

Studentship Support Policy

|  |  |
| --- | --- |
| **Author**  |  **Director of Studentship & Safeguarding & Assistant Principal – Learner Culture** |
| **Issue Date** | October 2024 |
| **Equality Impact Assessment** | Y |
| **Linguistic Impact Assessment** | Y |
| **Status** | Live |
| **Approved by** | Ethos and Culture |
| **Approval date** | 17 October 2024 |
| **Review date** | October 2025 |
| **Commencement date** | October 2024 |

Table of Contents

[1. Introduction 3](#_Toc672502204)

[2. Purpose and Scope 5](#_Toc1936738343)

[3. Principals of Studentship Support 6](#_Toc206086644)

[4. Promoting Excellent Studentship 7](#_Toc342694261)

[5. Concerns with Studentship Standards 8](#_Toc635405713)

[6. Studentship Support Process 9](#_Toc129402869)

[6.1 Pre-Stage 10](#_Toc1345832624)

[6.2 Stage 1 10](#_Toc1932140596)

[6.3 Stage 2 10](#_Toc320113044)

[6.4 Stage 3 11](#_Toc174715619)

[6.5 Escalations 11](#_Toc2092461792)

[6. Appeals 12](#_Toc1363681536)

[7. Roles and responsibilities 13](#_Toc169970443)

# Introduction

1. This policy has been developed as part of St. David’s College’s commitment to fostering the gifts of every individual within our community, in alignment with our mission:

*"A Catholic College for the community, dedicated to discovering and realising the full potential of all, within an atmosphere of love, service, and respect, inspired by Christ."*

1. The purpose of this policy is to support learners in achieving their full potential by creating a safe, inclusive, and supportive environment, with the provision of timely and effective interventions.
2. The College is fully committed to understanding and addressing peer-on-peer abuse.
3. The College is dedicated to addressing and eradicating bullying in all its forms, whether it occurs in physical or digital spaces.
4. As a College, we are committed to removing barriers to learning. We will work collaboratively with learners to promote positive behaviours and choices, ensuring they realise their full potential.
5. We acknowledge the significant impact that trauma and Adverse Childhood Experiences (ACEs) can have on an individual’s wellbeing and development. As such, we are committed to embedding a trauma-informed approach throughout our policies and practices, cultivating a safe, supportive, and restorative environment for all members of our community.
6. This policy has been developed to ensure that St. David's College is a safe, equitable, and welcoming environment for all. The College is committed to becoming an anti-racist institution.
7. The College adheres to the All-Wales Child Safeguarding Procedures when addressing specific wellbeing issues that hinder learners' access to education, or in situations where safeguarding concerns arise.
8. This policy is to be read in conjunction with the following documents:
* **Attendance Policy**
* **Substance Misuse Policy**
* **Prevent Strategy**
* **Dignity Policy (Anti-bullying)**
* **Fitness to Study Policy**
* **All Wales Safeguarding Procedures and safeguarding policy**
* **Anti-Racism Action Plan**

# Purpose and Scope

1. In line with our Catholic values, we strive to ensure that our Studentship Support Practices consider the challenges faced by learners that manifest in poor behaviour.
2. A significant number of our learners come from the most deprived communities in Wales, reflecting the significant socio-economic challenges many of our students face that can result in more challenging behaviour.
3. The proportion of learners from Black, Asian, and Minority Ethnic backgrounds has risen steadily at the College, well above the city’s and the Welsh national averages.
4. As a college we seek to understand the challenges faced by marginalised groups and strive to put appropriate support in place.
5. At the heart of St David’s College ethos is the vision that all are created in the image of God and thus all individuals have an inherent dignity which should be considered in our Studentship Processes and our treatment of young learners.

# Principals of Studentship Support

1. St. David’s college is committed to providing all members of its community with a nurturing, caring and safe environment in line with our Catholic Ethos.
2. St. David’s College staff seek to ensure that learners and themselves are **ready, respectful, and safe**.
3. For this policy, studentship specifically appertains to learner behaviour, attendance, punctuality, and completion of work to an acceptable standard within set deadlines and regulations.
4. This policy is underpinned by our duty to safeguard all visitors, learners and staff from harm and our overarching belief in the inherent dignity of every individual in community, who thus must be treated with respect, care, and compassion, putting their wellbeing first.
5. College to ensure that all learners are afforded the opportunity to learn the social and emotional skills required to make informed choices regarding their studentship.
6. The college will take appropriate action to ensure that learners understand the need to adhere to excellent levels of studentship.
7. The college reserves the right to take appropriate action, including exclusions, where students do not meet clear expectations of levels of studentship.

# Promoting Excellent Studentship

The College is committed to supporting excellent Studentship. In order to achieve this, college will:

1. Ensure that all learners are aware of key expectations, including issues related to attendance, punctuality, behaviour, and completion of assignments
2. Establish and maintain a record in accordance with GDPR about learner attendance, punctuality, assignment completion and standards of behaviour as outlined in the College Charter: ‘Be Ready, Be Respectful, Be Safe’
3. Ensure that relevant staff are confident with the methods used to record and monitor attendance, punctuality, non-completion of work and standards of behaviour
4. Monitor attendance, punctuality, and assignment completion through an electronic monitoring system that is accessible to learner and next of kin (NoK)
5. Provide information about attendance, punctuality, behaviour and completion of work in regular college progress reports to NoK
6. Provide relevant staff with attendance data to enable them to systematically monitor learners’ attendance and punctuality
7. Praise and reward learners for good studentship

# **Concerns with Studentship Standards**

Learners are expected to adhere to college standards, with breaches occurring in the following circumstances:

1. Repeated absences from lessons without valid reasons, or consistent prolonged departures from class.
2. Regular lateness to lessons indicating a pattern of behaviour.
3. Failure to submit assignments by deadlines, including negotiated extensions, or involvement in academic malpractice.
4. Conduct must align with the Catholic ethos of the College, both on and off premises. Learners should avoid actions that could discredit themselves or the College. In cases of non-compliance, the subject tutor, learning area manager, and pastoral team will engage with the learner and their guardians to address concerns and promote improvement in studentship.

# Studentship Support Process

**The studentship Support Process comprises of three stages, each allowing time for support, intervention and support.**

## **6.1 Pre-Stage**

1. The staff member to engage with the learner displaying challenging behaviour to identify any underlying issues.
2. If the behaviour persists, contact with the learner's home should be made if learner is under 18, preferably by phone, or via written communication if necessary.
3. The Pre-Stage should last no fewer than 15 college days to allow sufficient time for improvement and observation.

## **6.2 Stage 1**

1. If poor behaviour persists following Pre-stage, the staff member should issue a Stage 1 studentship warning, clearly outlining behaviour improvement targets and offering additional support if needed.
2. The warning and targets should be recorded on the colleges MIS system, along with any further developments or observations.
3. Stage 1 will be in effect for 10 college days, during which the learner's progress will be monitored by the teacher that has issued Stage 1.

## **6.3 Stage 2**

1. After the 10-day Stage 1 period, the staff member will assess whether the learner has met the set expectations. If concerns remain, the learner will move to Stage 2, with expectations clearly re-communicated and recorded on the colleges MIS system.
2. Stage 2 will last 15 working days, during which the pastoral tutor will intervene to support the learner in meeting their targets. The tutor is also required to contact the learner’s home to discuss their progress across the curriculum.
3. The staff member who initiated Stage 2 must continue updating the colleges MIS system with performance notes throughout this period.

## **6.4 Stage 3**

1. If insufficient improvement is observed after Stage 2, the staff member will consult the Learning Area Manager (LAM) to determine if a Stage 3 warning is justified. If approved, the Director of Studentship and Safeguarding will implement the final stage.
2. The learner must sign a Contract of Commitment and attend a full-day intervention, during which they will work on missing assignments, meet with the Director of Studentship and Safeguarding, and create an individual improvement plan. **Contract of Commitment** is a final written warning that applies to the learner’s entire curriculum, remains on their record until the end of the year, and is regularly reviewed by the Director of Studentship and Safeguarding, with staff required to update the colleges MIS system with any further concerns.
3. If insufficient improvement is observed after the Contract of Commitment, the learner will be excluded from college.
4. Depending on the learner's needs, they may also receive guidance from external agencies, meet with wellbeing or safeguarding teams, and access career advice through the Launchpad service.

## **6.5 Escalations**

Director of Studentship and Safeguarding and the Pastoral Manager have the discretion to escalate a learner directly to Stage 1, 2, or 3 based on the specifics of the case and the learner’s history. In instances of **Gross Misconduct**, a learner will be immediately escalated to Stage 3 and may face suspension from the college for up to five days. Gross Misconduct includes, but is not limited to, the following:

* 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 bullying, violent, indecent, disorderly, threatening, intimidating or offensive behaviour or language to a member of staff or to a student
* Any harassment of any learner or member of staff of the College, or any visitor to the College;
* Fraud, deceit, deception, or dishonesty in relation to the College, or its staff, learners, or visitors, including serious malpractice in exams and assessments
* Theft, misappropriation, or misuse of college property or the property of the College’s staff, learners, or visitors, including computer misuse
* 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. This is to include behaviours off-site during the college day.
* Any other behaviour the college believes puts staff or other students at risk of harm or behaviour that has a detrimental impact on the college reputation.

# 6. Appeals

**Appeals can be made in writing within 5 working days to the Assistant Principal – Learner Culture, presenting reasons and supporting evidence to show that the decision to exclude was flawed, unsupported by the evidence, improperly arrived at or that there were additional significant personal difficulties or circumstances which impacted studentship, which had already been declared, but the learner felt were not taken into account. If a learner does decide to appeal the decision, they must remain off site in the interim time before any appeal hearing.**

# 7. Roles and responsibilities

1. **Learners are responsible for ensuring they are ready, respectful, and safe. The must ensure they follow the expectations in this policy.**
2. **Parents/Guardians are responsible for ensuring this policy is adhered to by their child and engage constructively with the college, where there are issues of non-adherence.**
3. **All staff are responsible for:**
* **Reporting issues appropriately to parents and relevant line managers**
* **Challenging learners who are not adhering to the policy.**
1. **Pastoral tutors are responsible for supporting learners to meet their targets on the Studentship Process and communicate any challenges faces by the learner.**

1. **Director of Studentship and Safeguarding** Is responsible for:
* Supporting all college staff with the Studentship Process
* Ensure all staff are trained on the use the Studentship Process
* Ensuring learners who do not meet studentship expectations are managed appropriately and supported through the studentship support process.
* Manage instances of gross misconduct
1. **Pastoral manager is r**esponsible for:
* Supporting students and staff to maintain standards of behaviour across college
* Monitoring learners on the Studentship Support Process
* Putting appropriate interventions to support learner during the Studentship Support Process
1. Safeguarding and Wellbeing Manager Is responsible for ensuring any safeguarding concerns that become come to light through studentship matters are monitored, communicated and supported.