



## **Sustainable Study – position statement (Appendix C)**

BHASVIC's mission is to transform lives through learning, to promote a culture of learning that allows all students to achieve above and beyond what they think is possible, and where staff and students are supported, valued and developed as individuals in a safe environment, knowing that their health and wellbeing is key to our success.

We aim to be a contemporary, creative learning community; and to value learning, respect, inclusivity & collaboration. We have taken these values into account in developing this position statement. This Appendix to the Behaviour Policy has been developed by pastoral support and curriculum teams, in conjunction with key stakeholders, and is approved by the governing body.

### **1. What does 'sustainable study' look like at BHASVIC?**

- a) We are a college for full time students, and are funded based on each student completing a minimum of 580 Guided Learning Hours each year.
- b) We provide an all-round education to ensure students develop 'skills, values and breadth' through an holistic study programme which makes up the Guided Learning Hours (GLH). This study programme therefore combines compulsory academic, enrichment and personal development strands, which includes tutorial, careers, work-related and wellbeing activities.
- c) We expect students to attend all elements of their study programme and meet their Guided Learning Hours in full.
- d) Our teachers and tutors plan subject content to be delivered 'face to face' and 'on site'.
- e) Whilst we utilise digital technology (for example, Microsoft Teams) where appropriate, to assist teaching and learning, our primary method of lesson and tutorial delivery is 'in-person' and 'on-site'. This is because we believe in-person, classroom-based teaching and learning deepens knowledge, consolidates understanding and helps to embed good learning practices.
- f) We therefore expect our students to attend all lessons and tutorial activity 'in-person' and 'on-site' in order to access the primary teaching and learning, to enable progress and to achieve their potential.
- g) Where a student is absent, it is their responsibility to contact the teacher/tutor to access lesson materials and complete any follow-up work independently.
- h) The nature of our delivery means that teachers and tutors can only make 'reasonable adjustments' to accommodate online/distance learning for short periods of time (not normally more than two weeks).
- i) Whilst on a temporary basis it is 'reasonable', in extenuating circumstances, for subject teachers and tutors to be flexible with deadlines and sending work home, this cannot be sustained for prolonged periods of absence.
- j) It is important to note that as our primary mode of delivery is in-person and classroom based, even in extenuating circumstances, we cannot guarantee any lesson resources shared with students will be entirely suitable for remote, independent study.
- k) As a result, students who do not attend lessons for prolonged periods of time (for whatever reason) may be asked to leave a course or the college, as their continued study at BHASVIC – which is not resourced or designed to be a distance learning college - is unsustainable. Please see section 13 & 14 of Student Behaviour Policy.

### **2. Recognising when things go wrong / Making 'reasonable adjustments'**

BHASVIC staff do their utmost to support students while they are studying with us. We do however recognise that there are occasions when, for a myriad of reasons, either part or the whole of a student's study programme may become unsustainable. In such circumstances, BHASVIC staff will work with the student to look at what reasonable adjustments can be made.

Some examples of 'reasonable adjustments' may be:

- Extensions to deadlines and/or reduction in workload for a designated period of time
- Short term, online distance learning (not normally longer than 4 consecutive weeks)
- Phased return and/or partial timetable after a period of illness (eg. Attending at least one lesson from each subject, building to a full timetable within 4 weeks)
- Reduced timetables in Year 2 (whilst we may consider two qualification courses, we do not allow one subject only) and we usually require students who fall below 580 Guided Learning Hours to make up their hours through portfolio, learning support or other registered sessions.
- Complete re-starts or repeats of the year (It is worth noting that these are exceptionally rare and usually only considered where there has been an extreme or sudden, unforeseen life event; for example, severe accident and hospitalisation – see 14.5 in Student Behaviour Policy).
- Increased access to key pastoral support (eg. Guidance Managers, Safeguarding and Support or Additional Learning Support teams)

Decisions about what constitutes 'reasonable adjustment' remains the decision of the college and will usually be led by the Guidance Manager and/or Head of Department.

These adjustments will be made in discussion with student, teacher, tutor and other relevant stakeholders.

The adjustment will usually be agreed for a set period of time, as part of a Support Plan or Final Contract. This will have a clear review date, overseen by the Guidance Manager or Head of Department. At the review, a decision will be taken on whether the adjustment is working for all parties, is reasonable and if continued study on the course or at college is therefore sustainable.

If the adjustment is unsustainable, the college reserves the right to change timetables or ask the student to leave. (See Section 13 & 14 of Student Behaviour Policy)

### 3. When a course or college place become unsustainable

Whether a place is sustainable is the decision of the college and is primarily (but not exclusively) based on four key factors: Attendance, Engagement, Behaviours and Risk.

When making judgement about whether continued study is sustainable, college staff will always be guided, but not determined in their judgement, by all other relevant parties' advice.

Where students require special help, the college will offer what extra support it can. The level of support available is defined by the limits of the college's resources, and not by what it takes to enable a particular student to succeed.

- a) Attendance & Engagement** – A course is no longer deemed sustainable when a student has missed a large amount of course content to the point that:
- it is not considered possible to catch up
  - the content which has been missed is hindering progression in that subject
  - the workload required for a student to catch up is deemed unreasonable
  - the level of coursework missed makes the qualification unachievable
  - the study programme is no longer sustainable under funding regulations.
  - the level of capacity and support to enable the student to achieve would be unreasonable and to the detriment of other students' learning and progress
- b) Behaviours & Risk** – A student's place at college could be considered unsustainable if a student exhibits behaviour\* which:
- Is contrary to our [Health and Safety policy](#), and/or cause a risk harm to themselves or others
  - Requires a level of support that is deemed unmanageable through our current staffing and/or or within our current staffing expertise\*\*
  - Presents a level of risk to themselves or others that is judged to be unmanageable through current staffing and/or within our current staffing expertise\*\*.
  - Constitutes gross misconduct or break the student code of conduct as outlined in College Contract and Student Behaviour Policy.

\* Please note that the term 'behaviour' in this context refers to a student's actions either on- or off-site OR online, whilst enrolled at BHASVIC. Please refer to Student Behaviour Policy and College Contract (Appendix A)

\*\*Decisions about what level of behaviours are unmanageable will be made by our current safeguarding team in conjunction with Senior Management. This in no way replaces our duty of care under our [SEND policy](#).