

Hutton Grammar School Sixth Form – Standards and Expectations



Originator: Mr O Hacking

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This policy is supported by and underpinned by the Hutton Grammar School and Sixth Form *Hutton Church of England Grammar School Behaviour Policy* which can be found on the school website.

Our Mission

As outlined in the *Hutton Church of England Grammar School Behaviour Policy*, our Sixth Form's foundation scripture, Philippians 2, outlines the core of our mission and our core values:

"In your relationship with one another have the same mindset as Christ Jesus".

With our core values as: Koinonia, Compassion, Justice, Reverence, Humility and Endurance. At Sixth form we expect our students to be able to embody these values and serve as examples to our younger students in the main school. This core scripture, alongside our values, allows us to create a learning community that will enable all members to flourish in an environment of collaboration and respect.

Members of Hutton Grammar School Sixth Form are required to follow the standards outlined in this document as part of their membership of our community. Sixth Form students are at a stage in their life and education where they act as significant role models for the younger students at school. As such we expect them to be leaving the potential for immaturity and misbehaviour of their younger years behind. We do however recognise that this is a journey and mistakes will be made. This document is written to outline to students and their parent or carer what is expected of them.

Context

This document has been written with the support of the following documents.

- Hutton C of E Grammar school and Sixth Form
 - Written Statement of Behaviour Principles
 - HGS School Behaviour Policy
- From the Department of Education:
 - Keeping children safe in education 2023.
 - Working together to improve school attendance 2022.
 - School suspensions and permanent exclusions 2023.
 - Behaviour in schools: advice for headteachers and school staff 2022.
 - The Education and Skills Act 2008
- From the Education and Skills Funding Agency
 - Funding guidance for young people 2023 to 2024 from the ESFA

Content:

- Expected Conduct
- Sixth Form behaviour policy
- Dress Code
- Independent Study and Support
- Bullying and Relationships
- Recognition and Sanctions

Expected Conduct:

At Hutton C of E Grammar School and Sixth form, we recognise that this is an important time of transition in a young person's life. In the space of two years a young person will transition from a child to adult and make key decisions about their future. The expected conduct below is designed to promote the values and behaviours a student successfully making this transition should embody.

A Sixth form student will:

- Uphold and embody the school's distinctly Christian ethos. Our school culture is important, and our ethos allows all to flourish and learn. At Sixth Form we expect students to be model examples of this for younger pupils.
- Engage with learning and complete work set in accordance with deadlines outlined by the member of staff setting the work.
- Respect the right of other students to learn.
- Follow the Sixth Form dress code.
- Be prepared to learn by having the necessary equipment in order to learn.
- Follow the Sixth Form's attendance and punctuality policy.
 - In brief, students should maintain an attendance greater than 95% to timetabled lessons.
- Engage with extra and super curricular activities.
- Engage with careers and work experience programs.
- Be respectful of all members of staff.
- Take care of the school community spaces by not littering, damaging school property or the property of other members of the school community. Students are also expected to report damage they or their peers cause through accidental or intentional action to a member of staff.
- Ensure that all submitted work is the product of one's own effort. To not plagiarise or copy other student's work or pass off work produced by AI or computer programs as one's own. In accordance with guidance from JCQ – the Joint Council for Qualifications.
- Not engage in discriminatory or bullying behaviour.
- Use social media appropriately and maturely.
- Understand that teachers have a statutory right to act on behaviour that takes place outside the school gates.
- Not, through their own actions, bring the school into disrepute.

Parents and Carers:

By enrolling with us you agree to ensure that your child understands the content of this document. It is important that as members of our school community that parents and carers support the school in upholding the expectations outlined in this document.

It is also important that the school is made aware of any additional needs that may affect a student's ability to act in accordance with these expectations to allow reasonable adjustments and accommodations to be made.

We also ask that parents make regular use of synergy to monitor their child to support them. Guidance on what communication can be expected via synergy is outlined further into this document.

Sixth Form Behaviour Policy

This section outlines specific behaviours which are not acceptable at Sixth Form, in addition to the School Behaviour Policy. It also clarifies specific behaviours or occurrences that apply uniquely to the Sixth form experience. Reasonable adjustments and accommodations will be made for students with special educational needs on a case-by-case basis in accordance with their pupil profile.

Attendance and Punctuality

Rules and expectations regarding attendance and punctuality are outlined in the Sixth Form Attendance and Punctuality policy. This can be found in the Sixth Form section of the school website.

Use of Technology

We expect Sixth Form students to be able to use technology appropriately to support their learning. Sixth form students are permitted to use mobile phones and other electronic devices during the school day. A student would be considered misusing technology should they:

- Use their mobile phones and electronic devices in lessons without prior permission from teaching staff.
- Encourage the misuse of technology by students in year 7-11.
- Take photographs of any member of the school community without that person's prior permission. Photos of students in years 7-11 are not permitted under any circumstances. Photos of members of staff are not permitted under any circumstances.
- Damage or misuse school technology.
- Engage in harmful or illegal online activity whilst on the school premises, this includes but is not limited to cyberbullying. It also includes the use of another person's online content to harass or harm them in person.
- Access pornography or harmful sexual content on any electronic device whilst on the school premises.
- Actively attempt to circumvent or evade the schools online monitoring systems or teach others to do so.

Drugs and Alcohol

We recognise that students during their time at Sixth Form will reach legal drinking age and will be able to legally purchase vaping products. As outlined in the whole school behaviour policy Sixth Form students should be aware that:

- Vapes, alcohol, controlled drugs, and tobacco/smoking related products, are all prohibited items. This means that a student will be considered for exclusion should such items be found

on their person. In addition, use of these items on the school site will result in the student being considered for permanent exclusion.

- This includes their use during school trips or any time when the student is representing the school.

Classroom and Study Zone Conduct

Sixth form students have the privilege of their own study areas and more freedom around the school site. We therefore expect them to rise to this privilege. Unlike main school students there are no expected routines for students to follow whilst learning in the classroom, we do however expect the following:

- Active participation in learning and response to feedback.
- Engagement with activities outlined by the classroom teacher.
- No low-level disruption to lessons or learning of others in study zones.
- Respectful use of the silent study zone.
- Leaving a learning space in the condition it was found.
- Adherence to deadlines concerning coursework, products, homework tasks and practical work.

Dress Code:

We expect Sixth Form students to set a good example by being smartly presented. Students should aim to dress in clothes that would be appropriate in an office environment. We expect students to aim to wear clothing that supports a working office environment.

Essential Items:

- The School Identity Lanyard **must be worn at all times**. This is a statutory requirement as part of safeguarding all young people on the school site.

We recommend:

- Formal shirts or polo shirts of any colour, ties are optional.
- Jacket, blazer, jumper, or cardigan.
- Smart trousers
- Skirts or dresses of any reasonable design
- Tops and shirts of any colour in accordance with the office environment guidelines.

We do not permit:

- Denim
- Gym wear or sportswear unless partaking in games lessons or sporting activities during the school day.
- Items with offensive slogans or images.
- Any item of clothing deemed to be inappropriate at the discretion of the Directors of Sixth form or Senior Leadership team.

Independent Study and Support

In 16-19 education a greater emphasis is placed on the student's ability to complete work and meet deadlines with less contact time with a teacher. A great deal of support will be provided by the school to support independent study and support students with independent learning both on the premises and off the premises.

We expect students to:

- Engage in independent study to support their learning.
- Plan their study periods and what they will do in this time.
- Seek support when unsure of how to use their time.
- Aim to be completing 40 hours of work per week towards their A-levels, including lesson time (normally 16-18 hours for a student with three subjects), homework tasks and independent study. This should be in place and a routine by Y13.

Students whose attainment is significantly below expectation will be moved onto a managed intervention programme supported by the Sixth Form pastoral team. This could result in the removal of free study time and the implementation of a timetabled study programme. Students will be expected to engage with the Intervention 'Wave' System in the following manner:

Wave 1 – Student support meeting with form tutor.

Here the student has a meeting with their form tutor to form a dialogue about their study habits, preparedness for lessons and use of independent study. Strategies will be shared, and a plan put in place to help the student.

Wave 2 – Meeting with Directors of Sixth Form

Here the student will meet with the Directors of Sixth Form and their form tutor to discuss their attainment. A support plan will be put in place and the student will be required over a period of weeks to demonstrate their increased effort with independent study.

Wave 3 - Parental Meeting with the student and Directors of Sixth Form.

Here the student will meet alongside their parents with the Directors of Sixth Form to develop a formal study plan and outline expectations of work in school and at home. Students on Wave 3 will be expected to attend supervised study periods.

Bullying and Relationships

We do not condone or tolerate bullying in any form at Sixth Form. Such behaviour is unbecoming of a Sixth Form student. Those found to be engaging in bullying behaviour will be considered for suspension and exclusion for repeat offenders. Our responses and expectations of students regarding bullying are outlined in our Sixth Form Anti-Bullying Charter written by student leadership and Sixth Form Pastoral Leaders. This is outlined below.

At HGS we define bullying as the deliberate and continuous act intended to hurt another person: physically, emotionally, or mentally.

This charter aims to encourage students to show each other compassion, to seek justice for those who don't feel seen or heard and to treat everyone with reverence and respect.

As a school we will:

- Take every case of bullying seriously when it is reported.
- Support all the students who may have suffered from bullying ensuring they feel and are safe.
- Take action against bullying, wherever this may take place.
- Work with parents/carers to ensure any student suffering from bullying gets the aid they deserve.
- Ensure that there is a no tolerance policy with no room for ignorance towards the issue.
- Give opportunities for students to report bullying anonymously at various points in the year.

As a student I know that I have a responsibility to:

- Respect other people's faith, even if I share a different belief.
- Avoid using discriminatory language, including the use of anti-religious, classist, racist, and sexist speech.
- Protect my peers by defending victims and supporting them.
- Encourage my peers to talk about their situation to staff. This can be done in person, or anonymously via needtochat@huttongrammar.org
- Use my moral initiative and report bullying when I see it.
- Treat all of my peers equally, with respect.

As part of our personal development programme the student will engage with sessions on healthy and appropriate relationships amongst many other topics to support their personal development at Sixth form. More information about this can be found on the school website and curriculum sections.

Recognition and Sanctions

At Sixth form we use synergy to record and monitor student behaviour. All students, parents, and carers, have access to synergy to enable them to engage with this system. In addition, these processes will be used to inform recognition awards and sanction tracking when such procedures are necessary. Synergy allows the school to award positive points or negative points linked to specific behaviours. Sanctions will be issued where a student is behaving in a manner that contravenes the expectations and behaviours outlined in this document. In addition, the school will award positive records on synergy to promote good behaviour and recommend the student for positive recognition awards. This also allows us to communicate this information to parents and carers and provide instant real time feedback on the student's experience.

These systems will be used to inform:

- Professional References.
- UCAS References and Information.
- Trip placement allocations.
- Reward and recognition schemes such as the Hutton Sixth Form Award.
- Intervention and Monitoring.
- Pastoral Care.

Positive Recognition.

At Hutton Sixth Form we aim to recognise the following behaviours positively via synergy and communicate them home to parents and cares:

- Subject Excellence – students will be awarded a subject merit for any of the following:
 - Excellent contributions to lessons.
 - Outstanding classwork or project work.
 - Achievement in assessments.
 - Going above and beyond the curriculum.
- Extra-Curricular contributions
 - Awarded half termly for club contributions, sporting excellence, inter-house contributions.
- Super Curricular Activity
 - Awarded for going beyond the curriculum with wider reading, trip engagement, and completing further work.
- School Service
 - Awarded for acts of service in school such as volunteering their time for school tours, open evenings, charity events and helping out at other school events.
- Personal Development

- Awarded for excellent engagement with careers, self-authoring, development of character, work experience and UCAS work.
- Christian Ethos
 - Awarded in recognition of contributions to form, leading aspects of worship, being an exemplar of school values.

Negative Behaviour Communication

Where a student is engaging with their school experience in a negative manner, this will be recorded via synergy as a record of the behaviour and further action may be taken by the school in support. The following will be communicated via synergy.

Parents and Carers: As part of your crucial role in supporting the school and student learning we ask that you discuss any negative communication with the student at home. These instances should be rare and a student at Sixth form who is following our expectations should receive no negative communication in their time at Sixth form.

- Lack of effort
 - This could be given when a student completes poor homework, late homework or their classwork is substandard. It will also be used if a student is poorly prepared for assessments.
 - If continually gained a restorative meeting will take place with the teacher. This will be monitored internally across subjects.
 - Students that continue to obtain this sanction may be required to attend a compulsory study session or catch-up session.
- Poor Conduct
 - Where a student is in breach of the behaviour policy of the school or in breach of school expectations this point will be communicated home.
 - A restorative meeting will take place with the awarding teacher.
 - Continued poor conduct or exceptionally poor conduct will be referred to the directors of sixth form.
- Persistent lateness
 - If students are persistently late to registration or lesson this point will be given. A student is persistently late if they are late two or more times to the same session in a fortnight. For example, student who has ten sessions of physics a fortnight is considered persistently late if they are late to two or more of those sessions.
 - This will also be awarded if the student was denied entry to a lesson due to the degree to which they are late.
- Attendance
 - See attendance policy for the attendance intervention descriptions. Each stage will be recorded on synergy.

Continuous Breaches of Code of Conduct:

In the case that a student continues to be in breach of the 6th form expectations the school will take the following approaches:

Definition of Continuous breaches:

This includes but is not limited to:

- Continued lack of completed work. E.g. Coursework, homework etc.
- Refusal to engage with intervention.
- Continued lateness to lessons without explanation.
- Persistent disruption of lessons affecting the ability of the teacher to teach or other students to learn.
- Disruption of the silent and quiet study zones and other independent areas
- Refusal to follow health and safety procedures in school or away from school on trips.
- Continued breaches of 6th form expectations or this policy.

Approaches:

Initial instances of expectation breaches will have been recorded on synergy which is our method of communication to the parents and carers of the student. Meetings will also have taken place between the teacher or the directors of 6th form with the student. At this stage these interventions have failed.

We define the above and breaches of this expectations document to be behaviour issues. Behaviour issues will be dealt with in accordance with the main school policy, such that a Sixth Form student may be issued a 'fixed-term' exclusion for a number of days or be considered for permanent exclusion dependent on severity or consistency.

A student that has been permanently excluded will have to pay for the examinations themselves and will be entered as a private candidate as they will no longer be 'on roll' at Hutton C of E Grammar School and Sixth Form. We may also begin the student's exam leave early if incidents take place before the exam period in year 13. This is at the school's discretion and is dealt with on a case by case basis. In this case the student will only be allowed on site to sit exams and they must leave the site once the examination has finished. They will not be allowed to attend revision sessions or other sessions in school. We realise that this could have a serious impact on the outcomes of the young person, it is therefore important to recognise that at this stage numerous interventions have taken place.