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Policy Title	Sixth Form Behaviour
Policy Reference	<b>SUAS.QE.103.6BEH01</b>

DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000	Yes / No	Yes
TO BE PUBLISHED ON WEBSITE	Yes / No	Yes

POLICY OWNERSHIP	
Governor Committee:	Quality of Education
Department responsible:	Pastoral
Post-holder: <i>(Title and Name)</i>	Assistant Headteacher (Upper Colleges) Mr J Hill
LINKED PROCEDURES REF:	
Responsible Person - Procedures	

POLICY IMPLEMENTATION DATE:	September 2024
PLANNED REVIEW INTERVAL:	2 years
PLANNED NEXT REVIEW DATE:	July 2026

**i. POLICY OUTLINE**

An outline of the approach we take to supporting Sixth Form students to maintain good standards of behaviour, and the measures we will take where students' behaviour does not meet expectations.

**ii. PURPOSE**

To ensure all stakeholders are clear on behaviour expectations and processes, with the aim of promoting high standards of behaviour from all Sixth Form students.

**iii. IMPLICATIONS OF POLICY**

Affirms School compliance with the requirements of Statutory curriculum provision for Academies in England and Wales

**iv. EQUALITY ANALYSIS**

Every policy will be subject of an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

**v. CONSULTATION**

Consultation will be with all staff holding significant financial responsibilities, prior to presentation for approval by the Governing Body (Quality of Education Committee).

**vi. PROCEDURE**

Procedure is the method by which the strategic intent of the policy is realised and is thus an 'instruction manual' on how the policy outcome is to be achieved.

The procedure which supports this policy is included within this document.

As the procedure is part of the policy document it must go through consultation with the Governing Body prior to any changes.

**vii. RELATED POLICIES AND PROCEDURES**

- Management of Drugs & Substance Abuse Policy
- Attendance
- Anti-Bullying
- Exclusion

**viii. DOCUMENT HISTORY**

The policy will be subject to regular review once ratified by the Governing Body.

The history of the policy will be recorded using the chart following:

<b>Date</b>	<b>Author /Reviewer</b>	<b>Amendment(s)</b>	<b>Approval/ adoption date</b>
July 2024	LBo	Updated criteria for Stages	July 2024
July 2023	LBo		July 2023

# Introduction

A student who is happy is more likely to be successful. A student who makes poor behaviour choices is less likely to have a happy experience of Sixth Form and is therefore less likely to be successful. Since we all want students to be successful, high standards of behaviour need to be maintained by all students.

Everyone at Stratford upon Avon School and Sixth Form should be able to work in an environment where they are encouraged and supported to succeed. Every individual has a role to play in the creation of this positive working environment for themselves and others.

Students in the Sixth Form have chosen to continue their studies with us and will therefore be well motivated and a credit to the School in their conduct and attitude. We aim to reward students who consistently meet or exceed the expectations set for them. The overriding purpose of this policy is to promote and reward the positive behaviour choices we want students to make. For students who do not meet the high expectations we share, there are sanctions that can and will be implemented.

Although we will judge each individual case on its merits, being mindful of protected characteristics which may affect behaviour and attitudes, the graduated response detailed below will guide the process.

## Contents

1. Sixth Form behaviour expectations
2. Daily response to behaviour incidents
3. Exclusions
4. Graduated response to behaviour

## Sixth Form Behaviour Expectations

Our Sixth Form students are role models within our wider School community. They are also engaging in challenging Level 3 qualifications. As a result, their behaviour and attitudes should be exemplary. In particular, we expect our Sixth Form students to:

- Maintain excellent attendance and punctuality,
- Complete all work on time and to a high standard,
- Be proactive in identifying and addressing academic or extra-curricular growth areas,
- Abide by the Sixth Form dress code,
- Maintain focus in lessons and other timetabled sessions,
- Be respectful to staff and students,
- Demonstrate responsible behaviour and be well-mannered,
- Take responsibility for their choices.

## Daily response to behaviour incidents

Students and parents/carers can access student behaviour events through MCAS. Notifications are also emailed home. We aim to draw attention to student behavioural choices – both good and bad – quickly and at source.

### Register grades

When students exceed our expectations, we aim to reward them 'on the spot'. In a lesson, a teacher may award a '2' for particularly good work or a '1' for excellent work.

If a student is perceived not to have satisfactorily completed their work in a lesson, they will be given a '4' on the register. A student who has demonstrated poor behaviour will be given a '5' on the register. The student's form tutor will keep them behind at the end of the day to discuss the circumstances which led to the 4 or 5 being given.

### Positives and negatives

There are a range of positive and negative behaviour events which staff can enter for a student. These might be to acknowledge a particularly good piece of work or student achievement, or to point out where a student has made a poor behaviour choice.

## **Removal of privileges**

Student privileges can be removed by Sixth Form staff. This is usually for a week or two weeks, pending a review at the end of that window. If the student has remedied the initial cause of the removal, their privileges will be reinstated.

## **Referrals**

If a Sixth Form student misses a deadline in one of their subjects, either through not handing in the work or by handing in work below the quantity or quality expected, they will be set a Sixth Form Referral. These take place after school and are intended to help the student catch up and reset. They also serve as a means of identifying students who may be struggling with the demands of Level 3 courses, or who are going through a difficult period and require extra support.

## **Detentions**

Sixth Form students should not receive detentions because their behaviour should not warrant a detention being set. In the unlikely event that the attitude, behaviour or choices of a Sixth Form student require a detention to be set these will normally take place on the day following the incident.

## **Exclusions**

### **Fixed term exclusions**

There may be exceptional circumstances in which a student can be excluded from Sixth Form for a fixed term. Incidents likely to lead to fixed term exclusion include:

- Threatening behaviour,
- Rudeness to members of staff,
- Violence,
- Bullying,
- Vandalism,
- Racism,
- Deliberate disobedience,
- Repeated disruption to the learning process,
- Behaviour deemed to undermine the good order of the rest of the School and / or Sixth Form,
- Vaping / smoking.

Following a fixed term exclusion, parents or carers will be expected to attend a formal readmission meeting.

### **Permanent exclusion**

The Head teacher may decide that permanent exclusion / withdrawal of place is necessary for any of the following reasons:

- Allowing the student to remain in the Sixth Form would be detrimental to the education or welfare of others,
- Persistent and defiant behaviour include homophobic, sexist or racist bullying,
- Serious actual or threatened violence against a student or member of staff,
- Sexual misconduct,
- Supply or possession of an illegal drug,
- Carrying an offensive weapon,
- All other steps to encourage the student to obey the required Sixth Form rules / meet our behaviour expectations have failed.

Exclusion or withdrawal of a Sixth Form place may occur at any time for a single serious incident without recourse to the early stages of the Graduated response to behaviour (below).

# Graduated response to behaviour

## Stage A

### What are the criteria?

- Average of 5+ positives per week,
- Achieving 'Role Model Award' points,
- No more than 1 negative per Half Term.

### Indicative action:

Students will receive rewards at points throughout the academic year. These may include certificates, prizes, or extra privileges at the discretion of the Head of Sixth Form.

## Stage B

### Inclusion at this stage is at the discretion of the Head of Sixth Form and may be based on:

- 5 negatives in a Half Term, and/or
- 10 negatives in total.

### Indicative action:

- Tutor meets with student to ascertain how negatives can be reduced, and positives / Role Model Points increased, in future.
- Behaviour targets set and reviewed.

If there is a sustained improvement in behaviour, the student will remain on Stage B with no further support required.

## Stage C

### Inclusion at this stage is at the discretion of the Head of Sixth Form and may be based on:

- 5 negatives in any Half Term since student qualified for Stage B, and/or
- 1 'high level' behaviour incident, and/or
- 15 negatives in total.

### Indicative action:

Meeting between College Leader / Head of Sixth Form, student, and parent/carer.

- Review progress since Stage B.
- Identify additional support required and student actions.
- Sixth Form privileges may be withdrawn.
- New behaviour targets will be set.

If there is a sustained improvement in behaviour, the student will remain on Stage C with no further support required.

*Student and/or parent/carer non-engagement will result in automatic referral to Stage D.*

*Continued on next page*

## Stage D

**Inclusion at this stage is at the discretion of the Head of Sixth Form and may be based on:**

- 5 negatives in any Half Term since student qualified for Stage C, and/or
- A second 'high level' behaviour incident, and/or
- 20 negatives in total, and/or
- Non-engagement with Stage C.

**Indicative action:**

Meeting between Assistant Headteacher, student, and parent/carer.

- Review progress since Stage C.
- Identify additional support required and student actions.
- Sixth Form privileges may be withdrawn.
- New behaviour targets will be set.

If there is a sustained improvement in behaviour, the student will remain on Stage D with no further support required.

*Student and/or parent/carer non-engagement will result in automatic referral to Stage E.*

## Stage E

**Inclusion at this stage is at the discretion of the Head of Sixth Form and may be based on:**

- 5 negatives in any Half Term since student qualified for Stage D, and/or
- A third 'high level' behaviour incident, and/or
- 25 negatives in total, and/or
- Non-engagement with Stage D.

**Indicative action:**

Meeting between Deputy Headteacher, student, and parent/carer.

- Review progress since Stage D.
- Identify additional support required and student actions.
- Sixth Form privileges may be withdrawn.
- New behaviour targets will be set.

If there is a sustained improvement in behaviour, the student will remain on Stage E with no further support required.

*Student and/or parent/carer non-engagement will result in automatic referral to Stage F.*

## Stage F

**Inclusion at this stage is at the discretion of the Head of Sixth Form and may be based on:**

- 5 negatives in any Half Term since student qualified for Stage E, and/or
- A fourth 'high level' behaviour incident, and/or
- 30 negatives in total, and/or
- Non-engagement with Stage E.

**Indicative action:**

The Headteacher will arrange a meeting with the student and their parent/carer. The student will be supported to find alternative post-16 provision.