



Hanson Policy a guide for School Staff

Sixth Form Positive Behaviour Policy

Approved by the governing body on:

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To be reviewed on:

Next Governor's Meeting

Signed on behalf of the governing body:

Hanson School Sixth Form Behaviour Expectations

2019-2020

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Hanson School Sixth Form Behaviour Expectations

2019-2020

Introduction

Staff have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006).

The Post-16 behaviour policy aims to promote outstanding relationships which will enhance good behaviour, self discipline and respect; as well as minimising bullying and developing the skills and abilities required to make the next steps in education, training or employment. We wish to enable every student to complete work to the very best of their ability so that they can achieve their 'personal best', in a positive environment that supports students through their journey into adulthood.

Every member of the school community is expected to behave in a considerate way towards others. All students are treated fairly, and this Behaviour Policy is applied in a consistent way.

Entry to the Sixth Form

It is assumed that when a young person chooses to enrol at Hanson Sixth Form, they are doing so in order to pursue meaningful qualifications through exemplary levels of behaviour and attendance. As such, we aim for all our students to achieve 100% attendance and will challenge those who fall below our minimum target of 95%. Attendance is of vital importance and it is clearly stated in various research that poor attendance has a detrimental impact on outcomes.

Both behaviour and attendance are regularly reviewed by teaching staff, form tutors, curriculum leaders and heads of faculty in liaison with the Sixth Form team. All incidents of absence, missed deadlines and failure to meet the expectations of Sixth Form study will be pursued by the Sixth Form team, teaching staff and Senior Leadership where appropriate.

Upon joining Hanson Sixth Form, students are expected to sign, along with their parents/carers the 'Post-16 contract', which outlines the expectations of students at Hanson Sixth Form relating to their conduct, study and attendance.

Sixth Form Behaviour Expectations

1. 95% + attendance at all lessons:

It is expected that attendance stays above 95%, if this begins to decline then the attendance step process will be followed. This is found in appendix 1 in the Hanson Sixth Form's attendance policy.

2. Punctuality to all lessons and registration:

It is expected that all students arrive to lessons on time during the day. If punctuality does start to fall behind, then attendance reports will be sent to parents/careers of those students. If the punctuality does not make any improvement, then that student will be placed on a punctuality report to be monitored. This is found in the appendix 2 in the Hanson Sixth Form's attendance policy.

3. Responsible behaviour in and around the school building:

It is expected in and around the school building that the students act in a positive manner following the basic expectations that are applied at both KS3 and KS4. KS5 students are role models in the school environment and should portray this on a daily basis.

4. Adherence to the expectations for Sixth Form including dress code:

Students are expected to adopt a professional business style approach to their Sixth Form studies the student and their dress code should reflect this also. Failure to comply with the dress code will result in being sent home to change and return. ALL students must wear their ID badge. This is compulsory for safeguarding purposes.

5. Respect for all within the school community:

It is expected that every member of the school community feels valued and respected, and that each person whether that be a staff member or student is treated fairly and consistently. Every member of the school community is expected to behave in a considerate way towards others.

6. The completion of all work on time:

It is expected that as a Sixth Form student, pride is taken with work both in and out of class. If students are found not to be on track with work, then in the first instance the classroom teacher will intervene with that student. If failure to complete work on time continues then that student will go through the stage process.

Overview and Expectations for Teachers/staff

Teachers are expected to follow the Post 16 Behaviour Policy when teaching Post 16 students or engaging in extra-curricular post 16 activities.

Post 16 teachers will:

- Adhere to the Post 16 Behaviour Policy.
- Set high standards early in order to help students establish excellent regular attendance and positive behaviours from the start. This includes supporting behaviour management by regularly clarifying and reinforcing learning and social behaviours in line with the ethos of Post 16.
- Apply rewards and sanctions consistently and fairly to all students across Post 16.
- Reward achievements and reinforce an appreciation of excellent behaviour through positive recognition of individual students or classes.
- React with early intervention on a teacher level as needed where there is poor behaviour, a poor approach to learning and/or unexplained absence (teacher intervention)
- Follow and engage with all steps of the Post 16 Behaviour Policy for managing poor behaviour, including regularly logging issues on SIMS. This may also include responding to requests for feedback and/or changing classroom practice as a result of necessary intervention directed by the Post 16 team.
- Help identify underlying causes of poor behaviour and/or approach to learning and contribute as appropriate towards additional support to help any student.

Overview and Expectations for Parents/Carers

We ask that parents/carers become familiar with the Post 16 Behaviour Policy and that they support Post 16 to implement it effectively by encouraging their son/daughter whilst they are a member of Post 16.

Parents/Carers of students in Post 16 should be expected to:

- Help support high standards; this may be through encouragement in completing work at home or attending lessons regularly for example.
- Keep in regular contact with the Sixth Form team about their son/daughter's progress using parent's evenings, e-mail or telephone.
- Ensure they keep in contact with the Sixth Form team about their son/daughter's attendance or any issues in or outside of school that may affect a student's performance, behaviour and/or approach to learning.
- Support the Post 16 team to act and intervene where they feel appropriate sanctions are needed to assist with their son/daughter where necessary.
- Contact their son/daughter's Head of Post 16 immediately should they feel that this policy has not been implemented correctly or fairly.

Rewards

It is essential that all students regardless of ability, are given the opportunity to operate within the rewards framework. When students achieve above our expectations it is important to us that they are recognised and rewarded.

Within Sixth Form staff are asked to praise students on a regular basis. This includes speaking to parents/careers by phone or via text, sending praise letters home or giving verbal praise to a student when they have achieved. For outstanding achievement, the use of monetary reward vouchers has been introduced to ensure our students know how proud we are of their efforts.

Sanctions – Standards procedure for poor behaviour

Stage One - Verbal Warning

It is anticipated that many students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The verbal warning will be recorded on SIMS and has two clear purposes:

- to indicate to students that they have done or are doing something which is unacceptable;
- to form a link to the more serious second verbal warning if it is required.

Stage Two - Second Verbal Warning

A student who continues to behave unacceptably despite being given an initial verbal warning will move into step two and receive a second verbal warning. This must be recorded on SIMS and a phone call will be made to that student via the subject teacher.

Students could move into step two as a result of continuing the behaviour which led to the initial verbal warning or for behaving in a way which is considered too serious to receive only a verbal warning.

Stage Three – Challenge student/send off site & Parent meeting

A student who has had the first two steps issued and continues to behave in an inappropriate manner will be issued a third step whereby a meeting will be called with their parent(s) or career. The student will be sent home on the day of the incident and a written warning will be sent home to parents to warn them of the risk of permanent exclusion.

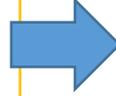
Stage Four – Permanent Exclusion

A student who has had three verbal warnings issued and whose parents/carers have been in for a meeting about their child's behaviour, but they continue to behave in an inappropriate manner, will be issued a permanent exclusion. The student will be sent home on the day of the incident and the parents will be informed by both telephone and a written letter that they are no longer allowed to attend the Sixth Form.

Behaviour Expectations - General

STAGE 1

- Challenge student
- **First verbal warning given**
- Event logged on SIMS



One incident of poor behaviour

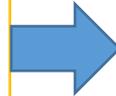
STAGE 2

- Challenge student
- **Second verbal warning given**
- Telephone parent to discuss and invite them in for a meeting with yourself.
- Event logged on SIMS

Two incidents of poor behaviour

STAGE 3

- Challenge student send home on day of incident.
- **Parental meeting organised with the teacher and a member of the 6th form team.**
- Concerns passed onto senior leadership team
- Event logged on SIMS



Three incidents of poor behaviour

STAGE 4

- Send home on day of incident.
- Liaise with Senior Leadership Team to consider case/flag with the headteacher
- **Inform Parent of risk of permanent exclusion and invite in for meeting**
- Event logged on SIMS

Several instances of poor behaviour with no improvement made

Sanctions – Standards procedure for serious misconduct

Stage 1- First Warning given

A student who has behaved inappropriately and as a result committed a serious offence will be sent straight off the site. Parents will be informed, and a meeting will be arranged with the head of sixth form and any other appropriate parties upon their return the next day. The event will be logged on SIMS with eh outcome noted.

Stage 2- Second Warning given

A student who has behaved inappropriately for a second time and as a result committed a serious offence will be sent straight off the site. A parental meeting will be arranged, and an exclusion will be issued if necessary. (The control of fixed-term or permanent exclusion is entirely in the hands of the Head of Sixth Form who will consult with the Headteacher). This will be logged on SIMS and a written warning will be given to advise the risk of permanent exclusion.

Stage 3- Exclusion given

3 instances of serious misconduct will result in that student sent off site with immediate effect. The case of the offence will be reviewed by the Head of Sixth form and the Headteacher and the student will be issued a permanent exclusion.

NB: The Headteacher or the Head of Sixth Form can choose to permanently exclude a Sixth Form student after a single serious misconduct incident if it is judged to warrant that consequence.

Sending off site

This is an extremely serious sanction and is not used lightly.

Every effort will be made to inform Parents when a student is asked to leave the site and a parent meeting will usual follow this.

Behaviour Expectations - Serious Misconduct

Serious Misconduct: persistent defiance, fighting/assault, bullying, verbal abuse/aggression, theft, vandalism, anything associated with drugs, involvement in areas that affects the safety of others, repetition of stages 1-3.

Stage 1- 1st Warning

- Student to be sent home on day of incident.
- **Parent/carer informed by the reporter**
- Meeting with student, teacher and Key Stage Subject Leader
- Event logged on SIMS
- Student placed on Subject Report if necessary

Stage 2- 2nd Warning

- Student to be sent home on day of incident.
- **Parental meeting organised**
- External exclusion if necessary
- Student placed on report to Sixth Form Head
- Event logged on SIMS
- **Written final warning of risk of permanent exclusion**

Stage 3

Exclusion/Asked to leave Sixth Form

- Student to be sent home on day of incident.
- Senior Leadership Team to discuss case
- **-Parents informed via phone/letter/meeting of decision**
- **Permanent exclusion issued.**