



CHOSEN HILL SCHOOL

Sixth Form Conduct and Achievement POLICY

Group Assigned: Community & People

Type of Policy: Non-Statutory

Date approved: September 2017

Date for review: September 2019

SLT Author: KCH

Sixth Form Conduct & Achievement Policy

Contents

Philosophy, Aims and General Principles

- 1.2 Aims
- 1.3 Sixth Form provision principles
- 1.4 Relationship to other policies

2.0 Expectations

- 2.1 What is good conduct
- 2.2 Sixth Form Code of Conduct and 'On Track Contract'

3.0 Roles of staff

- 3.1 Governors
- 3.2 Headteacher
- 3.3 AHT/Director of Sixth Form
- 3.4 Head of Faculty/ Head of Subject
- 3.5 Teaching Staff
- 3.6 Sixth Form Year Leads – Progress coordinators
- 3.7 Key Stage 5 Futures Lead
- 3.8 Directed Study Supervisor
- 3.9 Sixth Form Learning Mentors
- 3.10 KS5 Administrator
- 3.11 Staff Development

4.0 Sixth Form Conduct and Achievement Key areas

- 4.1 Attendance
- 4.2 Punctuality
- 4.3 Part time paid work
- 4.4 Sixth Form Bursary
- 4.5 Leadership roles
 - Conduct expected from a Senior Prefect / Student Leader:
 - Expectations of Student Leaders
- 4.6 Peer mentoring
- 4.7 Expectations of all Sixth Form students
 - In the Classroom
 - Around the School Site
- 4.8 'Last Day'
- 4.9 Misconduct, Serious misconduct and criminal activity
- 4.10 CCTV

4.11 Motorised Vehicles

4.12 ICT

5.0 Rewards and Celebration

6.0 Support and Interventions

6.1 Core Hours and Private / Directed Study

6.2 Scholarship

7.0 Interventions

7.1 A guide to interventions:

7.2 Use of Detention – inside school time

7.3 Use of Detention- outside school hours

7.4 Uniform expectations

7.5 Mobile phones and Music devices:

8.0 School Trips & Visits

11. MONITORING – Review & response (section pending whole school development)

- Use of Target setting & monitoring data to review progress
- Monitoring data issued to LM/Year Lead / Faculties and departments
- Information on SEND/Vulnerable students

APPENDICIES:

1 - A guide to interventions

2 - Format for NyOT Stage 2 notice (department contract)

3 - Format for NyOT Stage 3 Improvement plan

4 - Format for recording NyOT Placement meeting

5 - Uniform Expectations in the Sixth Form

6 - Sixth Form Code of Conduct and Achievement Agreement

7 - Attendance codes and recording of absence

8 - Arrangements for screening and searching & use of reasonable force

Philosophy, Aims and General Principles

This policy is written based on the principle that everyone in the school community will act with courtesy and consideration for others at all times. We should always try to understand other people's point of view and speak politely to each other, to work well and to the benefit of all members of our community. We must remember that the school's reputation is affected by the way we conduct ourselves outside of school, as well as inside it.

Life in the Sixth Form is unique. It forms a bridge between compulsory schooling and university, apprenticeship, training or employment. Students are expected to work with a greater degree of maturity and to take fuller responsibility for their learning.

An essential part of preparing for life beyond Chosen Hill is developing and securing academic excellence, not just for the value of the qualifications themselves and the opportunities that these provide for the future, but in the development of good working habits. With these aims, we work to help each student reach their full potential both inside and beyond the classroom.

Chosen Hill provides all students with a wide range of opportunities and experiences and these too are essential in developing character and in ensuring that Sixth Form life is not only academically and personally challenging, but also enjoyable and rewarding.

The Sixth Form Code of Conduct sets out our expectation and is based on this desire to create a professional, scholarly, enjoyable and supportive learning environment in which all students are able to reach their potential. The Code of Conduct applies to all activities where the school is represented regardless of time or location – a student is as much a representative of the school on the way to it or at a social event as they are whilst on site. As role models, our students are expected to approach their time in the Sixth Form with:

- Integrity
- Commitment
- Courtesy
- Reliability
- Respect for:
 - Self
 - Others
 - race, culture, religion, gender and sexual orientation
 - learning and achievement
 - equipment, property and the environment

We know that the great majority of students more than meet our expectations in terms of good conduct and responsible, adult behaviour. Their maturity and leadership contribute greatly to the excellence of the school.

1.2 Aims

To create a learning environment and ethos where all students may work purposefully and collaboratively, feel secure, happy and confident and where relationships between all members of the school community are based on mutual respect and tolerance.

- To share a clear definition of good conduct and attitude towards learning
- To provide a fair, supportive and consistent response to any misconduct or underachievement
- To ensure that appropriate procedures and support are provided for students with serious barriers to learning, either through EHCP, pastoral support or specialist referral
- To create a positive school ethos that celebrates and rewards positive contributions and achievement
- To promote self-discipline and responsibility, especially through leadership and peer support roles in the school community
- To follow a principle of Restorative Practice. Wherever possible incidents of misconduct will be resolved using this approach, encouraging the student to accept responsibility for their behaviour and recognising the impact that poor conduct has on other students, the staff and the well-being of the school as a whole.

1.3 Sixth Form provision principles

- To provide a rich, varied and challenging curriculum that foster enjoyment in learning in school and beyond
- To provide a broad and balanced curriculum to meet the individual needs of all post 16 students enabling them to realise their full academic, personal and social potential
- To facilitate progression, including high quality information advice and guidance from KS4 starting points to Higher Education, employment or training as appropriate to the individual needs and aspirations of all students in line with the raised participation age
- To develop successful independent learners with a Growth Mindset who make progress and achieve
- To develop responsible citizens who make a positive contribution to society and who take pride in themselves and their community, demonstrating capacity for leadership
- To develop confident, happy individuals who are able to lead independent, safe and healthy lives

- To broaden students' experience beyond the formal curriculum and prepare them to take advantage of opportunities
- To ensure the students receive consistent, expert and current advice while taking responsibility in preparing for their own progression.
- To ensure Sixth Form Learning Mentors, Year Leaders, Directed Study Supervisors and Sixth form administrators have autonomy and pride in their roles.
- To ensure effective deployment of staff to support students in developing their independence and responsibility for their own organisation and learning.
- To ensure students and staff have high expectations for all student outcomes.
- To ensure we build on Sixth Form Student Leadership, Identity and Community Spirit.
- To ensure distinction between social time, community time, independent learning/study, peer mentoring and progress review time and therefore actively promoting independence and supporting progression to university and employment.
- To emphasise the distinctive qualities of Post 16 expectations of motivation, conduct and work ethic balanced with responsibility.
- To maximize peer support and aid transition from KS4 and into HE/alternative.

1.4 Relationship to other policies:

This policy is closely connected to the whole school Behaviour Management Policy and through this linked to the Attendance, SEN and Inclusion policies, Equal Opportunities, Drugs and Drugs Management Policy and the Anti-Bullying policy, the dress code, and the Home-School Agreement, including the Sixth Form Code of Conduct agreement.

2.0 Expectations

2.1 What is good conduct

We expect Sixth Form students to recognise and respect their responsibility as senior students and role models in the school and to exemplify the highest standards of conduct within the school.

Sixth Form students have made a choice to be a part of Chosen Hill Sixth Form, and we expect them to work alongside staff and peers to create an environment in which they can pursue academic excellence, both as active citizens and independent academic scholars.

Good conduct is exemplified in:

- Taking a pride in appearance, wearing the Sixth Form uniform correctly
- Attendance above 98% including all lessons, tutorials and Directed Study
- Excellent punctuality

- Language and manner at all times showing respect and consideration for others
- Care for the school and local environment
- Honesty and integrity
- Showing a pride in the school and the achievements of all students
- Willingness to support the school community in day-to day and larger events
- Commitment to peer support and/or leadership role

2.2 Sixth Form Code of Conduct and ‘On Track Contract’

Our Code of Conduct is included in each student’s planner and is shared with students and parents/carers during the induction process and through the prospectus.

The Code of Conduct covers the main expectations of Sixth Form students both in and out of lessons at Chosen Hill School. It is important that all staff are aware of and re-enforce this Code of Conduct with Sixth Form students.

Please refer to the Sixth Form Code of Conduct when dealing with inappropriate conduct. This will help to foster a consistent approach to conduct management across the School.

Chosen Hill Sixth Form provides education for students aged 16+ a large percentage of whom turn 18 prior to leaving school. As they leave Year 11 they are no longer in compulsory education and according to the requirements of raised participation age they must be in education or training for a minimum of 280 hours over the academic year in which they turn 18.

Our Information, Advice and Guidance for all of our Year 11 students is impartial in that we are focussed on ensuring the best next steps for each individual through post-16 school staff and external careers’ adviser guidance meetings in February of the year preceding GCSE exams. For students who have successfully enrolled in courses at Chosen Hill Sixth Form we expect a commitment to achieve their academic targets as well as to adhere fully to the Code of Conduct.

Underachievement, to which the student fails to respond, with the appropriate support of the school, may result in interventions in line with the ‘On Track Contract’ stages outlined later in this policy and ultimately could result in the withdrawal of a student’s place in the Sixth Form. While not legally obliged to do so, for students over the age of 18, we will always keep parents/carers informed of higher level interventions which might result in a placement meeting or withdrawal of a student’s place.

Good achievement is exemplified in:

- Preparation for lessons showing organisation, motivation and commitment
- Positive and consistent response to feedback
- Willingness to embrace challenges in and beyond the syllabus

- Ability to prioritise effectively and meet deadlines
- Awareness of own strengths and weaknesses
- Inquisitiveness and the ability to question critically
- High standards and aspiration in personal target setting
- Understanding of the importance of effort, practise and resilience in order to make progress with learning
- Willingness to take risks and seek support appropriately
- Collaborative working and contributing in discussions
- Growth Mindset
- Appreciation of long term goals over short term results

3.0 Roles of staff

3.1 Governors

- To monitor the effectiveness of the Sixth Form Conduct and Achievement Policy
- To support the Headteacher and Senior Leadership Team in the monitoring of attendance and progress of Students in the Sixth Form
- In the unusual circumstance of a serious misconduct by a Sixth Form student that resulted in an appeal against the withdrawal of the Student's place in the Sixth Form, to form a Governor's Disciplinary Committee, with a clear role and guidelines for action, which meets as required
- To be the final arbitrators in any appeal process either for entry into the Sixth Form, or following a withdrawal of a place in Sixth form, if appropriate

3.2 Headteacher

- Define the Values and Ethos to be shared by the staff and students of the school
- Ensure that the school has an appropriate set of support mechanisms and interventions to assist staff in promoting positive conduct and achievement in Sixth form

3.3 Assistant Head Teacher /Director of Sixth Form

- To support middle leaders and staff in maintaining high standards of conduct and achievement by ensuring that systems for managing and monitoring conduct, achievement and attendance exist and are consistently implemented
- To provide intervention at the higher stages of the On Track Contract or for gross misconduct / repeated and deliberate contravention of the Sixth Form Code of Conduct

- To provide strategic direction of the Sixth Form including curriculum development, effective recruitment and progression
- To monitor progress and standards within the Sixth Form and ensure that challenging targets are set individually and departmentally
- To oversee the Sixth Form bursary arrangements and ensure that the school policy is fairly applied to combat financial barriers to education for Sixth Form students
- To ensure the safety and welfare of all Sixth Form students is prioritised and consistent
- Inform the student's parent/ carer in writing of the nature of any exclusion and notify the Governing Body's discipline committee of the details of the exclusion if appropriate.

3.4 Head of Faculty/ Head of Subject

- To facilitate the delivery of taster and induction sessions in their subject which prepare students for the demands of Sixth Form study and set high expectations for effort, engagement and conduct
- To contribute pertinent subject specific information for publication internally through student handbooks / VLE and on website / in prospectus
- To prepare regular subject analysis of student progress, including a full examination analysis in September and following each curriculum monitoring
- To allow time in subject teams and faculty meetings to discuss KS5 learners' progress and ensure consistency in approach and high expectations in the context of the Code of Conduct
- To develop schemes of Learning appropriate to the subject and allowing for differentiation including the full range of prior achievement of students
- To ensure subject lessons are appropriately planned, challenging and preparing students effectively for their qualifications, completing KS5 lesson observations, student survey and work scrutiny where appropriate
- To promote positive scholarship and aspiration within the subject area by effective use of praise and recognition, following the Sixth Form guidance on Celebration and Rewards
- To give advice and support planning to deal with student underachievement at any ability level
- To monitor and support students displaying achievement concerns within their subject or faculty area, communicating with parents/ carers as appropriate
- To communicate specific concerns to the relevant Sixth Form staff to develop coordinated support strategies
- To ensure effective use is being made of timetabled Directed Study and to maximise exam preparation and support the development of independent learning.

- To communicate Sixth Form conduct or achievement concerns and staff training needs direct to the Director of Sixth Form or Sixth Form Learning Leads.

3.5 Teaching Staff

- To maintain a positive and constructive working atmosphere inside and outside the classroom, modelling mutually respectful conduct and acknowledging students who meet high expectations in work ethic and conduct while quietly insisting all students aspire to this
- To ensure subject lessons are appropriately planned, providing creative and challenging learning activities and preparing students effectively for their qualifications.
- To promote positive scholarship and aspiration within classes by effective use of praise and recognition
- To provide differentiated work to motivate and extend all student abilities.
- To monitor and support students displaying achievement concerns, communicating with parents/ carers as appropriate
- To provide feedback on students' work promptly and in line with AMF policies.
- To set Directed Study tasks including exam preparation and provide suitable opportunities for feedback to students
- To assist students in developing independent learning strategies, setting appropriately challenging, open ended wider exploration in addition to focussed homework assignments and clearly communicating requirements to students including deadlines
- To monitor and support good organisation in students' approach including to meeting deadlines and structuring revision
- To maintain the classroom environment and display student work on a regular basis to show achievement and marking and assessment practices.
- To be prepared to rebuild and restore relationships following incidents
- To record and follow up all conduct and achievement concerns on SIMS

Teachers should make every effort to solve any conduct or achievement concerns themselves as they arise. The option of referral should not be taken too quickly. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance. In Sixth Form, the relationship between staff and students generally becomes more mature and allows for more collaborative working practice. It is important to remember, that students grow into this maturity over a period of time and it should not be taken for granted, especially early in Year 12. Usually, students respond positively to being treated more individually as young adults in the learning environment, however, they should still have clear boundaries and the Code of Conduct should be re-enforced to help provide these. Even the most experienced teachers can need help and advice, especially in supporting some Sixth Form students with complex needs often arising from circumstances outside the school's control. It is

not a sign of weakness to seek support but it is a mistake to pretend all is well, when in fact it is not.

3.6 Sixth Form Year Lead – Progress coordinator

- To work closely with the Director of Sixth Form to support and analyse the tracking of student progress across the Sixth form, liaising with Subject / Faculty Leads and instigating stages of the On Track intervention strategy as required by any underachievement, having specific regard to achievement, engagement and independent study skills
- To help secure the health and welfare of students through planning and overseeing delivery of a structured CPSHE programme in Sixth Form supported by the whole school CPSHE Lead. Recognising individual student pastoral needs and intervening when necessary in ways appropriate to the context
- Liaising with KS5 administrator and KS5 Futures Lead, to provide Sixth Form Learning Mentors with appropriate and timely information and training to holistically support the students in their groups, including attendance monitoring, oversight of the peer mentoring in vertical Learning Mentor groups, induction and progression.
- Supporting Sixth Form Learning Mentors in the use of A Level Mindset materials (Vision, Effort, Systems, Practise, Attitude) to support all students, specifically those identified as cause for concern on Stage 1/2 Not yet On Track, as part of their on-going performance review student meetings
- To intervene with students reaching Stage 3 Not yet On Track, referring for additional support with Directed Study supervisors and/or involving parents/carers in producing and monitoring a NyOT target plan
- Maintaining communication with faculties about suitability for courses, enrolment, induction and progress monitoring including examination entries and subject changes
- Maintaining accurate intervention records and thoroughly investigating any conduct concerns, providing evidence where these are escalated to Director of Sixth Form
- To manage the process of student elections for leadership roles and support their development as role models in the school

3.7 Key Stage 5 Futures Lead

- Coordination of the UCAS process including mapping relevant CPSHE programme, Introduction, skills development, IAG, application and reference processes.
- Supporting subject staff in the writing of appropriate subject references and Learning Mentors in support for students' personal statements and pastoral references.
- Lead parents' information on HE/UCAS
- Liaise with outside providers regarding raising aspirations at (KS3/4) and 5
- Support Yr 11 into 12 recruitment and induction arrangements
- Conduct focus and support meetings for students struggling with progression

3.8 Directed Study Supervisor

- To ensure a constructive and purposeful use of the Sixth Form students' non-contact Directed Study time, encouraging and supporting independent learning. Monitoring use of Quiet room, USR/LSR and using impero to monitor remote computer use
- Building a positive relationship with groups and individuals to better facilitate consistently high standards in use of study facilities and time
- To support the monitoring of the Year 12 and 13 watch list of NyOT Level 1-3 and vulnerable students making sure these students are in additional study periods as required
- To liaise with Sixth Form Learning Mentors and Year Lead regarding student referrals for additional or specialist support
- To assist KS5 Administrator in attendance monitoring, completing study registers, monitoring Live Register and identifying absentees who are not using the biometric system accurately
- To liaise with subject staff and using tools such as Show My Homework, VLE and specialist folders to support subject specific tasks including running and administrative organisation of work and logistics for Exam Hours
- To contribute to the culture of independent learning through small interventions, positive relationships and leading on aspects of induction and on-going study skills support including use of display space to encourage engagement and aspiration
- To oversee daily room changes and staff absence information for students, updating the information board and Live Register accordingly

3.9 Sixth Form Learning Mentors

- To support the holistic development and academic progress of the students in the Learning Mentor group by utilising and monitoring strategies which encourage students to achieve their individual potential.
- To facilitate and support peer mentoring processes within a vertical Sixth Form Learning Mentor group
- To contribute to Transition support with involvement in Induction of new students in Year 12, Information Evenings for parents and preparation for H.E.
- To contribute to raising standards of student attainment, tracking student progress and using information to inform progress review meetings
- To use A Level Mindset materials effectively (Vision, Effort, Systems, Practise, Attitude) to support all students, specifically those identified as cause for concern on Level 1/2 Not yet On Track
- To register students and encourage their full attendance at all lessons and their participation in other aspects of school life.
- To liaise with Sixth Form Year Leads to ensure implementation of the Sixth Form Code of Conduct. Being a supportive critical advocate for every student within the Learning Mentor group.
- To foster high expectations, routines and community spirit supporting Sixth Form student leaders in whole school engagement.
- To emphasise the distinctive qualities of Post 16 expectations of motivation, conduct and work ethic balanced with responsibility.
- To be familiar with the whole school expectations of Learning Mentor time from the behavior management policy and ensure the example set by Sixth Form students of courtesy, appearance and etiquette is exemplary, including attendance at assemblies and whole school events

3.10 KS5 Administrator

- To provide administrative support for Sixth Form relating to recruitment, induction, taster sessions and enrolment processes
- To set up and maintain accurate group lists and timetables based on students' agreed programmes of study
- To support accurate updating of records, class lists and exam entries for Sixth Form students
- To monitor and produce attendance reports, update SIMS records based on student and parent communications regarding absence and liaise with Prospect Training Services regarding students' attendance at work placements

- To be first link for student concerns regarding subject changes or timetable and to liaise with Learning Mentors/ Year Leads and Director of Sixth Form to support students
- To create and maintain a Sixth Form support provision calendar and appointment system for all the Sixth Form pastoral team
- To support the UCAS process regarding administrative tasks, collation of references and checking of applications liaising with the KS5 Futures Lead, Learning Mentors and subject teachers
- To provide administrative support for publications and on-line information
- To be first line of contact for admission and attendance queries from parents and students, referring as necessary

3.11 Staff Development

The school will undertake to plan and provide appropriate and timely professional development such that all staff are able to undertake their duties as part of the delivery of the Sixth Form Conduct and Achievement Policy.

4.0 Sixth Form Conduct and Achievement Key areas

4.1 Attendance

Attendance Definitions

98-100% Expected

95-97% Satisfactory

Below 95%, but above 90% A cause for concern

Below 90% A serious cause for concern.

Good attendance to lessons is important in maintaining academic progress. Developing a robust approach to attendance is also an important life skill and future employers will insist upon it. Furthermore, student absence inevitably increases the workload and demands made upon our teaching staff. For all of these reasons, we insist that it is kept to a minimum. Students are responsible for securing approval for planned absence if it is to be authorised. We ask for requests for absence to be made at least three working days prior to the planned absence date, or the date by which arrangements need to be made. We expect students to maintain an attendance level of between 98-100% with a minimum level of 95%. Students falling below this level are monitored and interventions are put in place for those approaching very poor attendance levels of 90%. At the discretion of the Sixth Form team, students whose attendance falls below 90% for any subject or for their attendance as a whole could have a stage of the intervention contract invoked or the right to sit one or more of their examinations withdrawn. It should be appreciated that attendance of only 90% equates to an average of one day of absence per fortnight and

this is clearly an unacceptable level of absence, causing serious disruption to teaching and learning.

Students are expected to:

- Attend morning registration, enrichment and Learning Mentor periods, assemblies and all timetabled lessons including designated Directed Study where they must ensure they are registered using the biometric system
- Sign in using the biometric system if arriving outside registration time, and sign out before leaving the school site at all times
- Inform their Learning Mentor or the KS5 Pastoral administrator if they know in advance that they will be absent (e.g. medical appointments, interviews, and open days)
- Aim for 100% attendance to all timetabled periods
- Not take holidays during term time. These are always detrimental to studies.
- Where possible, make medical appointments outside of school hours
- Inform their Learning Mentor or Year Lead of any planned absences on religious grounds

- Driving lessons – driving lessons may be scheduled only during ‘Personal study’ periods, driving lessons will be classed as authorised activities provided that:
 - They do not occur during lesson or designated Directed Study periods.
 - They do not have a negative impact upon a student’s attendance, punctuality or ability to meet deadlines and course requirements.
 - Students must be able to prioritise a scheduled in-school event over any pre-booked driving lessons including those running outside normal school hours such as open evenings and parent’s evenings
- Work experience/ voluntary work – certain activities may be authorised in agreement with the Sixth Form Year Lead provided that:
 - They do not occur during lesson or designated Directed Study periods.
 - They do not have a negative impact upon a student’s attendance, punctuality or ability to meet deadlines and course requirements

All other absences:

- All planned absences must be reported to the Learning Mentor or the KS5 Pastoral Administrator and supported by written confirmation as appropriate. If a student will be missing lessons they should complete the planned absence form confirming they have communicated with all subject staff

- In the case of unplanned absences, students / parents are expected to contact the KS5 Pastoral administrator to inform them of the absence at the earliest convenient time. Notes / contact from parents/carers are required to explain any absence longer than one day and will be sought if a pattern of absence is causing concern
- All missed work must be completed and it is the student's responsibility to communicate with subject teachers to arrange this. Work set for Directed Study / exam hours must also be completed and should be arranged with Directed Study supervisors
- Open Days (university or employment): In order to limit the amount of learning time missed, we will authorise a maximum of four days of absence for university open days from the summer term of Year 12 onwards. Many universities give opportunities for students to visit them during holiday periods and host open days at weekends, students will have the chance to attend arranged university fairs during the year
- Absence for interviews will be authorised

4.2 Punctuality

- Excellent punctuality is expected in the Sixth Form as it is in the wider community. Prompt arrival to school and lessons demonstrates both courtesy and ensures that lessons are able to start purposefully
- There are very few legitimate reasons for arriving late to lessons at any time of the school day
- All students are expected to ensure that their travel arrangements to school are suitable and allow for time of travel and reasonable transport disruptions. A tolerance of two late marks per student, per fortnight, is included in our analysis. To be late more than twice a fortnight is not acceptable
- The Sixth Form Administrator oversees Learning Mentor and electronic registration procedures for AM and PM registration. A late mark will be given where a student forgets to register in the morning or afternoon. Subject teachers maintain subject registers and minutes late are recorded. The school's records of lateness will be taken as definitive and the school's decision on all matters relating to the accuracy and validity of such registers is final

Occasional lateness	Punctuality to lessons is reviewed at least each fortnight by the Sixth Form team. Any student with more than two late marks to lessons and/or AM and PM registration will receive a stage 1 warning
Pattern of lateness	Should this pattern be repeated in the following fortnight (two successive fortnights where 3 or more late marks have been

	recorded) stage 2 of the Sixth Form contract will be invoked. Other patterns of very poor punctuality can lead to a stage of the contract being invoked at the discretion of the Sixth Form team
Persistent lateness	Students who do not routinely have patterns of lateness, but nevertheless have a number of late marks in excess of the termly tolerance will be reviewed and a final decision made by the Sixth Form team about whether or not to apply the Sixth Form contract

See Appendix 3 for attendance codes and absence recording

4.3 Part time paid work

A limited amount of part time paid work is considered beneficial in the majority of cases as students benefit from the experience of being responsible members of a workplace and develop employability skills. Any weekly amount over 8-10 hours should be considered detrimental to studies, however and should be avoided, especially at key points in the preparation for exams.

4.4 Sixth Form Bursary

If in receipt of the Sixth Form bursary, the student must adhere to the conditions outlined in the bursary policy and sign a separate agreement. The student's attendance and academic progress may affect their entitlement to the bursary payments.

4.5 Leadership roles

Students are encouraged to apply for a specific leadership responsibility in Sixth Form ranging from Senior Prefect, Head of council, House Leader, Head Boy or Head Girl. Students may also represent their Learning Mentor group on the school council and they may be representing the school in sports, creative or performing arts or supporting younger students as a mentor, coach or club leader. All of these roles require commitment and often a great deal of time and organisation. Students are expected to manage these roles effectively so they do not cause any detriment to academic studies and they must seek support if needed.

Conduct expected from a Senior Prefect / Student Leader:

- To support and contribute to the positive and constructive working atmosphere of the school
- To avoid sarcasm, inappropriate comments or verbally putting-down students
- To not use aggression or intimidation to maintain order, or enforce requests

- To have patience with those having difficulties
- To set a good example in speech, dress and organisation
- To be consistent - expect the same high standards of themselves as are expected of other students
- To remain calm and avoid confrontational behaviour with others
- To use positive language and praise, model the behaviour you want others to display
- To report behaviour incidents to an appropriate member of staff

The appointment of a prefect or Senior Student Leader is recognition of a student's good conduct and contribution to the school. The role is an opportunity for a student to develop their sense of responsibility for the school and other students and to contribute to the smooth running of the school. It is also a powerful experience to include in applications.

Amongst a range of duties, prefects support duty staff by monitoring pupil behaviour and supervising allocated areas around the school during break and lunch times.

Following any behaviour incident, the prefect should report this to a member of the duty staff, or to a member of the Senior Leadership Team. Where possible, they should provide the names of students involved and a summary of the incident.

Prefects should feel confident in informing students that any issue will be effectively dealt with by teaching staff.

Expectations of Student Leaders

The wearing of the Senior Prefect badge, or House Captain or Head Boy/Girl team tie denotes the status of the student within the school, and their position as role models in terms of appearance and conduct for other members of the school community.

There is an expectation that Senior Student leaders will fulfil additional roles to include attendance at external events such as Open Evening. They will also carry out additional roles in Learning Mentor time as directed by the Sixth Form Year Leader.

Should a student leader consistently fail to fulfil the requirements of the role, the position of Leadership will be removed or suspended.

4.6 Peer mentoring

All Sixth Form students will be expected to take part in subject specific peer mentoring as appropriate to their programme of study within and beyond their Learning Mentor group. Support and time will be provided during Learning Mentor sessions for this process.

4.7 Expectations of all Sixth Form students

In the Classroom

Students are expected to:

- Follow the Sixth Form uniform code at all times
- Be punctual
- Arrive prepared with the required work, books, equipment and kit
- Always work to the best of their ability
- Contribute to discussions and group activities
- Work in a manner which sets a good example to the rest of the school
- Complete all assignments to a good standard, including background reading, research and preparation
- Meet all deadlines
- Communicate effectively with staff when required, such as:
 - conflicting deadlines
 - obstacles to completing work effectively
 - catching up following an absence
 - Ask for support if they require it
- Coats and scarves should be removed in classrooms and the use of mobile phones or electronic devices is at the discretion of the subject teacher and should never include listening to music while in a lesson

Around the School Site

Students are expected to:

- Conduct themselves safely and responsibly and act as an exemplary role model for younger students. This includes avoiding physical contact with other students and actively supporting staff in encouraging good behaviour from younger students
- Be sensible and polite to other students, all staff and visitors. Discourtesy will not be tolerated
- Use all study periods effectively and with respect to other students
- Comply with whole school expectations for routine and emergency events such as fire drills
- Respect our school environment and buildings. Damage to school property must be paid for
- Use the Sixth Form Study areas and school resources appropriately, ensuring that areas are left tidy, undamaged and litter free
- Report any damage to the school site or property to the Site manager or appropriate member of staff immediately

- Coats and scarves should be removed while seated in the dining area of the canteen and the use of mobile phones or electronic devices should be discrete and may be challenged if setting a poor example to younger students
- Electronic devices may be used in the Study areas if appropriate and not disturbing other students. In exam conditions within the study areas, no mobile phone use will be allowed

4.8 'Last Day' – any actions, activities and conduct on the last day / Leavers events (of Year 12 and Year 13) must be safe and respectful and must comply with other school policies.

4.9 Misconduct, Serious misconduct and criminal activity

All members of staff will insist on the highest standards of manners and respectful behaviour and should deal with any failures firmly. Misconduct includes rudeness, defiance and actions that might bring the school into disrepute. At their discretion, teachers may issue either a warning or refer the matter to the Director of Sixth Form or one of the Sixth Form Year Leaders to be dealt with further as they deem appropriate, up to and including escalation to Stage 3 of the Sixth Form contract depending on the incident. Students must be familiar with the procedures and sanctions as laid out in the school's Drug Policy. Stage 3 can always be invoked for a student who fails to comply with a request made by a senior member of staff.

The following are classed as '**serious misconduct**'*

- Smoking on or preparing of smoking paraphernalia on or in very close proximity to the school site, including car parks and surrounding alleyways and public areas

Although it is not illegal for Sixth Form students to smoke, it is damaging to the reputation of the school and undermines the Sixth Form as positive role models. Therefore, warnings and relevant stages of the Sixth Form contract will be used for all instances of reported smoking in areas surrounding the school, in public with the potential to affect reputation and/or influence younger students.

Where any tobacco, cigarettes or smoking paraphernalia are confiscated, these should be retained by the member of staff and passed to reception for logging and collection by the student (if a first offence) or a parent/carer if repeated.

- Possessing, distributing or consuming alcohol on the school site
- Putting the health and safety of yourself and others at risk, including driving dangerously on or in close proximity to the school site
- Inappropriate physical contact

- Abusive language; swearing which directly or indirectly is intended to offend or diminish another's dignity
- Bullying behaviour to any member of the school community (this encompasses cyber bullying), including homophobic or racist behaviour or sexual harassment
- Dangerous driving (either on the school premises or in the vicinity of the school) / damage to other vehicles
- Theft
- Serious and persistent refusal to follow a reasonable instruction from a member of staff
- Vandalism; deliberate damage to the school, school property or personal property

As in professional life, there are some types of behaviour that are so serious that they can lead to permanent exclusion. Aggressive or abusive behaviour and deliberate or careless behaviour that risks or leads to damage or harm is clearly unacceptable and will be treated as gross misconduct.

We reserve the right to immediately exclude or withdraw a student's place in the Sixth Form for criminal activity, including (but not limited to) the following:

- Possessing, distributing or consuming recreational drugs on the school site
- Aggressive behaviour and physical intimidation and/or any form of physical violence
- Grievous bodily harm
- The possession in school of knives, weapons and dangerous materials
- Sexual assault
- Sexual abuse

*This list is not exhaustive, and the Director of Sixth Form reserves the right to decide whether misdemeanours are classed as 'serious' on an individual basis.

Drugs, including alcohol, or drugs paraphernalia confiscated from a student will be held as evidence in line with the school's 'Drugs and Drugs Management Policy'. Any evidence that is not collected by the police will be disposed of in line with the policy.

4.10 **CCTV** is in operation throughout the school, and we reserve the right to print images and send them to parents/carers/police if it is deemed necessary to support the implementation of the Conduct and Achievement Policy.

4.11 Motorised Vehicles

- Students must apply for a permit to bring a motorised vehicle onto the school site and sign the written declaration accepting the responsibilities entailed. The issued permit must be clearly displayed on the vehicle
- Motorised vehicles must:
 - a. be parked safely in the Sixth Form allocated car park, not causing any obstruction on surrounding residential streets
 - b. not be driven/ ridden in a way which puts the student's safety, or that of other person at risk
 - c. They must not be driven around the school site
 - d. Obey speed limits of a maximum of 5 MPH and parking restrictions including not entering or leaving the site between 3.05-3.15 at the direction of duty staff

4.12 Use of portable and fixed ICT equipment must be in accordance with the school's **ICT Acceptable User Policy**

- Students should not:
 - Create, access or transmit material that is designed or likely to cause annoyance, inconvenience, anxiety or offence
 - Create, access or transmit obscene, indecent or defamatory material
 - Gain deliberate access to other student's or staff member's files with the view to access, corrupt or remove their work
 - introduce or cause to be introduced computer viruses or anything that might damage the network system
 - Send or receive electronic mail which is irresponsible or likely to cause offence
 - Use computer resources for any commercial purpose without the written authorisation from the Headteacher
 - Modify, or attempt to modify, computer hardware or software, including operating systems, computers, utilities, or applications is permitted other than configurable options provided by the software
 -
- Students should:
 - Be responsible for safeguarding their own login IDs and passwords.
 - If encountering any offensive material immediately report its location to a member of the teaching staff
 - Report any student who is observed breaking the school policy
 - Adopt safe and responsible use of ICT, the internet and mobile devices both within and outside school

- Acknowledge the sources of information used and respect copyright when using material accessed on the internet

5.0 Rewards and Celebration

Sixth Form students are expected to make a significant contribution; academically in terms of high levels of scholarship, as Student Leaders within the school community and in extra-curricular involvement.

Within the school rewards and celebration structure, Sixth Form students will benefit from recognition, praise and reward for positive achievement, effort and attendance. They will also be recognised as Leaders in the Head Boy /Head Girl team, House teams, Council and Senior prefect roles. They will achieve awards and prizes for high attainment and contributions through celebration assemblies and at whole school events. Sports colours, Drama and Music awards and completion of D of E, Trinity Arts Gold or EPQ rewards their involvement and recognises their achievements in specific areas beyond the curriculum.

Intrinsic motivation, although the goal in a Growth Mindset school, develops over time and as such the Sixth Form rewards and praise reflects the distinctive qualities of the maturity and independence of these students, encourages their aspiration, and moves beyond the systems of recognition in the main school by increasing the emphasis on holistic and wider-ranging contributions that Sixth form students make over the course of two years. It also seeks to encourage and reward aspiration that has a tangible impact on students' future progression.

Modelled on the International Baccalaureate, our Sixth Form 'Community, Action and Scholarship at Chosen Hill Baccalaureate (CAS@CH Bac) Aims to recognise and reward students, while giving them a tangible and motivational goal.

CAS@CH Bac Award level	Community	Action	Scholarship
<p>Bronze award</p> <p>Student receives:</p> <ul style="list-style-type: none"> ○ a formal certificate with recognition of achievements. ○ an appropriate contribution to the club / charity of their choice ○ a Bronze award badge. 	<p>Student will have:</p> <ul style="list-style-type: none"> ○ taken on a role as a peer mentor within or beyond Sixth Form. ○ Supported at least three school events such as Open Evenings / guiding / interview panellist 	<p>Student will have:</p> <ul style="list-style-type: none"> ○ taken part in music – drama productions / represented the school in a sports team or debating team or subject based competition. ○ coached or supported a club in school or out of school / Involved in a 	<p>student will have:</p> <ul style="list-style-type: none"> ○ met all of their academic targets ○ good habits of attendance & punctuality

	<ul style="list-style-type: none"> ○ taken part in house event(s) 	charity event in or outside school etc	
<p>Silver award</p> <p>Student receives:</p> <ul style="list-style-type: none"> ○ a formal certificate with recognition of achievements. ○ an appropriate contribution to the club / charity of their choice ○ an award towards equipment for study or training beyond Sixth Form ○ a Silver award badge. 	<p>Student will have:</p> <ul style="list-style-type: none"> ○ taken on a role as a peer mentor within or beyond Sixth Form. ○ a responsibility role for at least three school events, as a senior prefect / subject champion / coordinator / team leader ○ a leadership responsibility for house event(s) 	<p>Student will have:</p> <ul style="list-style-type: none"> ○ achieved Silver award for Music or Drama and/or Represented the school at regional/ county level in sport or subject specialism ○ coached or run a club in school or out of school / organised a charity event in or outside school etc. 	<p>Student will have:</p> <ul style="list-style-type: none"> ○ exceeded academic targets (and/or) achieved A/B grades in all subjects. ○ excellent habits of attendance & punctuality
<p>Gold award</p> <p>Student receives:</p> <ul style="list-style-type: none"> ○ a formal certificate with recognition of achievements. ○ an appropriate contribution to the club / charity of their choice ○ an award towards equipment for study or training beyond Sixth Form ○ a Gold award badge. ○ their name recorded as achieving the Gold award in school honours list 	<p>Student will have:</p> <ul style="list-style-type: none"> ○ taken on a role as a peer mentor within or beyond Sixth Form. ○ a student Leadership role in the school demonstrating commitment across a number of whole school events. 	<p>Student will have:</p> <ul style="list-style-type: none"> ○ achieved Gold award in Music / Drama or represented the school as Sports captain at County level / Individual National and/or International level sport or subject specialism involvement etc. ○ demonstrated long term commitment to leadership of and direction of a team / club / charity in or outside school etc. 	<p>Student will have:</p> <ul style="list-style-type: none"> ○ exceeded all academic targets by at least two grades or A/A* in all subjects. ○ exemplary habits of attendance & punctuality

Monitoring and celebration of achievements contributing to overall awards rests with Sixth Form Learning Mentors in the first instance and is an opportunity to share the wider successes of Sixth form students in a more consistent way within and beyond the Learning Mentor group.

6.0 Support and Interventions

Although our emphasis is on rewarding positive conduct, we recognise that inevitably there will be occasions when support and interventions are needed.

Wherever possible students should be encouraged to conduct themselves respectfully towards others both inside and outside the classroom and all systems should promote this. They should be shown that their achievements are recognised and rewarded. Where such positive encouragements do not appear to work, individual staff should refer to the intervention structure.

Sanctions are likely to change student conduct when they address poor behaviour without condemning the person and encourage students to take responsibility for their actions.

6.1 Core Hours and Private / Directed Study

In order to be successful, students have to work hard and this necessitates completing a realistic amount of private study. We do not expect students to progress from a fully timetabled curriculum in Year 11 to a high level of autonomy in Year 12 in a single step and therefore we retain a degree of structure. By the time our students leave us for university and employment, we want them to have learnt how to plan and use their own time well. For these reasons we maintain core hours in Years 12 and 13. During these hours, when students are not taking part in a timetabled lesson, we expect them to complete silent or collaborative private study in school overseen by the Sixth Form Directed Study supervisors.

Private study should not be seen as 'free' time or as being less important than timetabled lessons. Study in the Sixth Form is about much more than completing what is set. It is an opportunity to prepare for or to consolidate learning, to complete homework and coursework tasks, to conduct reading (including one of the many periodicals or daily newspapers available in the library), research and to revise.

In maintaining an appropriate work-life balance, students who use their study time wisely are demonstrably able to pursue a much more active social life in the evenings. We expect students to take responsibility for their private study periods and to ensure that they have sufficient work to complete.

The more formal timetabled Directed Study should be specific set tasks that allow students to work in timed, exam conditions when appropriate and aid their time management and independent study skills.

Directed study and discipline

It is important that students do not squander their study time or make it difficult for others to complete their work. The Directed Study supervisors will intervene where students find it difficult to plan and use this time maturely and a persistent failure to work

diligently during study periods is taken as a serious disciplinary breach and will be recorded and action taken of the same severity as if in a timetabled lesson.

Core hours

For all Year 12 students, core hours are from 08.25 until 15.05 Monday to Friday. For all Year 13 students, core hours are 08.25 to either 13.15 where a lesson has not been timetabled during period 5, or to 15.05 where a lesson has been timetabled.

All Sixth Form students are able to leave the school site during lunch breaks if their attendance is not required by a member of the Sixth Form team or a subject teacher/Head of Faculty. Where The Director of Sixth Form or Year Lead feel it would be useful as a support mechanism, we reserve the right to extend a Year 12 or 13 student’s core hours and/or specify a greater proportion of supervised Directed Study sessions.

6.2 Scholarship

Academic progress is important and it is right, therefore, that each Sixth Form student take responsibility for their learning by working in partnership with teachers and by demonstrating good behaviour, active participation, a positive approach and enthusiasm. We expect the diligence of each student in the classroom and in private study to be excellent. We also expect students to show an appreciation that their approach to study has a direct influence upon the progress of those around them and can enable or limit the opportunities of all.

Each student’s progress is monitored at points throughout the school year through their subject teacher’s professional views and through monitoring attainment and diligence data. This tracking data is used to help teachers and the Sixth Form team support students in their academic progress. Parents receive an overview of each Curriculum Monitoring including an indication of level of engagement, organisation and independence for each subject. If a student is not on track to meet their target grade in a subject, this is indicated on the Curriculum Monitoring along with subject intervention and support in place. Students who are identified through Curriculum Monitoring as not on track to meet their targets are likely to be placed on the relevant stage of the Sixth Form Not yet On Track intervention.

In addition to monitoring periods and formal assessments the following should be applied consistently by subject teachers and faculties

For repeated low order issues	Students should not disrupt lessons, fail to arrive properly equipped or submit work late or of a poor standard. Those who repeatedly fail to meet these expectations will be monitored as potential or actual progress concerns. Should the advice and support offered by subject teachers, Heads of Subject or the Sixth Form team not be acted upon and a clear improvement to diligence made, the relevant stage of the Sixth Form Contract will be invoked.
-------------------------------	--

For one off serious failures in scholarship	Both in school and in the professional environment, deadlines matter. Deadlines for drafts and final submission of coursework must always be met. Students failing to do so will be referred to the Head of Subject and Year Lead with Learning Mentors informed. The contract will always be invoked. Any form of plagiarism, deliberate or otherwise, is unacceptable. Any instance of plagiarism, whether in routine class, homework or coursework will be reported by the subject teacher to the Head of Department. The Head of Subject is responsible for ensuring that plagiarism is reported to the exam board if the work is to be submitted as part of a qualification and the candidate declaration has been signed. The Head of Subject must report any instance of plagiarism to the Sixth Form Team and a stage of the Sixth Form contract will be invoked. It is worth noting that plagiarism is often viewed a fraud and can lead to dismissal from university or employment.
Curriculum	In Year 12, all students follow a programme of study including a minimum of 3 A Level courses or equivalent and may include a fourth subject, an extension subject, or a work placement as well as English and/or Maths GCSE re-sit if required. They also have a compulsory programme of enrichment and CPSHE. In Year 13, students must pursue at least three A levels or equivalent and they continue to attend CPSHE throughout Year 13. If their extension option has not been completed, they will also receive further sessions for this.
Study Leave	It is usual to grant greater attendance freedoms during the period of examination (usually called 'Study Leave') where this is felt to be in the interests of the student, but the school may restrict this if necessary. Students are generally allowed the morning of a pm exam or the afternoon before an am exam. Any lessons missed in addition to these sessions will be individually assessed as appropriate. Year 13 students stop attending Tutorial sessions and CPSHE prior to the main A Level exam period, but are expected to attend all lessons until final exams are sat in each subject.
Transition Arrangements	We set certain conditions for continuation into the second year of A Level courses. Obtaining at least DDD in Year 12 exams is an indication that our students have a good understanding of the A level content and that as a result they are likely to reach their potential. If a student's Year 12 results are below this level, they will be required to attend a continuation meeting with the Sixth form team to discuss suitability for courses in Year 13. We do not generally re-admit students to re-take Year 12 and recommend that they study at another institution to receive a completely fresh

	start if this seems to be their best option. We expect our students to achieve significantly above this level and it should be noted that the Year 12 grades form the basis of our UCAS predicted grades.
--	---

7.0 Interventions

Sixth Form intervention has been classified into 5 stages, with 5 being the most serious. We have matched typical concerns with an appropriate range of responses. This provides us with some flexibility in dealing with poor conduct and underachievement and allows us to take into account factors such as whether or not this is a first offence, whether or not it is likely to be repeated, the circumstances surrounding the offence and any special educational /health/mental health needs of students.

Under normal circumstances, students work most closely with their subject teachers. Most issues, be they academic or disciplinary, are resolved at this level and that is our expectation. Where there are persistent or more serious matters, the Subject Leader will become involved. Should the Head of Department's intervention not be sufficient, or where a matter is felt to be serious or needing immediate senior input, the student will be referred to the Assistant Director or Director of Sixth Form.

7.1 A guide to interventions: can be found in appendix 1. This has reference to further documents supporting the Not yet On Track interventions. It is not a prescriptive list of conduct or achievement causing intervention – nor should it be considered as overriding a common sense and professional approach to individual circumstances. It is to aid consistency in appropriate support and interventions to ensure all students are given the maximum opportunity to achieve in all areas.

7.2 Use of Detention – inside school time

Sixth Form students may require a great deal of structured support, especially initially. The use of detentions to support their time management in completing assignments is an appropriate intervention for a missed homework or deadline. These should always afford the student the opportunity to complete meaningful work, and should if possible allow for additional subject support if possible.

The length of the detention and the activity undertaken when in detention should be proportionate and appropriate according to the behaviour for which the sanction was imposed. Such detentions should be in line with stages 1 and 2 of the Sixth Form NyOT contract.

Detentions should be undertaken in an appropriate room, usually a teaching room and supervised by the member of staff imposing the detention. Attendance at a detention should be recorded in the student's planner as a record that the detention was set and served.

7.3 Use of Detention- outside school hours

After School Detention is a sanction available to all teaching staff authorised by the Head of Faculty or Year Leader. The detention will be served in an appropriate space and supervised by a member of the Senior Leadership Team. Teachers also undertake detention duty according to the agreed rota. The length of the detention will be one-hour long. Such detentions should be imposed in line with Stage 3 and 4 of the Sixth Form NyOT contract. If this is an extension of a previous deadline concern, by agreement with the teacher, it may be served with them at an agreed time and venue. Detentions issued due to concerns regarding student conduct should have a restorative function such as community service or a specific task indicating understanding.

7.4 Uniform expectations

Sixth Form uniform expectations (appendix 1) are listed in the student planners, outlined at induction and available on the website.

Sixth Form students are expected to adhere to the uniform expectations including accessories and jewellery. Sixth form Learning Mentors should remind students who choose to wear items of clothing or accessories which are not acceptable including hairstyle/colour and if they are unable to remove them, they should be given a warning (stage one concern) and expected to be correctly attired the following school day. For repeat offence, items should be confiscated and kept securely by the KS5 administrator for student collection at the end of the day. Parents should be informed and Stage 2 of the Sixth Form contract recorded. If there is a difficulty in resolving an issue with clothing and the student is not able to remedy it immediately, arrangements can be made at Stage 2 of the contract for a maximum period of one week. After this time, Stage 3 and parental meeting will be required.

7.5 Mobile phones and music devices:

Mobile phones, music devices or headphones may be used by Sixth Form students if unobtrusive, during private study and in some Directed Study sessions at the discretion of the Directed Study supervisor.

Sixth Form students often use their phones as a quick reference device, calendar or to check emails or show my homework. These uses are perfectly acceptable and generally do not distract from learning. In lessons, electronic device usage is ALWAYS at the discretion of the teacher and should not interfere with the flow of the lesson or the engagement in group / class work.

Listening to music through headphones whilst working is not appropriate in a classroom or in any form of exam preparation. Students should respond to a gentle reminder if necessary by putting devices away. If there is any concern that a student is not respecting

this aspect of the Sixth Form Code of Conduct, a Stage 1 warning or Stage 2 and confiscation for the remainder of the session / day may be used. These must be documented and items confiscated for more than the remainder of the session must be securely placed with the KS5 Administrator for collection by the student.

8.0 SCHOOL TRIPS AND VISITS

Sixth Form students are exceptional role models and ambassadors for the school when they attend external visits and events.

When on a school day trip, evening visit, fieldwork or residential opportunity, the conduct the school expects from students will be explained to them and to their parents. The students' health and safety must be of priority and the reputation of the school must also be considered. On any excursion outside of school, students of whatever age:

- must be polite and well-mannered to all
- must not smoke
- must not enter into a relationship of a sexual or intimate nature
- must not be on their own during their "free" time
- must do as advised by their teacher
- must not use or have in their possession alcohol/drugs/or any other illegal substances.

Depending on the severity of the offence students will be:

- reprimanded
- spoken to on their return with their parents present
- not allowed to participate in further opportunities outside of school

In cases of serious breaches on residential visits:

- sexual misbehaviour
- underage use of alcohol/drugs/illegal substances
- misbehaviour, refusal to obey a teacher which endangers their well-being
- possession of weapons or instruments which could be used to injure

They will, if it is the opinion of the lead teacher after discussion by telephone with the Headteacher or the Deputy, be sent home. Parents will be informed immediately and advised to meet their daughter/son at the airport/railway station.

Further elements to link with this policy:

MONITORING – REVIEW AND RESPONSE

Use of Target setting & monitoring data to review progress

**Monitoring data issued to LM/Year Lead / Faculties and departments
Information on SEND/Vulnerable students**

APPENDICIES:

- 1 - A guide to interventions
- 2 - Format for NyOT Stage 2 notice (department contract)
- 3 - Format for NyOT Stage 3 Improvement plan
- 4 - Format for recording NyOT Placement meeting
- 5 - Uniform Expectations in the Sixth Form
- 6 - Sixth Form Code of Conduct and Achievement Agreement
- 7 - Attendance codes and recording of absence
- 8 - Arrangements for screening and searching & use of reasonable force

Appendix 1

Guide to 'Not yet On Track' intervention stages.

Stage and key staff	Examples of Conduct / achievement concerns	Examples of possible interventions
Examples of early informal intervention dealt with by the subject teacher / Learning Mentor	The first or second instance of: <ul style="list-style-type: none"> • Failure to complete homework / Directed Study task • Poor diligence • Low level disruption such as late arrival to the lesson / tutorial or talking inappropriately • Poor concentration or a lack of participation • Not being fully prepared for the lesson / tutorial 	<ul style="list-style-type: none"> • Reminder of expectations • Checking understanding / barriers to completion of task / conduct • Opportunity for further support • Opportunity to catch up in reasonable timescale • Alert LM / Subject staff as appropriate and/or for feedback
Examples of matters beginning to cause concern, dealt with by the subject teacher / Learning Mentor	Additional instances of: <ul style="list-style-type: none"> • Failure to complete homework / Directed Study task • Poor diligence • Low level disruption such as late arrival to the lesson / tutorial or talking inappropriately 	<ul style="list-style-type: none"> • Verbal warning • Opportunity to submit / re-submit work with an appropriate deadline • Level 1 Recorded on SIMS with action such as timescale agreed for resubmission /

<p>STAGE 1 NyOT Cause for Concern</p>	<ul style="list-style-type: none"> • Poor concentration or a lack of participation • Not being fully prepared for the lesson / tutorial 	<p>additional support arranged / Directed Study supervisor alerted etc.</p> <ul style="list-style-type: none"> • LM informed if subject based
<p>Examples that might result in referral to the Head of Subject by the subject teacher</p> <p>STAGE 2 NyOT Notice</p>	<p>Repeated occurrences of the above during a lesson or over a number of lessons</p> <ul style="list-style-type: none"> • Defiance of the classroom teacher • Continued poor diligence in classwork or homework • Any matter that the teacher feels is serious enough to merit immediate intervention by the Head of Subject 	<ul style="list-style-type: none"> • Not yet On Track stage 2 notice (department contract) issued to student copied to LM • Targets set for improvement • Parent/carer informed • Level 2 Recorded on SIMS with action such as link to NyOT stage 2 notice / constructive detention held / additional timetabling arranged with DS supervisors for subject catch-up etc. • LM hold supportive progress meeting with student & record outcome (VESPA intervention)
<p>Examples that might result in referral to the Sixth Form Team by the Head of Subject</p> <p>STAGE 3 NyOT First written warning</p>	<ul style="list-style-type: none"> • Any matter that is clearly a contractual issue such as the failure to meet a coursework deadline or plagiarism • Defiance of the Head of Department • An instance where the Head of Department suspects that the issue experienced is not limited to their subject area • An instance where input from the subject teacher and Head of Department have not brought about improvement • Where an impending deadline, examination or other such necessitate a combined 	<ul style="list-style-type: none"> • First formal written warning NyOT stage 3 issued to student by Year Lead copied to LM • Level 3 recorded on SIMS with action such as link to NyOT stage 3 improvement plan / poor conduct restorative detention – community service etc. • Not yet On Track stage 3 meeting with Year Lead / student defining improvement plan

	<p>approach to avoid academic underachievement</p> <ul style="list-style-type: none"> • Any matter that the Head of Department feels is serious enough to merit immediate intervention by a member of the Sixth Form Team 	<ul style="list-style-type: none"> ○ Targets and timescale agreed ○ Support arranged for identified progress barriers ○ Review meeting scheduled ○ Parents informed / meeting if appropriate
<p>NyOT 3 review</p> <p>Student fails to meet agreed targets</p> <p>STAGE 4 NyOT Second written warning / Placement meeting</p>	<ul style="list-style-type: none"> • Serious underachievement is indicated in one or more subject areas • Deliberate and persistent failure to follow the Sixth Form Code of Conduct • Misconduct falling short of Gross Misconduct 	<ul style="list-style-type: none"> • Second and final Formal Written warning NyOT stage 4 issued to student by Director of Sixth Form copied to LM / YL • Level 4 recorded on SIMS with action such as arrangements for placement meeting / outside agency involvement / internal or external exclusion arrangements etc. • NyOT Stage 4 placement meeting with Director of Sixth Form and YL as appropriate / student / parent/carer reviewing improvement plan and considering options <ul style="list-style-type: none"> ○ Revised targets and timescale agreed ○ Further appropriate support arranged for identified progress barriers ○ Review meeting scheduled

<p>NyOT 4 review</p> <p>Student fails to meet agreed targets</p> <p>STAGE 5 NyOT Place withdrawn</p> <p>At any NyOT stage, students may be issued with extension to the improvement plan IF justified by substantive movement towards meeting agreed targets.</p>	<ul style="list-style-type: none"> • Serious underachievement is evident in one or more subject areas • Continued failure to follow Sixth Form Code of Conduct • Gross Misconduct 	<ul style="list-style-type: none"> • Withdrawal from subject and/or place in Sixth Form withdrawn • Level 5 recorded on SIMS with action • Student / parent / carer informed • Referral to police / Governors Disciplinary Committee / Permanent exclusion as appropriate
<p>A subject teacher or Head of Subject might refer a student directly to the Sixth Form team if they have previously been identified as a potential or actual cause for concern. All matters relating to child welfare and safety should be reported immediately to the DSL, Mr Bardgett, Deputy Head, or to Deputy DSL Mrs Chodera, Assistant Head.</p>		

Appendix 2 Format for NyOT Stage 2 notice (LM / department)

Not yet On Track Stage 2 Improvement Plan	
Student:	LM:
Subject:	Monitored by:
Date issued:	Review date:
Reason for NyOT 2 improvement Plan:	
Current performance Grade:	Review meeting
Target Grade:	

Agreed intervention / support 1:	Complete Y/N
Agreed intervention / support 2:	Complete Y/N
Agreed intervention / support 3:	Complete Y/N
Additional information from Learning Mentor progress meeting:	
Review meeting outcomes:	
Review meeting date:	
Signed (Student) _____ Staff _____	

Appendix 3 Format for NyOT Stage 3 Improvement plan

Not yet On Track Stage 3 Improvement Plan - First written warning	
Student:	LM:
Subject(s):	Monitored by:
Date issued:	Review date:
A copy of this completed improvement plan will be given to a Sixth Form student and copied for their parent as appropriate. This should be considered a first formal written warning that if the agreed intervention and support is not followed by the student, a second and final written warning may be issued, and ultimately the student's place in	

at Chosen Hill Sixth form may be withdrawn. This can only be issued by a Year Leader in Sixth Form or member of the school Leadership Team.	
Additional information from NyOT stage 2 review meeting:	
Reason for NyOT 3 written warning:	
Current performance Grade(s):	Review meeting
Target Grade(s):	
Agreed intervention / support 1:	Complete Y/N
Agreed intervention / support 2:	Complete Y/N
Agreed intervention / support 3:	Complete Y/N
Any additional factors / circumstances currently affecting student's ability to engage with intervention / support:	
Review meeting outcomes:	
Review meeting date:	
Signed (Student) _____ Staff _____	

Appendix 4 Format for NyOT Stage 4 Placement meeting

Not yet On Track Stage 4 Improvement Plan - Placement meeting	
Student:	LM:
Subject(s):	Monitored by:
Date issued:	Review date:
A copy of this completed improvement plan will be given to a Sixth Form student and copied for their parent as appropriate. This should be considered a final formal written warning that if the agreed intervention and support is not followed by the student, the student's place in at Chosen Hill Sixth form may be withdrawn. This can only be issued by the Director of Sixth Form or another member of the school Leadership Team.	
Additional information from NyOT stage 3 review meeting:	
Reason for NyOT 4 Final written warning:	
Current performance Grade(s):	Review meeting
Target Grade(s):	
Agreed intervention / support 1:	Complete Y/N
Agreed intervention / support 2:	Complete Y/N
Agreed intervention / support 3:	Complete Y/N
Any additional factors / circumstances currently affecting student's ability to engage with intervention / support:	

Review meeting outcomes:

Review meeting date:

Signed (Student) _____ Staff _____

Appendix 5

Uniform Expectations in the Sixth Form

We are proud of the standard of uniform throughout Chosen Hill School, and expect that this high standard will be maintained in the Sixth Form. We rely to a very great extent on the co-operation of parents in our efforts to give students a sense of pride in their appearance, and pride in the school. If you are unsure, do the sensible thing – ask us before you spend money or make a decision!

BOYS	<u>Topcoat</u>	-	Dark colour only, not denim or leather.
	<u>Blazer (optional)</u>	-	Black (smart office wear)
	<u>Trousers</u>	-	Black (tailored – not jeans)
	<u>Jumper/Cardigan</u>	-	Black or grey (single colour)
	<u>Shirt</u>	-	Plain white, with top button and collar (for tie)
	<u>Tie</u>	-	Sixth Form tie
	<u>Shoes / Boots</u>	-	Sensible black or brown leather school shoes or low heeled boots

Games Kit White aertex type shirt, Black shorts/tracksuit bottoms
1 pair of trainers

GIRLS	<u>Topcoat</u>	-	Dark colour only, not denim or leather.
	<u>Blazer (optional)</u>	-	Black (smart office wear)
	<u>Skirt</u>	-	Black skirt (tailored) use arm's length when standing as a guide to length
	<u>Trousers</u>	-	Black (tailored – not jeans or leggings)
	<u>Shirt / blouse</u>	-	Plain white with top button and collar (for tie)
	<u>Tie</u>	-	Sixth Form tie
	<u>Jumper / Cardigan</u>	-	Black or grey (single colour)
	<u>Shoes / Boots</u>	-	Sensible black or brown leather school shoes or low heeled boots
	<u>Tights</u>	-	Black or neutral

Games Kit White aertex type shirt, Black shorts/skirt/tracksuit bottoms
1 pair of trainers

In the Summer Term from Easter to July, a white polo shirt with the school crest may be worn. This polo shirt and the Sixth Form tie can be purchased direct from the Student Finance Office.

1. Make up, jewellery and hairstyles should be *discreet*, should meet health and safety guidelines and must fit the high standards of dress at Chosen Hill School. Any type of face jewellery is unacceptable.
2. All clothing and P.E. kit should be clearly named.
3. Use of mobile phones and other electronic devices is allowed in school at the student's own risk and in accordance to our ICT user guidelines and the Sixth Form Code of Conduct policy
4. A Chosen Hill or plain black or grey hooded top may be worn but not in lessons or for any formal school event. Coats, scarves and hats should be removed in classrooms and if seated in the dining area of the school canteen
5. Students whose uniform standard consistently does not meet our expectations will face sanctions according to our Code of Conduct and Achievement policy.

Appendix 6

Sixth Form Code of Conduct and Achievement Agreement

Congratulations on your GCSE results. We look forward to welcoming you into the Sixth Form at Chosen Hill.

Acceptance into the Sixth Form is conditional not only on the fulfilment of academic admissions requirements, but also agreement to the terms of the Sixth Form Code of Conduct and Achievement set out in the document below. Please read this carefully and ask a member of the Sixth Form Team any questions you may have as a result. Before a student commences their timetable in the Sixth Form we require that a signed and completed reply slip has been received.

As a member of Chosen Hill Sixth Form I will:

- Aim for 100% attendance including all lessons, tutorials and Directed Study and follow school procedures for unavoidable absences and registration
- Maintain consistently good punctuality
- Use portable and fixed ICT equipment in accordance with the school's ICT Acceptable User Policy
- Follow the Sixth Form guidelines on the acceptable use of mobile phones
- In my use of Language and manner, at all times to show respect and consideration for others
- Follow all reasonable instructions by members of staff
- Care for the school and local environment
- Conduct myself at all times with honesty and integrity
- Show pride in my appearance, wearing the Sixth Form uniform correctly
- Show a pride in the school and the achievements of all students
- Support the school community in day-to day and larger events

- Have a commitment to peer support and/or leadership role in the school

To achieve my potential in my academic studies I will try my best to demonstrate:

- Preparation for lessons showing organisation, motivation and commitment
 - A positive and consistent response to feedback
 - Willingness to embrace challenges in and beyond the syllabus
 - Ability to prioritise effectively and meet deadlines
 - An honest awareness of own academic strengths and weaknesses
 - Inquisitiveness and the ability to question critically
 - High standards and aspiration in personal target setting
 - Understanding of the importance of effort, practise and resilience in order to make progress with learning
 - Willingness to take risks and seek support appropriately
 - Collaborative working and contributing in discussions
 - A Growth Mindset
 - Appreciation of long term goals over short term results
 - Effective use of independent study time
-
- Please sign this agreement to confirm that you have read and agree to the terms of the Sixth Form Code of Conduct and Achievement.
-
- Printed name: _____
 - Signed - Student _____
 - Signed – Parent/Carer _____
 - Date: _____

Appendix 7

Attendance recording (see also whole school attendance policy)

CODE	DESCRIPTION	MEANING	Counts towards 90% attendance requirement?
------	-------------	---------	--

/	Present (AM)	Present.	yes
\	Present (PM) including Games and Assembly	Present.	yes
B	Educated off site (NOT dual registration)	Approved educational activity.	yes
C	Other authorised circumstances (not covered by another code / description).	Authorised absence.	No
W	WORK PLACEMENT (i.e. pupil attending other establishment)	Approved educational activity.	yes
E	Excluded (no alternative provision)	Authorised absence.	No
G	Family holiday (not agreed, or days in excess of agreement).	Unauthorised absence.	No
I	Illness (not hospital based medical)	Authorised absence.	No
J	Interview	Authorised absence.	Yes – if approved by the school in advance
L	Late	Present.	Yes
M	Hospital based medical appointments.	Authorised absence.	No
N	No reason yet provided for absence.	Unauthorised absence.	No
O	Unauthorised absence not covered by any other code /	Unauthorised absence.	No
V	Educational visit	Approved educational activity.	Yes
P	Approved sporting activity	Authorised educational activity.	YES if approved by the school in advance
R	Religious observance	Authorised absence.	YES if approved by school in advance.
S	Study leave	Authorised absence	No

Appendix 8

Arrangements for screening and searching & use of reasonable force

Chosen Hill School acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students.

1. School staff can search a student for any banned item if the student agrees.
2. The Headteacher and members of the Senior Leadership Team have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

The Headteacher and members of the Senior Leadership Team can also search for any item banned by the school rules which has been identified as an item which may be searched for.

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

As a result, teaching staff may search students' clothing, bags or lockers without consent for any banned item the school believes could cause harm. This process will only be undertaken by designated staff in pairs according to school procedure.

As above, the school may give due regard to Police involvement or initiating safeguarding processes.

Use of reasonable force and other physical contact

The School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. Please see also School Control and Restraint protocol.