

SIXTH FORM BEHAVIOUR POLICY



Principles

The stated aim of the sixth form is to produce rounded individuals who are ready to enter the workplace or to progress to Higher Education. This requires students to be able to self manage their emotions and general conduct. As young people who have recently left the highly structured environment of school, our students will need very clear guidance and expectations to be able to reach the stage of maturity necessary to function effectively and independently in the workplace. It is therefore crucial that all staff adopt a consistent approach to student conduct, both in terms of their expectations and in the management of conduct that is not conducive to a productive work environment.

Recognising positive conduct

A positive environment is the cornerstone of successful outcomes for students. We would expect all students to behave in a manner that reflects well on them and on the college. It is important that we recognise positive behaviour as part of the behaviour policy. The behaviour we expect is driven by our Ada values of curiosity, collaboration, creativity, resilience and rigour. Positive behaviour should be regularly recognised through verbal praise, calls home to parents/carers, certificates for 100% punctuality and/or attendance, and in exceptional cases with letters to be kept on the student file, and to be included in student portfolios.

However there may be circumstances when behaviour falls short of expectations, and this will be addressed through the measures outlined in this policy.

Definition of negative conduct

Negative conduct is defined as being any conduct that is likely to impact on other students or on staff or visitors in an unconstructive way. At the most basic level, this could mean levels of noise in shared working spaces that mean it is difficult for others to work productively. More serious incidents can include bullying, possession of illegal substances, and theft. Each of these types of incident need to generate an appropriate consequence, so it is useful to categorise these as low, medium, and high level.

Some *non-exhaustive* examples at each level are:

Low level

- Eating or drinking outside designated areas
- Running in the building or blocking doorways or staircases
- Producing high levels of noise, to the extent that others are disturbed in shared working areas
- Talking during classroom instruction
- Making no attempt to work or participate in class based tasks
- Shouting out or talking over other people during classroom activities
- Using a mobile phone, headphones or laptop (technology) when not directed to by the member of staff conducting the activity

Medium level

- Rudeness, to staff, students or visitors
- Inappropriate language
- Truancy
- Regularly arriving to lessons late
- Regularly missing homework
- Regularly missing deadlines
- Regularly missing meetings with group members involved with independent group work, or not contributing to group work
- Regularly missing meetings with industry partners/coaches or work experience opportunities

High level

- Bullying
- Serious misuse of IT equipment or internet usage
- Physical altercations/assault
- Repeated refusal to follow a staff instruction
- Inappropriate sexual conduct or comments
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- Bringing the college into disrepute
- Any kind of discriminatory conduct or comments, for example anti-semitism, ableism, homophobia, islamophobia, racism, sexism, transphobia, etc.

- Being under the influence of alcohol or drugs
- Possession of alcohol or drugs
- Possession of weapons
- Dangerous behaviour which could cause harm to others

It is important to note that the above list is neither exhaustive nor prescriptive. Discretion may be used where appropriate. Where necessary an investigation will be conducted consisting of taking written statements from all students involved and this information will be used to help decide the level of negative conduct and appropriate consequences.

Consequences of negative conduct

The response to negative conduct is determined by the level. An escalating series of steps are used to attempt to resolve the issue.

- Low level incidents are dealt with by moving through steps 1 to 3 below.
- Medium level incidents are dealt with by moving through steps 3 to 7 below.
- The most serious incidents are dealt with by moving through steps 7 to 10 below.

Whilst it is expected that the process starts with the lowest step in the appropriate level, an extremely serious incident could jump directly to 7 or 8.

1. The student is spoken to by the member of staff who witnessed the negative behaviour.
2. The student is challenged on the repeated negative behaviour and behaviour point logged.
3. Teacher meets with student to review negative behaviour and to set a target with the student which is recorded when behaviour is logged.
4. The member of staff calls the parent/guardian/carer of the student to discuss the negative behaviour.
5. The parent/guardian/carer of the student is invited in for a meeting with the teacher plus an additional member of staff (ideally the student's Team Leader). Targets are set for the student to be met over a period of time.
6. The parents of the student are invited in for a meeting with a senior member of staff. The following steps may also be taken:

- a. The student is asked to sign a contract setting out targets for attendance, punctuality, deadlines and conduct (in any combination as necessary). The contract will state a time period over which the contract is valid and will be reviewed daily against the targets and at the end of the relevant period.
 - b. The student is put on a supervised study timetable where they are expected to work in proximity to a designated member of staff at all times of the day when not in a timetabled lesson.
 - c. The student is given an internal exclusion, where they are excluded from lessons for a fixed period of time of between 1 and 3 days, and work under the supervision of a senior member of staff for this time.
7. The student is given an external exclusion from the college for a fixed period of time of between 1 and 3 days.
 8. The student is given a written warning by a conduct panel consisting of staff and trustees.
 9. The student attends a conduct panel consisting of staff and trustees at which the student receives a final warning as to their conduct.
 10. The student is permanently excluded from the college.

Misconduct in public examinations or during controlled assessments

Any alleged breach of examination rules will, if required, be notified to the relevant examination awarding body and the Joint Council for Qualifications (JCQ). The sixth form will provide the awarding body and/or JCQ with details of our investigation of the alleged breach of rules. However, the sixth form will not seek to influence the outcome or sanction that is taken by the awarding body and/or JCQ.

Legislation and potential criminal acts

The sixth form will exercise its rights under current legislation to:

- issue a detention to a student
- search for controlled drugs and/or offensive weapons
- confiscate items seen as inappropriate/dangerous.

The sixth form will if necessary use its legal powers of reasonable restraint of a student where there is a risk of damage to property, harm to the student, or other members of the sixth form community.

Where it is appropriate to do so we will inform the police and/or other relevant bodies of an incident. The sixth form will cooperate with any police investigation that may have been initiated by a third party in relation of an incident at the sixth form or involving members of its community.