



## Beaumont College Student Retention Policy

### Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Julia Park September 2024
Delegated Reviewer	Julia Park 24 02 25
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### To be read in conjunction with:

- **DfE Statutory Guidance 'Working together to improve school attendance' – issued August 2024**
- **Beaumont College Attendance Policy**
- **Beaumont College Withdrawal Policy**
- **Beaumont College RARPA Policy and procedure**
- **Beaumont College Assessment Policy**
- **Beaumont College Personal, Social and Health and Sexuality and Relationships Policy**
- **Beaumont College Behaviour Policy (Pending)**
- **Beaumont College Communication Strategy**
- **Beaumont College Careers Policy (Pending)**
- **Beaumont College Teaching, Learning and Observation Policy and Procedure**
- **Beaumont College Quality Assurance Policy and Procedure**

### Our commitment to student success during their college placement

Student success rates are measured against three pivotal factors, progression, retention and graduation to destination aims stated at the beginning of placement.

## **Who holds responsibility for student retention?**

Beaumont College has a duty of care to do all it reasonably can to support students to enjoy their college experience and complete their programme to achieve the best possible progress they can against their funded outcomes. As part of this process, it is important that student engagement within all aspects of their programme is promoted and monitored.

The Assistant Principal Curriculum holds lead responsibility for student retention but all staff across the multi-disciplinary team hold a shared responsibility for student retention and recognise the importance of their specific roles in engaging with young people and their families at every stage of the RARPA process.

The whole college team are engaged in supporting young people in their learner journey and plan to maximise learner enjoyment, engagement, achievement and retention on their courses.

The college recognises that teacher quality is the biggest contributor to the success of students and therefore to student retention and that student success is underpinned by effective leadership of education provision that is fit for purpose and meets the needs of the young people it serves.

The Beaumont College 'Retention Policy' aims to support each young person to remain within the college and complete their full programme of study as set out by local authority contracts.

Beaumont College's ambition for learners is that they achieve high success rates and transition from college to planned destination outcomes.

## **What is retention?**

Retention is where a young person remains in an institution to complete their designated programme of study.

## **Retention rates**

Retention rates can measure the number of students enrolling year on year to a college roll or retention can measure individual student retention on their designated course.

## **What are the key success factors that contribute to student retention?**

The following factors are key to achieving high levels of student retention

- Students have a well-planned learning programme with clear outcomes. Students have clear steps to learning and they are supported to achieve these by teachers.
- Students are supported to develop their learning, engagement and study skills and are encouraged to develop resilience throughout their programme. High quality teaching enables students to keep on track and meet annual outcomes.

- Students are nurtured and are supported to be the best versions of themselves so that they aspire to be successful and understand what this means for them.
- Students are well engaged in high quality learning activity that supports their progress and achievement against ongoing assessment processes that are well monitored by teachers.
- Students feel welcome and well connected to the college and to their staff and peers. They feel safe, well, and ready to learn and feel they can ask for help if needed.
- Students feel valued and feel their achievements are celebrated in several ways throughout their programme. Students feel proud that their work is recognised and are motivated to continue with their learning throughout an academic year and year on year as their course progresses.

### **Understanding the impact of effective leadership and management on student retention**

Effective leadership provides direction, vision, structure and guidance and impacts on quality of education, student success and overall retention rates. Beaumont College is committed to ambitious standards and a benchmark of outstanding college provision.

Beaumont College has a curriculum framework that is supported by commensurate policy and procedures and learning and assessment frameworks that enables parity of curriculum delivery across all college locations.

The college leaders and managers follow the college's quality assurance cycle to gather and monitor data in line with the RARPA process. Audits of attendance, progress and achievement data and products of assessment and behaviour data promptly alerts leaders and managers to those learners whose placement might be at risk.

The risk of withdrawal from placement is managed and mitigated through the following RARPA processes that are monitored through quality assurance audit processes.

### **Using the RARPA process to support student retention**

Retention rates are supported by the following processes:

- Initial visits to college by families and young people.
- School visits into college made by young people as part of a group on an individual basis.
- Completion of an initial 'Intake Assessment' completed by the multi-disciplinary team including education, student support, SaLT, OT, PT, eating and drinking and medical.
- Visits to home/ supported living/ school made by members of the intake assessment team
- An assessment completed by PBSP where this is identified as an assessed need.
- Completion of an induction process in the first week of placement.

- Completion of ongoing assessment throughout the baseline period of the first six weeks of placement.
- QA review of baseline information at the end of the six-week period to ensure learner timetables, annual outcomes, and learners starting points for RARPA and accredited learning are accurately established.
- QA review of attendance, progress and achievement data in line with the college's QA calendar and governance calendar.

### **Our use of data to track warning signs**

Beaumont College collects data using 'Databridge' and senior leaders together with pathway co-ordinators and Lead Tutors analyse this data on a weekly basis to identify students who may be at risk of not completing their programmes of study.

Risk analysis takes place against the following indicators:

- Attendance levels
- Impact of shortening of life conditions
- Impact of long-term ill health diagnosis
- Patterns of short-term ill health
- Impact of transport issues
- Appropriateness of assessed educational provision including pathway level, annual outcomes, timetables and therapy, nursing and pastoral care provision

Analysis of data throughout the academic year following the college's QA calendar provides focussed opportunity for deep dives into attendance and progress data in a timely way in order to gain prompt information about which student are at risk of not remaining at college.

### **Student Attendance**

This policy recognises that student attendance is also key to students' participation and success in their learning and as such aligns to the college's 'Attendance Policy'.

Beaumont College understands the importance of developing learning partnerships with the learners, their families and college staff to achieve a shared responsibility for success.

The College's 'Attendance Policy' outlines our commitment to completing student registers daily and to checking student attendance daily.

Beaumont College requires 90% attendance or above from young people and attendance below this becomes a cause for concern.

### **Engaging in partnership with parent/s and carers.**

Parent/s and carers are one of the most important parts of a student's support network and the college understands that developing regular communication in order to keep parent/s and carers engaged and informed about their young person's progress is critical to student's success.

## Implementation of 'support first' strategies that can support successful student retention.

Early intervention is key to retaining students who may be at risk of withdrawal from programme. When Beaumont College identifies an at-risk learner, it will work swiftly with key college staff and other stakeholders to develop an agreed plan that can support the young person to remain in college.

### These 'support- first' strategies include:

- 1:1 communication with parent' /s or carers
- Person centred review of/or amendment to the learners' education, therapy or care provision.
- Review of education programme
- Management and review of capable environments that are suitable for the needs of young people
- Internal college multi-disciplinary meetings
- Multi-disciplinary meetings including external stakeholders
- Referral to external agencies

## Gaining learner feedback and analysing 'Student Voice'

Beaumont College recognises the importance of gaining learner feedback and listening to the voices of the young people who access their education with us. College undertakes regular student engagement surveys at baseline, end of first term, mid-year and end of year/leavers to find out how students really feel and to ascertain if they feel happy and safe and to establish if they are enjoying and progressing through their courses. These crucial insights enable to us to act quickly to make changes at pathway, subject and individual level where these have been identified as needed.

### Version Control:

Version Number	Date	Status	Changes
V1.0	24 02 25	Draft	

