STUDENT RETENTION POLICY

Policy implemented:	September 2024
Last reviewed:	September 2026
Next review due:	September 2027

EQUALITY AND DIVERSITY STATEMENT

Salutem Care & Education is committed to the fair and equitable treatment of all individuals in accordance with the Equality Act 2010. An Equality Impact Assessment has been completed for this policy to ensure it can be applied consistently and without discrimination. Salutem Care & Education is committed to safe, high-quality, person-centred services that uphold people's rights and dignity.

All colleagues (including volunteers, agency workers and contractors) must follow this policy, guided by our values. Policies are reviewed every two years; if a review is delayed, the current version remains in force until approved by the Policy Sponsor.

Training will support understanding, and people we support will be involved in reviews. Local procedures may support this policy, but corporate policies must not be changed locally without formal approval.

This policy must be shared with all colleagues. The controlled version is on BLINK; printed/downloaded copies may be out of date

In this policy, "the Organisation" means Salutem Care & Education [Salutem Ld Bidco Iv Limited, Pathways Care Group Limited, Pathways 4 Care Ltd, Modus Care Limited, Clearwater Care (Hackney) Limited, Greenfield Close Residential Home Limited, Salutem Shared Services Limited, Salutem Shared Services Ii Limited, Salutem Shared Services Iii Limited, Modus Care (Plymouth) Limited, Salutem Ld Bidco Limited, Salutem Ld Bidco Ii Limited, Salutem Ld Topco Limited, Salutem Ld Topco Ii Limited, Newlife Care Services Limited, Pathways Daycare Limited, Amity Residential Care Limited]. References to "Salutem" are used as a short form.

1. Summary

1.1 Purpose

Beaumont College is committed to ensuring that every learner is supported to engage positively in their programme of study, achieve meaningful progress and successfully transition towards their intended destination outcomes. Student retention is a key measure of learner success and reflects the effectiveness of the College's educational provision, support services and wider learner experience.

The College recognises that retention is not solely about maintaining enrolment. It is about ensuring that learners remain engaged, achieve their individual outcomes, experience a positive sense of belonging and successfully complete their programme with the knowledge, skills and confidence required for adulthood.

This policy outlines the College's commitment to promoting learner engagement, attendance, achievement and progression through person-centred, responsive and high-quality educational practice.

1.2 Scope

This policy applies to all learners attending Beaumont College across all pathways, sites and programmes of study.

The policy supports the College's approach to learner engagement, attendance, progress monitoring, quality assurance, preparation for adulthood and successful transition planning.

This policy should be read alongside the Attendance Policy, Withdrawal Policy, RARPA Policy, Assessment Policy, Positive Behaviour Support Policy and Curriculum Strategy.

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2. Document Control

Policy Sponsor (Name & Role):	Leanne Hornby (Assistant Principal)
Policy Reviewer (Name & Role):	Aaron Churchyard (Quality Manager for Education)
Approved by (Name/Role):	Melinda Glover (Quality Assurance Inspection & Regulation Director)
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Policy Applies to:	**People we Support** ☐ Families/Carers ☐ Children/young people ☐ Adults ☒ Learners **Workforce** ☐ Volunteers ☐ Permanent ☐ Contractors ☐ Bank ☐ Agency ☐ Other: [ ]

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4. Definitions

Retention

The successful continuation and completion of a learner's programme of study.

Progression

The measurable development of knowledge, skills, independence and personal outcomes throughout a learner's programme.

Destination Outcomes

The long-term aspirations and agreed outcomes identified at the start of a learner's placement, including preparation for adulthood goals.

RARPA

Recognising and Recording Progress and Achievement, the framework used to monitor and evidence learner progress and achievement.

Student Voice

The process of gathering learner feedback, views and experiences to influence decision-making, improve provision and support positive outcomes.

Principles

5.1 Our Commitment to Student Success

At Beaumont College, learner success is measured through progression, retention and achievement of intended destination outcomes. The College is committed to supporting learners to remain engaged in education, achieve meaningful progress and successfully complete their programmes of study.

We recognise that every learner's journey is unique and that retention is influenced by a wide range of educational, social, emotional, health and environmental factors. Our approach therefore focuses on developing high-quality, person-centred educational experiences that motivate learners, promote wellbeing and support long-term success.

The College's ambition is for all learners to experience positive outcomes, enjoy their learning, develop independence and successfully transition towards their planned future destinations.

5.2 A Whole-College Approach to Retention

Student retention is the responsibility of the entire College community.

Whilst the Principal / Assistant Principals at each college site hold strategic responsibility for student retention, all members of the multidisciplinary team contribute to learner engagement, participation and success. This includes teaching staff, therapists, Positive Behaviour Support practitioners, student support teams, families and external professionals.

The College recognises that strong relationships, effective communication and collaborative working play a significant role in supporting learners to overcome barriers and remain engaged throughout their programme.

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5.3 High-Quality Education and Learner Engagement

The College believes that high-quality teaching, learning and support are fundamental to student retention.

Learners are supported through ambitious, personalised programmes that are designed around their strengths, aspirations and assessed needs. Clear learning pathways, meaningful targets and effective assessment processes enable learners to understand their progress and celebrate their achievements.

The College seeks to create learning environments where learners:

- Feel safe and valued.
- Enjoy attending College.
- Develop positive relationships.
- Experience success.
- Build confidence and resilience.
- Feel motivated to achieve their goals.

Recognising and celebrating achievement remains an important aspect of maintaining learner engagement and supporting positive retention outcomes.

5.4 Supporting Retention Through the RARPA Process

The College uses the Recognising and Recording Progress and Achievement (RARPA) framework to monitor learner development and identify support needs throughout the learner journey.

Retention begins before enrolment and is supported through a structured and person-centred process which includes:

- Initial enquiries and visits.
- Multidisciplinary intake assessments.
- Home, school and setting visits where appropriate.
- Transition planning.
- Induction processes.
- Baseline assessments.
- Individual learning planning.
- Ongoing reviews of progress and achievement.

Regular quality assurance processes ensure that programmes remain appropriate, personalised and responsive to changing needs.

5.5 Attendance and Participation

The College recognises the strong relationship between attendance, engagement, achievement and retention.

Good attendance enables learners to access learning opportunities consistently, develop relationships, make progress and achieve their intended outcomes.

Attendance is monitored in accordance with the College Attendance Policy and forms an important part of the College's early intervention approach. Where attendance concerns arise, the College will seek to understand the underlying reasons and work collaboratively with learners, families and professionals to identify suitable solutions and support strategies.

5.6 Early Intervention and Support

The College is committed to identifying and responding to factors that may place a learner's placement at risk.

Through ongoing monitoring and multidisciplinary review processes, staff seek to identify potential concerns at the earliest opportunity. These may include attendance difficulties, health concerns, engagement issues, wellbeing needs, changes in circumstances or concerns regarding the suitability of provision.

Where concerns are identified, the College will implement person-centred support strategies designed to maximise the learner's opportunity to remain successfully engaged in their programme.

Support strategies may include:

- Enhanced communication with families and carers.
- Review of educational arrangements.
- Review of therapy, care or pastoral support.
- Positive Behaviour Support review.
- Multidisciplinary planning meetings.
- Collaboration with external agencies.
- Adjustments to learning programmes and timetables.

5.7 Partnership Working with Families and Professionals

Beaumont College recognises that families, carers and professionals form an important part of a learner's support network.

The College is committed to maintaining positive and effective communication with families throughout a learner's placement. Open and collaborative relationships help ensure that concerns are addressed promptly and that all stakeholders remain focused on achieving the best possible outcomes for the learner.

Where appropriate, the College will work alongside local authorities, therapists, social care professionals, health services and other agencies to ensure a coordinated approach to supporting learner success.

5.8 Student Voice and Learner Experience

The College values the views, experiences and opinions of learners and recognises the importance of learner voice in promoting retention and continuous improvement.

Learner feedback is gathered throughout the academic year through surveys, reviews, discussions and engagement activities. This information helps the College understand how learners experience their programmes, whether they feel safe and supported and whether changes may be required to enhance provision.

Feedback from learners is used to inform planning, curriculum development, support arrangements and quality improvement activities across the College.

5.9 Preparation for Adulthood and Destination Outcomes

Retention is closely linked to the College's commitment to preparing learners for adulthood.

Programmes are designed to support learners to develop the skills, knowledge and confidence required for future education, employment, independent living, community participation and healthy lifestyles.

The College works with learners and stakeholders to ensure that learning remains purposeful, relevant and aligned to agreed destination outcomes. This focus supports engagement, motivation and successful progression beyond college.

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6. Monitoring, Audit and Compliance

The College monitors retention through established quality assurance, curriculum and governance processes.

Regular review of attendance, engagement, progress, achievement and destination data enables leaders and managers to identify strengths, emerging trends and learners who may require additional support.

Learner voice, family feedback, quality assurance activities and RARPA processes contribute to the evaluation of retention outcomes and inform continuous improvement planning.

This policy will be reviewed annually or sooner where legislation, guidance or organisational learning indicates a need for revision.

7. Areas of Responsibility

Senior Leadership Team

Responsible for providing strategic oversight of retention, learner outcomes and quality improvement.

Principal / Assistant Principal

Responsible for leading retention strategy, monitoring outcomes and coordinating interventions where required.

Pathway Coordinators

Responsible for monitoring learner engagement, attendance, progress and achievement within their areas of responsibility.

Multidisciplinary Team

Responsible for contributing to learner support, reviewing barriers to success and promoting positive outcomes.

Staff

Responsible for creating engaging learning experiences, building positive relationships and identifying concerns at an early stage.

Learners

Responsible for engaging in learning opportunities and contributing to the achievement of their agreed goals and outcomes.

Parents, Carers and Stakeholders

Responsible for working collaboratively with the College to support attendance, engagement and learner success.

8. Learning and Development

The College is committed to ensuring that staff have the knowledge and skills required to support learner engagement, achievement and retention.

Training and professional development opportunities will support staff to understand effective teaching and learning, preparation for adulthood, positive behaviour support, attendance improvement, learner wellbeing and person-centred practice.

Learning from retention data, learner feedback and quality assurance activities will be used to inform future development priorities.

9. Associated Documents

- Attendance Policy
- Withdrawal Policy
- RARPA Policy and Procedure
- Assessment Policy
- Positive Behaviour Support Policy
- Communication Strategy
- Careers Policy
- Teaching, Learning and Observation Policy
- Quality Assurance Policy and Procedure
- Curriculum Strategy

10. Legal, Regulatory & Standards Framework

This policy has been developed with reference to:

- Working Together to Improve School Attendance (DfE)

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Keeping Children Safe in Education
- Further Education and Independent Specialist College guidance

The College will ensure that retention practices remain inclusive, person-centred and aligned with statutory guidance and best practice.

11. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Author	Summary of Changes	Approved By
V1	September 2024	Julia Parks	New policy	Craig Harris
V1.1	January 2026	Lauren Hill	Reviewed	Craig Harris
V2.0	September 2026	Leanne Hornby	Policy fully reviewed and restructured into the organisational policy framework.	Aaron Churchyard

12. Appendices

- Appendix A: (e.g., checklist)
- Appendix B: (e.g., flowchart)