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SIXTH FORM BEHAVIOUR POLICY





Document Control

Title:	Student Behaviour Policy
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Category:	
Date Approved:	1 September 2021
Approved by:	
Review Date:	
Review Period:	1 Year
Status:	Statutory
Website:	Yes
Annual Agreement:	Yes

Review

Date:	Version:	Author:	Revisions:

mission and principles

Our mission at Longley Park Sixth Form is to ensure that young people in the North of Sheffield and surrounding areas enjoy access to excellent post-16 education. To support our mission we set out four main principles:

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

Our mission and underpinning principles are used to create a culture focused upon quality and pride, supporting our students to achieve their best and to confidently progress to the next stages of their lives.

Aim

This Sixth Form behaviour policy is designed to encourage all students to conduct themselves in ways which will enable them and others to enjoy their time at Longley Park, 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
- The Sixth Form will seek to use restorative practice as appropriate
- 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 to inform next steps.



SECTION 1

SIXTH FORM EXPECTATIONS

Students are expected to conduct themselves positively and achieve the following expectations:

1. The LP Basics

I will attend all my lessons and arrive on time

I will wear my ID badge to ensure the safety and securing of our building and our community

I will prepare for lessons in advance and arrive ready to learn

I will keep my course file organised and up to date as a reflection of my progress

2. Respect for the community

I will treat all members of the Sixth Form community with respect and courtesy.

I will demonstrate tolerance and respect to all people regardless of their faith, race, culture, sexuality or gender.

I will treat our environment with respect

3. Ownership of learning

I will commit the time and effort required to enable me to achieve.

I will extend my learning beyond the classroom.

I am responsible for my own learning

4. Attitude

I will respect the right of all students to learn and all teachers to teach.

I am accountable for my behaviour and actions

I will work positively with our community

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; these discussions should be recorded on Cedar with clear targets for improvement. An automated text message will be sent home to students with an attendance below 95%. If attendance and punctuality is affecting achievement and progress and/ or there are clear patterns of absence/ lateness, parents/carers should be contacted,

Meeting of Work Deadlines

Students are expected to complete and submit all work to set deadlines. In cases of students not submitting work to a set deadline, subject teachers should discuss the incident with the student; these discussions should be recorded on Cedar with clear targets for improvement. Where there are extenuating circumstances, 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.



SECTION 2

ANTI-BULLYING, PEER-TO-PEER ABUSE

Anti-Bullying (refer to the anti-bullying and harassment policy)

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Allegations of bullying

Any allegations of bullying will be seriously considered and fully investigated. The investigation will be conducted and recorded by a member of the Extended Leadership Team. If the allegation of bullying is supported by appropriate evidence further disciplinary action will be taken.

Peer to Peer Abuse (refer to the Trust peer to peer Abuse policy)

What is peer to peer abuse?

Children and young people may be harmful to one another in several ways which would be classified as peer on peer abuse.

All staff should be aware that children and young people can abuse other children and young people (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse.
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
 - Sexting (also known as youth produced sexual imagery); and
 - Initiation/hazing type violence and rituals

Allegations of Peer-To-Peer Abuse

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Any allegations of peer-to-peer abuse will be seriously considered and recorded by a member of the Extended Leadership Team. If the allegation of peer-



to-peer abuse is supported by appropriate evidence further disciplinary action will be taken. We will contact and work with the Police, Social Care and other agencies as necessary.



SECTION 3

LONGLEY PARK SIXTH FORM COMMENDATION AND CONCERN PROCEDURES

COMMENDATIONS: Praise, Celebrate, Support

At Longley Park Sixth Form the commendation process is an integral part of our positive approach to conduct and behaviour management. We are committed to celebrating, praising and supporting students' achievements and successes. Sixth Form staff will ensure students are provided with ongoing support, personalised to them and provide positive feedback and encouragement on a regular basis. In addition, the Sixth Form follows a more formal commendation system to fully recognise positive conduct and behaviour.

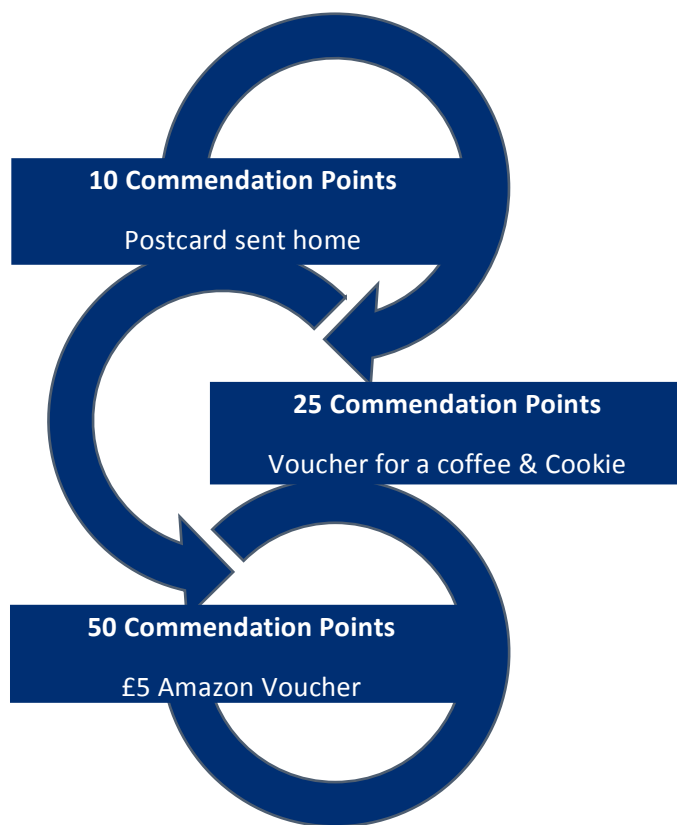
Commendations will be awarded when students demonstrate the core values of positive achievement and positive behaviour and attitude.

- Exceeding MTG
- Completing additional Independent work
- Achieving above expected in PIs
- 100% attendance (weekly)
- 100% punctuality (weekly)
- 4/5* at Grade Prediction points
- Contributing to the Sixth Form
- Contributing to the community
- Taking positive steps for your future
- Seeking out additional opportunities
- Encouraging and supporting others
- Participation in enrichment activities

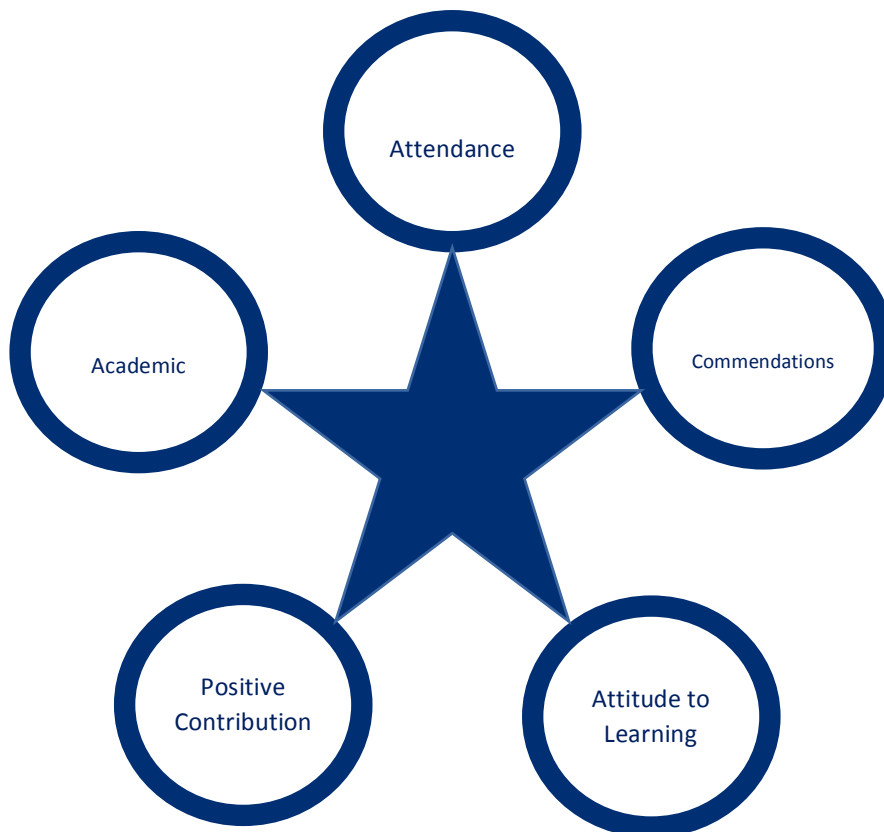
Commendations will be recorded on Cedar in two ways:

- Automatically for attendance/ punctuality/ 4 and 5* at Grade Predictions
- By Sixth Form Staff through the pastoral log.

The running total of commendations will be monitored by the Achievement Team and as students accumulate commendation points they will be rewarded in the following way:



At the end of each term there will be an assembly dedicated to celebrating achievement and success. Students will also receive a nomination for the end of year awards ceremony. Students can win awards for the following:





Concerns

Initial Concerns

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.

Teachers and/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'.

Teachers and/or academic tutors should also take into consideration any learning support and/or safeguarding and wellbeing needs of the student.

Learning support and/or safeguarding and wellbeing needs of a student should be considered at all stages of the disciplinary process.

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

The Behaviour and Welfare manager will direct relevant Extended Leadership Team managers to undertake 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 summary of the discussion in Cedar and circulate to relevant staff.

A review of the student's progress against the agreed targets of the contract should take place 3 weeks after the meeting.

Progress Panel

The Behaviour and Welfare manager will direct relevant Extended Leadership Team managers to undertake Progress Panel meetings with students who have not met the targets agreed at their student contract meeting. 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.

A review of the student's progress against the agreed targets of the contract should take place 3 weeks after the meeting.

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 Leadership Team will chair the meeting and consider options available to the student. Options include 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.

If the outcome of the panel is for the student to remain at the Sixth Form subject to meeting the targets of a student contract, a review should take place 3 weeks after the meeting.

Unacceptable Behaviour or 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. All suspensions should be recorded on Cedar as a fixed term exclusion.

Only the Principal or a member of the Leadership Team formally deputising for the Principal will have the authority to issue 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 the student wish to appeal they should write to the Principal setting out the reasons for the appeal within 7 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.



Related Policies and Procedures

- Admissions Policy
- Student Disciplinary Process Summary
- Enrolment Guidance
- Cedar Guidance
- Staff Handbook
- Student Learning Agreement
- Safeguarding Policy
- Anti-Bullying Policy
- Peer-To-Peer Abuse Policy



Behaviour Policy 21/22 Points and Interventions

