



CALLYWITH COLLEGE

Student Success Policy

Supporting every student to build the habits that lead to academic success, personal growth, and lifelong opportunity.

At Callywith College we believe success is built through the habits students practise every day. Our 6 Habits of Success underpin achievement, wellbeing and future success:

- Turn Up
- Be Present
- Lock In
- Work Smart
- Do More
- Dream Big

This policy explains how we support students to build and sustain these habits, and how the College responds - early, consistently and positively - when a habit begins to slip, so that concerns are addressed before they become barriers to success. It sets out the roles and responsibilities of everyone involved in supporting student success, and the stages of support available to every student.

Every stage of this policy is built around the same positive question: which habit needs strengthening? These are the 6 habits we ask every student to build, and every check-in, meeting and action in this policy is designed to help students develop them.

6 Habits of Success

Success at college isn't about luck, it's about habits — what you do every day, every week.



Turn up

- Attend all timetabled sessions; arrive early and be ready to learn.
- Commit at least 33 hours per week to your college studies (lessons + independent study).
- If you miss anything, it's your responsibility to catch up — quickly.



Be present

- Focus fully on the whole lesson, every lesson.
- Actively listen, answer questions, ask questions and contribute to discussions.
- Bring prior knowledge, experiences, ideas and curiosity into the room.



Lock in

- Each week; plan, complete and log 1 hour of independent study for every lesson hour.
- Complete directed study properly; no shortcuts.
- Use independent study to secure what you've learned and push it further.



Do More

- Complete at least 3 hours of enrichment every week.
- Choose enrichment that supports wellbeing and builds skills and experience.
- Take opportunities in and out of college to grow, challenge yourself and stand out.



Work smart

- Learn how to study, revise, practice and improve in your subject(s).
- When revising, complete exam questions, mark and correct your answers then repeat.
Or: BTEC assignment 1st submission directly attempts all criteria. 2nd submission is better.
Or: Fully use UAL marking criteria and lecturer feedback when completing FMPs.
- Act on feedback straight away and regularly ask your teachers "How do I get even better?"



Dream big

- Aim to exceed your minimum target grade(s) and make as much progress as possible.
- Have an ambitious plan for what comes next - university, apprenticeship or employment.
- Know that doing these habits consistently gives you the best chance of future success.

1.0 Aim

- To help every student understand and build the 6 habits of success, and to make clear what support is available whenever a habit needs strengthening.
- To promote a consistent, positive, coaching-led approach across the College to supporting student success.
- To build a collaborative relationship between students, next of kin and College staff, working together to keep the 6 habits strong.
- To ensure every student receives timely, targeted support to achieve their full potential.

2.0 Responsibilities

- **Senior Management Team (SMT)** holds overall responsibility for championing the 6 habits of success across the College, ensuring staff and students are supported to uphold this policy, and reviewing its effectiveness.
- **Programme Team Leader for Student Success (PTL SS)** provides training and advice, coaches PTLs in the habit-focused approach, oversees implementation of the policy across the College, and chairs Stage 4 Success Review Panel meetings.
- **Programme Team Leaders (PTL)** and **Deputy Team Leaders (DTL)** bring the 6 habits to life within their programme areas, offer guidance and coaching to staff, and lead Stage 2 and 3 Success Coaching conversations within their area of responsibility. Whilst PTL is solely referenced in the Student Success Process this can be the DTL throughout as appropriate.
- **Course Leaders (CL)** support the positive, consistent implementation of the policy within their course and coach subject lecturers in habit-focused conversations.
- **Lecturers** get to know their students, notice early when a habit needs strengthening, and use Stage 1 of the Student Success Process to start a supportive conversation as soon as possible. They follow the stages outlined in this policy, record actions appropriately, and communicate whether actions have been completed.
- **Personal Development Tutors (PDT)** oversee the pastoral wellbeing and habit development of their students. PDTs are notified at each Stage and are expected to be aware of, and support, students with any success actions; they receive notifications via Student Tracking entries and emails. They attend Stage 3 and Stage 4 meetings to provide pastoral context and encouragement.
- **Central Administration Team (CATs)** coordinate clear communications with students, next of kin and staff at key points, and arrange meetings at Stage 3 and 4.
- **Special Educational Needs and Disabilities Co-ordinator (SENDCO)** is consulted and invited to attend Stage 3 and Stage 4 meetings where a student has an EHCP, an identified SEND need, or where reasonable adjustments may support them to strengthen their habits.
- **Next of Kin (NoK)** support the young person by encouraging engagement with the College's habits and support, maintaining regular communication with staff, and helping ensure a minimum of 15 hours of directed independent study is carried out per week. They are also invited to attend Stage 3 and 4 meetings.
- **Students** take ownership of their own success by building the 6 habits, engaging fully with the support offered, completing agreed actions within agreed timescales, and following the Callywith College Student Code of Conduct.

3.0 Support

- **Subject Lecturers** are the first point of contact for subject-specific concerns. Students can reach lecturers in person, via email or via Teams for advice, guidance and feedback on work. (*Work Smart*)
- **Personal Development Tutor (PDT) Sessions** - students meet with their PDT weekly for a 1 hour 25 minute timetabled session, the primary opportunity to talk through any barriers to learning or wellbeing and to build the 6 habits together.
- **Learning Resource Centres (LRCs)** - located across the College, LRCs provide quiet, supervised study spaces and access to resources that make independent study easier. (*Lock In*)
- **Study Resources** - each subject area has a dedicated virtual learning site containing essential information, course materials, and resources to support independent study. (*Lock In, Work Smart*)
- **Study Skills Sessions** - virtual and in-person sessions covering skills including time management, note-taking, exam technique, research, and organisation, so students can work smarter, not just harder. Additional resources are available via the PDT and Library Hub SharePoint sites. (*Work Smart*)
- **Parental Engagement** – the College provides guidance and resources to help NoK support students in building strong study habits. NoK are kept informed by email at key points in the Student Success Process, via half-termly Reports, twice-yearly Progress Evenings, and are encouraged to maintain regular contact with the College.
- **Mentor Meetings** – at Stages 2, 3 and 4 of the Student Success Process, coaching meetings are held with relevant staff to agree personalised actions and targets tied to the 6 Habits of Success. Stage 2 with PTL (Course), Stage 3 with PTL (Pastoral) and PDT, Stage 4 as a panel. Progress toward success is reviewed within a defined timescale.
- **Learning Support and Reasonable Adjustments** - students with an identified SEND need, EHCP, or other learning difficulty can access support through the Learning Support team. Reasonable adjustments are considered at every stage of the Student Success Process and the SENDCO is included in Stage 3 and Stage 4 meetings where appropriate.
- **Self-Referral** - students who want support with any of the 6 habits of success are encouraged to speak to their lecturer, PDT, or DTL/PTL at any point. Early self-referral is actively encouraged and will not automatically trigger a formal stage of this process.

4.0 The Student Success Process – 6 Habits of Success Coaching Conversations

Every conversation in this process follows the same positive shape: start with what's going well, identify together which habit most needs strengthening, and agree practical, encouraging actions to build it back up. The table below sets out each stage of the Student Success Process, including the triggers for escalation, the lead responsible, the required actions, and the possible outcomes at each stage.

Stage 1 Success Check-In (Lecturer)

- Deadline missed?
- Lack of engagement in lessons?
- Not achieving at the expected level?

First check-in

1. Lecturer talks with the student one-to-one — starting with what's going well, then exploring together which habit needs strengthening and any barriers to learning.
2. Lecturer and student agree a success action together, to be reviewed in up to 10 working days.

No further action required

YES

Success Action(s) Embedded?

No

Second check-in

3. Lecturer talks with the student again, recognising effort so far and revisiting which habit needs strengthening.
4. A new success actions is agreed to be reviewed in up to 10 working days.
5. Lecturer completes Template #1 for the CATs who send an email to student, NoK and add to Student Tracking.

No further action required

YES

Success Action(s) Embedded?

No

6. Lecturer talks it through with their PTL before moving to Stage 2. PTL confirms or defers the move within 5 working days; a deferral means a new Stage 1 success action and review date is set instead.
7. If the PTL agrees it's the right next step, the lecturer lets the student know they're moving to Stage 2 - Success Coaching.
8. Lecturer completes Template #2 for the CATs, who send notification email to student, NoK, PTL (Course), lecturers, and add to Student Tracking.

Stage 2 Success Coaching Meeting (PTL – Course)

1. PTL (Course) holds a Success Coaching Meeting: starts with strengths, then works with the student to identify which habit needs strengthening and agree a success action together. PTL completes Template #3 for the CATs, who send an email to student, NoK, lecturers, and add to Student Tracking.
2. Success action set, to be reviewed in up to 10 working days.

No further action required

YES

Success Action(s) Embedded?

No

3. PTL lets the student know they're moving to Stage 3 - Success Partnership Meeting - bringing more people together to provide support.
4. PTL completes Template #4 for the CATs, who send notification email to student, NoK, lecturers, PTL (Pastoral), and add to Student Tracking.

Stage 3 Success Partnership Meeting (PTL – Pastoral)

1. PTL (Pastoral) lets the student know they're now on Stage 3 - Success Partnership Meeting - and explores what's going well and any barriers to learning.
2. PTL (Pastoral) completes Template #5 for the CATs, who book a Success Partnership Meeting with PTL (Pastoral), PDT, NoK, student, and SENDCO where appropriate.
 - NoK and/or student have 2 working days from notification to request an alternative date.
 - If NoK and/or student do not attend (in person or online), the meeting proceeds in their absence and the College shares the outcome within 2 working days.
3. Success Partnership Meeting:
 - Reasonable adjustments discussed where appropriate.
 - The group talks through the 6 habits together, agrees which need strengthening, and sets new success actions with the student and NoK, to be reviewed in up to 10 working days..
 - PTL completes Template #6 for the CATs who send notification email to student, NoK, lecturers, SENDCO where appropriate, and adds to Student Tracking.

No further action required

YES

Success Action(s) Embedded?

No

4. PTL lets the student know they're moving to Stage 4 - Success Review Panel Meeting.
5. PTL completes Template #7 for the CATs, who send notification email to student, NoK, lecturers, PTL (SS), and add to Student Tracking.

Stage 4 Success Review Panel Meeting (PTL Student Success)

1. PTL (Student Success) completes Template #8 for the CATs who book a Success Review Panel meeting with Kate Roberts (PTL SS), PTL (Pastoral), PDT, student, NoK, and SENDCO where appropriate.
 - NoK and/or student have 2 working days from notification to request an alternative date.
 - If NoK and/or student do not attend (in person or online), the meeting proceeds in their absence and the College shares the outcome within 2 working days.
2. Success Review Panel Meeting. The panel reviews the whole habit-building journey so far with honesty and encouragement, considers all the evidence, and agrees one of the outcomes listed. PTL (SS) completes Template #9 for the CATs who send meeting notes and the outcome to student, NoK, PTL (Pastoral), lecturers, SENDCO where appropriate, and adds to Student Tracking.
 - One further opportunity at Stage 3 with PTL Pastoral or PTL SS.
 - Student transfers to an alternative study programme (immediately or at the start of the next academic year).
 - Student chooses to withdraw.
 - Student is withdrawn by the College.

5.0 Notes on the Student Success Process

5.1 Timelines

Stage 1, 2 and 3 actions are reviewed within up to 10 working days of being set. Lecturers and PTLs should use professional judgement where an earlier review would better support the student. If a student is absent for a significant portion of a review period, the timeline may be paused and restarted when the student returns, at the discretion of the lead responsible for that stage. These timings relate to term time only, so may break across a college closure or holiday.

5.2 SEND and Reasonable Adjustments

Before setting actions at any stage, the member of staff leading the intervention should check whether the student has an existing support plan, Education, Health and Care Plan (EHCP), or identified SEND need. Actions set must be realistic and achievable given any known needs. The SENDCO must be invited to Stage 3 and Stage 4 meetings where a student has an EHCP or identified SEND need, and reasonable adjustments must be formally considered and recorded at these meetings.

5.3 GDPR and Parental / Carer Communication

All communications with Next of Kin (NoK) are co-ordinated through the Central Administration Team (CATs) using approved College templates. For students aged 18 or over, parental communication is only made where the student has given their consent as part of the College's standard data sharing agreement. Where consent has not been given, communications will be directed to the student only and this will be recorded on Student Tracking.

5.4 Use of Templates and Student Tracking

All actions, meetings, and outcomes must be recorded on Student Tracking using the provided templates. Accurate and timely record-keeping is essential to ensure continuity between stages and to build a clear picture of each student's habit-development journey.

5.5 Student Voice

At every stage of this process, the student is asked what's going well and about any barriers to their learning before actions are agreed. Success actions should be set collaboratively wherever possible; built around the habit the student and staff member identify together. From Stage 3 onwards, the student's views are recorded as part of the meeting notes and a copy is made available to the student.

5.6 Absence, Behaviour, Fitness to Study and the Student Success Process

This policy operates alongside, and not instead of, the College's Attendance, Behaviour and Fitness to Study Policies. Where a student's success is closely linked to attendance, behaviour or fitness to study these policies should be applied concurrently. Staff should liaise with the PDT to ensure a joined-up, encouraging approach and avoid conflicting actions being set under separate processes.

5.7 De-escalation and Monitoring

When a student successfully embeds their success actions at any stage and exits the process, the subject lecturer continues to notice and encourage their habits in class and the student's PDT continues to provide pastoral support. If a new concern arises after a student has exited the process, the process restarts at Stage 1. There is no automatic return to a higher stage based on previous history, though the PTL SS may use professional judgement to expedite escalation where the history of concern is significant.

5.8 Confidentiality and Safeguarding

Where a conversation at any stage of this process raises a concern about a student's welfare, safety, or mental health, the member of staff must follow the College's Safeguarding Policy and complete a Safeguarding Referral Form directed to the Designated Safeguarding Lead (DSL). The Student Success Process is paused where a safeguarding referral is active, and any actions agreed must be reviewed considering safeguarding guidance before being implemented.

5.9 Appeals

Students and NoK who disagree with a decision made at the Stage 4 Success Review Panel Meeting may appeal to the College Management within five working days of being notified of the outcome. The full College complaints procedure is available on the website and explains this process fully.

5.10 A Shared Language of Success

The 6 Habits of Success are for every Callywith student. Staff are encouraged to use "which habit needs strengthening?" in everyday conversations, tutorials and feedback, so that a Stage 1 or 2 conversation feels like a natural continuation of a shared language, not the start of an unfamiliar process.