/Nutrition and Health, even in the event of provider disruption or adverse effects. A robust contingency plan is in place to minimise the impact of unforeseen circumstances such as staff absence, resource limitations, or site closures. This includes the use of alternative qualified staff, remote delivery methods where appropriate, and access to digital learning materials to maintain progress. All learners will be kept informed of any changes to delivery or assessment arrangements in a timely manner, ensuring fairness, transparency, and continued support. The centre will also take all reasonable steps to ensure that any adverse effects do not disadvantage learners, maintaining the integrity and quality of the qualification at all times.

11. Review Cycle

This policy will be reviewed on an annual basis or sooner if required due to legislative changes or circumstances.