



BRIGANTIA
LEARNING TRUST

Creating excellence together

LONGLEY PARK SIXTH FORM

BEHAVIOUR POLICY

An Academy of Brigantia Learning Trust

Originator:
Date of Last Approval:
Approval/review by:
Review interval (years):
Date of next review/approval:

Vice-Principal (Student Engagement)
16 July 2019
Local Academy Board
1
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Principles

- Respect for one another
- Tolerance towards one another
- Empathy for others
- Kindness

Aim

The Sixth Form behaviour policy is designed to encourage all students to behave in a way which will enable them and others to enjoy their time at Form, learn, achieve and progress.

Objectives

- To ensure all students know and understand what the Sixth Form expects of them
- To help all students meet Sixth Form expectations
- To provide staff with clear guidelines in supporting students to consistently meet Sixth Form expectations
- To provide a transparent, workable and realistic framework for the consistent management of all behaviour-related issues.
- To support the re-engagement of students who have not met Sixth Form expectations

Approach

- The Sixth Form's Behaviour Policy reflects a partnership between all members of the Sixth Form.
- The Sixth Form's Behaviour Policy is positive in nature and seeks to be preventative rather than punitive in approach and to maximise re-engagement
- All staff are expected to use the policy in their support and management of student behaviour
- Integral to the behaviour policy is a system of commendation and concern points which are attributed to specific behaviours. Points are either automatically reported by Cedar or added by Sixth Form staff.

SECTION 1

SIXTH FORM EXPECTATIONS

Students are expected to achieve the following expectations:

- Good attendance and punctuality
- Meeting of work deadlines
- Work completed to the best of their ability
- Co-operate with staff

These expectations are incorporated into the learning agreement which all students sign at induction.

The learning agreement also sets out the Sixth Form's commitment to students as shown below:

- A secure environment where everyone feels safe
- A commitment to fairness, equality of opportunity and respect of all members of the Sixth Form community
- Clear processes for listening to student views, handling complaints and addressing any problems we may have in delivering these commitments
- A partnership with parents/carers to ensure that we can all work together to deliver success to students

Good Attendance and Punctuality

The Sixth Form expects students to attend every lesson on time. Staff must complete registers in a timely and accurate manner to ensure our attendance systems are effective in supporting student learning. Teaching staff will take a register during each session. Teachers should note that details of some absences may already have been entered centrally and these should not be overwritten.

Lateness should be acknowledged and recorded as a number of minutes late. Appropriate support should be put in place for students with persistent poor punctuality.

Subject teachers are responsible for discussing with students incidences of unexplained absences and lateness. An automated text message will be sent home to students with an attendance below 95%. If attendance and punctuality is affecting achievement and progress, parents/carers should be contacted,

Meeting of Work Deadlines

Students are expected to complete and submit work to set deadlines. In cases of students not submitting work to a set deadline, subject teachers should discuss the incident with the student. Alternative arrangements for submitting the work need to be agreed. Subject teachers should liaise with their Curriculum Lead, if late or non-submission is repeated and appropriate support put in place.

Work Completed to Expected Standard

Students are expected to complete and submit work to the expected standard. Subject teachers need to discuss the reasons for students not meeting the expected standard of work and support provision put in place. Discussion with Curriculum Leads and with parents and / or carers should also take place if submitted work continues to be below the expected standard. Students must attend identified support activity provided.

Co-operation with staff

Students are expected to cooperate with staff instructions. Staff should have a quiet, and if appropriate, private conversation with a student behaving in an unacceptable way. They should discuss with the student the reason for them behaving in the way they are and agree any changes in task/activity/situation as necessary in order for the student to meet College expectations. If the behaviour is occurring in class, the conversation may take place during or after the lesson and the student should remain in the class.

Initial Concerns

Teachers or academic tutors should have a conversation with students as soon as they have a concern about their behaviour. If the behaviour continues, a meeting with the student should take place to discuss the concern. The meeting should be reported in the pastoral log in cedar under 'learner meeting'.

Formal Disciplinary Meetings

Student Contract Meeting

Academic tutors will conduct student contract meetings with tutees who have poor attendance and punctuality. The meeting may also include highlight wider issues that have been noted on Cedar, as appropriate. Meetings will be supportive and focus on exploring with tutees reasons for poor attendance and punctuality and strategies for improving engagement.

A brief summary of the discussion from the 'student contract' meeting will be recorded in Cedar and circulated to the student's teachers, curriculum lead and the behaviour and welfare manager

Teachers with support from their curriculum lead are responsible for managing low level disruption in the classroom, students meeting work deadlines and completing work to the expected standards.

Student Achievement Team management (Behaviour and Welfare, Achievement Lead and Senior Academic Tutor), in liaison with Curriculum Leads and/or other sixth form managers, will conduct student contract meetings with those students where the primary concern is low level disruption in lessons and around the sixth form in general. S/he will record a brief summary of the discussion in Cedar and circulate to relevant staff.

Progress Panel

Extended Leadership Team managers will meet with those students who following a student contract meeting continue with poor attendance, punctuality, behaviour and/or other aspects of not meeting sixth form expectations. Parents/carers should be invited to

the meeting. If parents/carers are unable to attend, a letter will be posted home informing them that their son/daughter attended a progress panel meeting.

The manager initiating the progress panel must collate relevant information to report on the student's progress which will be presented at the panel. Information required for the report will come from Cedar, teachers, academic tutors and curriculum leads

The meeting should be focused on getting the student to reflect on why they are not meeting College expectations and what changes in their behaviour might help them to meet them.

These changes should form the basis for an amended strategy for re-engagement. The strategy should include targets and a date for review of progress. All meetings and agreed actions should be recorded in Cedar under contracts.

Disciplinary Panel

Extended Leadership Team managers will arrange a disciplinary panel with students and their parents/carers if the targets set at the progress panel contract meeting have not been met.

Parents/carers must be invited to the meeting. Parents/carers will be offered alternative dates and times for meetings to increase their opportunity to attend.

The manager initiating the progress panel must collate relevant information to report on the student's progress which will be presented at the panel. Information required for the report will come from Cedar, teachers, academic tutors and curriculum leads

A member of the Senior Leadership Team will chair the meeting and consider options available to the student. Available options are no action to be taken, re-engagement subject to student contract, fixed term exclusion or permanent exclusion. In exceptional cases, where the student has failed or is likely to fail the course they will be withdrawn. Reasons for failing the course include plagiarism, failed or non-submission of mandatory assignment(s).

The chair of the disciplinary panel will inform the student and parent/carer of the outcome of the panel by phone as soon as possible. Formal confirmation of the outcome will be by letter no later than 5 working days after the panel. Details of the outcome will be recorded in Cedar under contracts. The letter outlining the decision of the Panel will also set out the process for an Appeal.

Serious Breach of the Learner Agreement

In cases where a student is suspected of being involved in violence, harassment, in possession of or under the influence of alcohol and/or drugs, and further investigation is required or there is a risk to student(s), it may be necessary for the student to be given a suspension from Sixth Form.

The suspension will be with immediate effect pending an investigation. Such a suspension is not itself a disciplinary action and will only be taken when it is needed to protect students, staff or Sixth Form property. Suspensions should not exceed 5 working days. Only the Principal or a member of the Leadership Team formally deputising for the

Principal will have the authority to issue such a suspension. In the event of the Leadership Team not being in College, an AL/CL or a member of the Primary Safeguarding Team, in liaison with the former, will assume this authority.

If such action is taken, the Principal or member of staff acting with the Principal's authority must contact home to inform parents/carers of the suspension. All suspensions must be recorded in Cedar. The investigation will be carried out by a manager nominated by the Principal, and may involve interviews with other witnesses including students and staff.

Depending on the outcome of the investigation a Disciplinary Panel meeting may be arranged as outlined above. The Panel has the authority to take appropriate disciplinary action up to permanent exclusion of the student from Sixth Form.

Appeals

If the student or the parents/carers have serious concerns regarding the conduct and or process of the Disciplinary Panel they have the right of appeal. If they wish to appeal they should write to the Principal setting out the reasons for the appeal within 5 working days of receipt of the letter from the Disciplinary Panel.

The Appeals Panel will consist of at least one member of the Academy Advisory Council, who is not an employee or student of the Trust, who will chair the Panel; a senior member of the College's staff and a third member who may be another member of the Academy Advisory Council as above or an independent person invited by the Chair. None of the members of the Appeals Panel will have had any previous involvement in the issues being examined so that they can give a fresh and independent view.

The Appeals Panel will operate following the same process and guidelines set out above for the Disciplinary Panel. The Appeals Panel can confirm the outcome of the original Disciplinary Panel, or it can reduce or remove disciplinary action as it sees fit.

The Appeals Panel is the final action available within the Sixth Form's processes. If the student or parents/carers feel that the disciplinary process has not been properly or fairly operated, they have a right to complain to the Educational and Skills Funding Agency, which will be set out in the letter informing all parties of their decision.

Commendation and Concern Points

Integral to the behaviour policy is a system of commendation and concern points which are attributed to specific behaviours. Points are either automatically reported by Cedar or added by Sixth Form staff. A guide to commendation and concern points is attached below:

Related Policies and Procedures

- Admissions Policy
- Student Disciplinary Process Summary
- Enrolment Guidance
- Cedar Guidance
- Staff Handbook
- Student Learning Agreement
- Safeguarding Policy

**Behaviour Policy 19/20
Points and Interventions**



