

ST. DAVID'S CATHOLIC COLLEGE  
COLEG CATHOLIG DEWI SANT

# STUDENTSHIP POLICY

2022-23

To be reviewed August 2023

## 1.0 Introduction

The following constitutes the cross-college policy relating to studentship including learner attendance, punctuality, behaviour, completion of assignments. The Studentship Policy details the process undertaken in the event of a breach of college expectations of good studentship.

## 2.0 Context

St. David's Catholic College is totally committed to giving all learners every opportunity to achieve the highest standards.

The Studentship Policy should be viewed in the context of the College's mission statement and its strategic aims and objectives;

***A Catholic college for the community,  
seeking to discover and realise the full potential of all  
in an atmosphere of love, service and respect  
inspired by Christ.***

## 3.0 Rationale

St. David's Catholic College will provide opportunities for all learners to receive an education that will enable them to realise their full potential. High standards of studentship are essential to bring this about. The College will strive to provide a welcoming, caring environment, whereby each member of the College community feels secure.

Subject tutors, Learning Area Managers (LAMs) and Pastoral Directors will work in partnership with Pastoral Tutors to ensure that all learners understand the importance of high standards of studentship. All staff will work in partnership with parents/carers to ensure that each learner maintains high standards of studentship.

The College will celebrate learners with high standards of studentship and will challenge learners with poor studentship.

## 4.0 Aims

- To encourage all learners to strive for high standards of studentship.
- To ensure safe conduct in students' travel to and from the College.
- To set targets, related to studentship, at a range of levels including individual learner, course, learning area and institutional levels.
- To ensure that studentship issues are a priority for all those associated with the College including learners, parents/carers and teaching staff.
- To ensure a systematic approach to gathering and analysing and monitoring data relating to studentship.
- To ensure that there is effective communication related to studentship issues between curriculum and pastoral, supported by the College management structure.
- To further develop positive and consistent communication between home and college regarding studentship issues.

## 5.0 College Commitment to Studentship

The College will:

- Ensure that all learners are aware of key expectations for all learners, including issues related to attendance, punctuality, behaviour and completion of assignments.
- relate studentship issues directly to the College's ethos and values;
- establish and maintain a high profile for learners' attendance, punctuality, assignment completion and standards of behaviour as outlined in the College Charter 'Be Ready, Be Respectful, Be Safe';
- ensure that relevant staff are familiar with the methods used to record and monitor attendance, punctuality, non-completion of work and standards of behaviour;
- monitor attendance, punctuality and assignment completion through an electronic monitoring system.
- provide relevant staff with attendance data to enable them to systematically monitor learners' attendance and punctuality;

- congratulate learners for good studentship and challenge learners and provide sanctions where studentship is poor;
- ensure that all learners and stakeholders are aware of the College's Studentship Policy and make this available online;
- involve parents/carers, at the appropriate stage, when learner's studentship is poor;
- provide parent/carers with information about their son/daughter's studentship through parent's consultation evenings, the parent portal, and reports on learners' progress;
- discuss studentship issues at all levels of the organisation, including course team, learning area, and senior management levels.
- Promote and enforce the college's travel behaviour code.

Clear procedures exist to monitor and address studentship issues at subject level, course level, pastoral tutor level, learning area level, pastoral director level and institutional level.

## 6.0 Procedures for Dealing with Poor Studentship

### Breach of College Expectations

Learners are required to comply with college expectations and are in breach of them in the following circumstances:

- **Attendance:** If the learner misses consecutive lessons, or displays any pattern of attendance that suggests that they are repeatedly absent from lessons without sound reason.
- **Punctuality:** If the learner is repeatedly late for lessons and a pattern of behaviour has emerged.
- **Assignment Completion:** The learner repeatedly fails to submit work by a deadline and / or a subsequent negotiation of a deadline.
- **Behaviour:** Learners are expected to behave in a manner consistent with the Catholic ethos and mission of the College, their membership of the College, and with their status within it. At all times, whether on or off College premises and within lessons, learners are expected to avoid conduct that may bring themselves or the College into disrepute.

In the event of a breach of college expectations, the role of the subject tutor, learning area manager and pastoral team is to communicate their concerns with the learner and parents / guardians to bring about an improvement in their studentship.

The intervention and support process is outlined below on a stage by stage basis. **To facilitate genuine change on the part of the learner in terms of improving studentship**, and as an expression of **compassion and mercy**, whenever willingness is clearly demonstrated on the part of the learner to improve, a **second chance** is then given to turn things around where a deadline or target may not have been fully achieved, at each stage of the process.

When it becomes clear that **health is a major factor** (mental or physical) which is preventing the learner from making the desired improvements then the learner is to be transferred to **Stage 1 of the Fitness to Study process** as outlined in the Fitness to Study policy.

### OUTLINE INTERVENTION AND SUPPORT PROCESS

| Stages   | Process   | Time scale and guidance   |
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| <b>INITIAL STAGE OF CONCERN</b><br><br><i>Attendance</i><br><i>Punctuality</i><br><i>Behaviour</i><br><i>Work completion</i> | <b>Focused advice and support</b> <ul style="list-style-type: none"> <li>○ Focused advice and support is offered by the subject teacher (etc.) when a learner appears to be going off track (in terms of attendance, punctuality, homework, etc.).</li> <li>○ Where this is <b>ongoing and pattern forming</b>, despite the offers of support, then support from home is to be requested.</li> <li>○ The <b>Subject teacher should contact home</b> to enable agreement on support needed from home and the teacher.</li> </ul> | <ul style="list-style-type: none"> <li>○ This is to be monitored over a <b>3 week period</b> following contact with home to allow a change in positive studentship.</li> <li>○ If <b>no substantial progress</b> is achieved by the learner within 3 weeks then a <b>STAGE 1: SUPPORT ADVISORY</b> needs to be considered by the subject teacher.</li> </ul>  |
| <b>STAGE 1: SUPPORT ADVISORY</b>   | <b>Support Advisory Issued</b> <ul style="list-style-type: none"> <li>○ This is given by a subject teacher and it is <b>monitored by the subject teacher</b>.</li> <li>○ A learner may have multiple advisories at the same time from different subject areas.</li> <li>○ This is a period for support from the teacher and improvement from the learner</li> <li>○ This is <b>reviewed by the teacher with the learner</b>.</li> </ul>   | <b>Monitoring Time: 3 weeks</b> <ul style="list-style-type: none"> <li>○ This is monitored over a <b>3-week period</b>.</li> <li>○ If the learner has made <b>some progress</b> but clearly not enough then a STAGE 1 ADDITIONAL SUPPORT ADVISORY is issued with further support put in place, again to be reviewed after a further <b>3-week period</b>.</li> <li>○ If the learner has made <b>no substantial progress</b> after the first STAGE 1 SUPPORT ADVISORY review period, then a formal <b>STAGE 2 SUPPORT INTERVENTION</b> is initiated by the subject teacher with support clearly identified.</li> </ul> |

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| <p><b>STAGE 2:<br/>SUPPORT<br/>INTERVENTION</b></p>   | <p><b>Support Intervention Issued</b></p> <ul style="list-style-type: none"> <li>○ This is <b>requested by the relevant subject teacher with a clearly stated SMART target from the Pastoral Tutor.</b></li> <li>○ Once the Pastoral tutor has approved the request and SMART target this is then <b>issued by the subject teacher to the learner.</b></li> <li>○ This intervention will be <b>supported and monitored by all relevant subject teachers</b> of the learner in that subject area <b>and by the pastoral tutor.</b></li> <li>○ Other subject areas can add to the SMART target if appropriate.</li> </ul>   | <p><b>Monitoring Time: 2 weeks</b></p> <ul style="list-style-type: none"> <li>○ This is monitored over a <b>2-week period.</b></li> <li>○ If the learner has made <b>some progress</b> but clearly not enough then a STAGE 2: ADDITIONAL SUPPORT INTERVENTION is offered with further support put in place, again to be reviewed after another 2-week period.</li> <li>○ If the learner has made <b>no substantial progress</b> after the first STAGE 2 SUPPORT INTERVENTION review period, then a <b>learner suspension</b> to allow serious reflection is initiated.</li> </ul>  |
| <p><b>STAGE 3:<br/>CONTRACT OF<br/>COMMITMENT</b></p> | <p><b>Suspension for 3 days</b></p> <ul style="list-style-type: none"> <li>○ A learner suspension may be <b>requested by the relevant LAM and pastoral tutor</b> due to the learner not meeting SMART target(s) at Stage 2.</li> <li>○ This will be <b>considered and enacted by a Pastoral Director.</b></li> <li>○ The learner is <b>suspended for 3 days for a period of serious reflection</b> on continuing as a student.</li> <li>○ On their return the learner signs <b>Commitment to Studentship Contract</b> with a Pastoral Director</li> <li>○ The learner's studentship is then <b>monitored by LAM, Pastoral tutor and Pastoral Director for 10 days.</b></li> </ul> | <p><b>Monitoring Time : 2 weeks</b></p> <ul style="list-style-type: none"> <li>○ If the learner has made <b>some significant progress but not fully</b> met the terms of the Commitment to Studentship Contract then a <b>second, 10 day monitoring period is put in place with further levels of support identified.</b></li> <li>○ Following this period if progress has not been achieved then an exclusion is to be considered.</li> <li>○ If the learner has made <b>no significant or substantial progress</b> in meeting any of the terms of the contract of commitment, then an <b>exclusion is to be considered.</b></li> </ul> |
| <p><b>STAGE 4:<br/>EXCLUSION</b></p>                  | <p><b>Exclusion by Pastoral Director</b></p> <ul style="list-style-type: none"> <li>○ Where the learner has made <b>no significant or substantial progress</b> in meeting any of the terms of the contract of commitment, then <b>the learner is excluded by a Pastoral Director and informed of the right to appeal.</b></li> </ul>  | <ul style="list-style-type: none"> <li>○ A <b>letter explaining the decision to exclude will be issued to the learner.</b></li> <li>○ The letter will clearly set out the <b>grounds for an appeal</b> and instructions on how to lodge an appeal.</li> </ul>  |

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| <p><b>STAGE 5:<br/>APPEALS<br/>PROCESS</b></p> | <p><b>Appeal Hearing</b></p> <ul style="list-style-type: none"> <li>○ An appeal request must be made by the learner within in 3 days of the exclusion decision.</li> <li>○ A request to appeal is to be submitted to the <b>Vice Principal for Pastoral Care</b>.</li> <li>○ The <b>Appeal Hearing is to be convened within 10 working days</b> of the receipt of the request to appeal.</li> <li>○ <b>No appeal hearing will be scheduled where the grounds for appeal have not been met.</b></li> </ul> | <p><b>Within 10 days</b></p> <ul style="list-style-type: none"> <li>○ An appeal hearing is <b>convened within 10 days</b> of the receipt of a request for an appeal, and where the grounds for appeal have been met.</li> <li>○ A <b>pastoral director will present the case as to why the student was excluded</b> and should remain excluded.</li> <li>○ A <b>family member or friend may accompany the excluded learner for moral support</b>.</li> <li>○ The <b>excluded learner will present the case as to why the decision to exclude was a flawed or invalid one</b>.</li> <li>○ The <b>Vice Principal for Pastoral Care will examine the evidence from both sides and reach a decision following the appeal hearing</b>.</li> <li>○ The <b>decision will be communicated to the excluded student within 5 days</b>.</li> <li>○ The possible outcomes of an appeal hearing are: <ul style="list-style-type: none"> <li>▪ <b>Student remains permanently excluded, or,</b></li> <li>▪ Student remains excluded for remainder of academic year but <b>may apply to return the following year, or</b></li> <li>▪ Decision to exclude was invalid, in which case the <b>learner returns to STAGE 3 of the process</b>.</li> </ul> </li> </ul> |
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## 7.0 Misconduct

In general terms, misconduct is action which improperly interferes with the functioning or activities of the College, or of those who work or study in the College; or which otherwise damages or is likely to damage the College or its reputation. **All cases of misconduct will automatically escalate the learner to at least STAGE 2 of the Studentship Process. Pastoral Directors have the discretion to make such a decision if the individual case merits it.**

In particular, the following shall constitute misconduct, whether occurring on College premises or elsewhere. It is emphasised that this list is not an exhaustive list of the types of conduct that may be treated as misconduct:-

- Any conduct which constitutes a criminal offence
- Any conduct which brings or may bring the College into disrepute, particularly in view of the College's Catholic ethos and mission;
- Any breach of the learner's obligations with regards to the college's studentship expectations
- Any cheating, plagiarism, or copying of the work of other learners;
- Any disruption of, or improper interference with the academic, administrative, sporting, social or other activities of the College;
- Any disruption of, or improper interference with, the functions, duties or activities of any learner or members of staff of the College, or any visitor to the College;
- Any bullying, violent, indecent, disorderly, threatening, intimidating or offensive behaviour or language;
- Any sexual or racial harassment of any learner or member of staff of the College, or any visitor to the College;
- Any fraud, deceit, deception or dishonesty in relation to the College, or its staff, learners or visitors;
- Any theft, misappropriation or misuse of College property or the property of the College's staff, learners or visitors, including computer misuse;
- Drunkenness or being under the influence of alcohol on College premises or during any activity off College premise which is associated with the College;
- Being under the influence of or any use, possession or supply of any illegal drug on College premises or during any activity off College premise which is associated with the College;
- Any failure to follow a reasonable instruction of a member of staff;
- Any failure to comply with a previously imposed penalty under the Disciplinary Procedure;
- Misuse or unauthorised use of College premises;
- Damage to College property, or the property of the College's staff, learners or visitors, whether caused intentionally or negligently;
- Action likely to cause injury or impair safety on College premises;
- Any failure to respect the rights of others to freedom of belief and freedom of speech;
- Breach of the provisions of any College code, rule or regulation;
- Failure to disclose personal details to a member of staff of the College in circumstances in which it is reasonable to require that such information be given.

## 8.0 Gross Misconduct

Any misconduct involving **violence, or the threat of violence, deliberate damage to property, endangering the health and safety of others, or any criminal activities or activities, which could bring the College into disrepute, or repeated misdemeanours of any kind are likely to be treated as gross misconduct.** These examples of potential gross misconduct are not exhaustive.

**All cases of Gross Misconduct will automatically escalate the learner to at least STAGE 3 of the Studentship Process and can lead to immediate suspension of a learner pending an investigation to consider exclusion (STAGE 4).**