**SIXTH FORM CONDUCT SUPPORT**

Students within the Sixth Form are considered young adults with a position of leadership and as such need to realise the importance of meeting the expectations of the Sixth Form at all time for students in younger years and realise the importance of meeting these values for their own progress. As such, they are considered able to make informed choices about their conduct especially in relation to.

1. Demonstrating positivity to school, tutor and all lessons
2. Serving the school community by role modelling excellent conduct in and around the school
3. Respect for all within the school community
4. Developing and nurturing their own unique vocation through their studies and use of independent study time

**Recording of Exceptional Conduct**

It is expected that whilst at Sixth Form all students will demonstrate good conduct. However, some students will always demonstrate conduct that is above and beyond and truly meet the values of the academy. For any conduct of this nature a student will be issued with a notification in their Academic Diary of their exceptional conduct. For students who meet the following levels of exceptional conduct they will be get the following rewards:

* **More exceptional conduct rewards than negative conduct concerns**

Students will be win a small novelty prize and receive a certificate in the last week of term.

* **100% more exceptional conduct records than conduct concerns (and at least 1 exceptional conduct record per week)**

Students will be entered into a raffle draw to win small academic prizes and rewards.

* **Top 3 students in the sixth form**

Students will receive a voucher for an academic establishment of their choosing.

**Recording of Conduct Concerns**

For any conduct concern a student will be issued with a notification in their Academic Diary of their inappropriate conduct (students must always have this on them). A meeting will take place between the student and their Sixth Form Tutor during tutor time and any appropriate actions discussed, targets set and recorded ISAMS.

**Level 1 – Revalidation of Sixth Form Agreement**

If a student continues to display inappropriate conduct that is recorded in their diaries, a discussion will be held between a member of Sixth Form Management Team and the student. A revalidated Sixth Form Agreement will be issued. The original signed revalidated Sixth Form Agreement is placed on the student’s file. Communication will be made with home.

**Level 2 – Verbal Warning**

If a student continues to display inappropriate conduct that is recorded in their diaries, a formal meeting will take place between the student and Sixth Form Management Team. The meeting will consist of specific and generic targets to which the student must adhere to. A Verbal Warning letter will be sent home and kept on the students record. The student will be placed on report for a maximum of two weeks.

**Level 3 – Written Warning**

If a student continues to display inappropriate conduct that is recorded in their diaries, the student will be asked to attend a formal meeting at which there will be a parent/guardian present and the Head/Deputy of Sixth Form. A written warning to improve conduct will be issued. The meeting will consist of specific and generic targets to which the student must adhere to. At this stage it will be pointed out to the student that further inappropriate conduct may lead to a recommendation for the removal of the student from the Sixth Form. The student will be placed on report for a maximum of four weeks.

**Level 4 — Recommendation for Dismissal for Persistent Breaches of Conduct Expectations**

If a student continues to display inappropriate conduct that is recorded in their diaries, the student will be asked to attend a formal meeting at which there will be a parent/guardian present, the Head of Sixth Form and the Director of Deep Experience. The meeting will consist of specific and generic targets to which the student must adhere to. At this point a conversation will take place about dismissal from the Sixth Form and a decision made. The student will be placed on a daily report for a maximum of two weeks.

**Levels at the end of Year 12**

At the end of Year 12 all levels gained by students continuing to Year 13 will be annulled.

**SIXTH FORM ACADEMIC SUPPORT**

Students within the Sixth Form have made a conscious decision to continue their education and academic studies. As such we expect students to take responsibility and accountability for their own learning and progress during their time at the Sixth Form especially in relation to:

1. Taking leadership over their own independent study
2. Serving the school community by working collaboratively with peers and staff and demonstrating respect for all.
3. Developing and nurturing their own unique vocation through their studies and completion of all work and adherence to deadlines
4. Demonstrating a positive attitude towards learning and progress in all lessons, guidance sessions and tutor periods.

**Exceptional Academic Progress**

It is expected that during their time at Sixth Form students will make expected progress in all courses. However, some students with the correct attitude, determination and drive will make exceptional progress. Whilst the main reward for this will be intrinsic there are rewards in place for students who meet the following academic progress.

* **Attitude to learning to be at least 3 in all subject and 4 in one subject.**

Students will be invited to attend a coffee morning on the last day of half term.

* **Attitude to learning to be at least 3 in all subject and 4 in two subjects.**

Students will be invited to attend an academic trip during the last week of the half term.

* **Attitude to learning to be 4 in all subjects.**

Students will be allowed to leave school after their last lesson of the day for the next half term.

**Initial Support** (Subject teacher)

* Academic Supportcan be issued by subject teachers at any point where there is concern about a student’s progress in a subject
* Before issuing an Initial Support, a conversation must take place between the staff member and student to highlight any concerns and any support, guidance and intervention needed.
* Communication is made with home by the subject teacher to discuss the supportand intervention.
* The Initial Support document must be completed, signed, and handed in to the Sixth Form Team for review and to be recorded on ISAMS.

**Stage 1 Support** (Team leaders and KS5 Leads)

* When relevant staff consider that the student is not responding adequately to the support and intervention from an Initial Support a Stage 1 Support can be initiated.
* Before issuing a Stage 1 Support, the intervention and support from the Initial Support must be reviewed and a conversation must take place between the staff member and student to highlight further support, guidance and intervention needed.
* Communication is made with home by the Team Leader/KS5 Lead to discuss the support and intervention.
* The Stage 1 Support document must be completed, signed, and handed in to the Sixth Form Team for review and to be recorded on ISAMS.

**Stage 2 Review Meeting** (Learning Manager)

* The intervention and support from the Stage 1 Support must be reviewed by the Sixth Form Learning Manager (LM).
* A formal meeting occurs between the LM, the student and parents/carers are invited to attend.
* The meeting will consist of specific and generic targets to which the student must adhere to and failure to meet the targets listed will result in the student moving to a Stage 3 Academic Support.
* At this stage, there will be wider academy support offered to help the students. This is compulsory, and students will move straight to Stage 3 should they fail to attend
* The LM is to make the final decision as to whether escalation to Stage 3 is required or whether the student remains on Stage 2.

**Stage 3 Learning Contract** (Head/Deputy Head of Sixth Form)

* The intervention and support from the Stage 2 Supportmust be reviewed by the Head/Deputy Head of Sixth Form.
* A meeting is set up with the student, their parents/carers and all appropriate staff.
* The meeting will consist of specific and generic targets to which the student must adhere to and failure to meet the targets listed will result in the student moving to a Stage 4 Academic Support.
* A Learning Contract is drawn up and signed by the student.
* At this stage, there will be wider academy support offered to help the students. This is compulsory, and students will move straight to Stage 4 should they fail to attend.
* A weekly monitoring report is issued to the student each Monday and teacher comments on the report are reviewed at the end of every week.
* Loss of report, failure to have the report completed or failure to meet the agreed targets will mean that students move straight to a Stage 4 Academic Support.
* The Head/Deputy of Sixth Form is to make the final decision as to whether escalation to Stage 4 is required or whether the student remains on Stage 3.

**Stage 4 Final Learning Contract** (Director of Deep Experience)

* The intervention and support from the Stage 3 Support must be reviewed by the Director of Deep Experience.
* A meeting is set up with the student, their parents/carers and appropriate staff including Head of Sixth Form and Director of Deep Experience.
* A Final Learning Contract is drawn up and signed by the student.
* At this stage, there will be wider academy support offered to help the students. This is compulsory, and failure to attend could result in dismissal from the subject.
* A daily monitoring report is issued to the student each day and teacher comments on the report are reviewed at the end of every day.
* Loss of report, failure to have the report completed or failure to meet the agreed targets could result in dismissal from the subject.

**Stages at the end of Year 12**

At the end of Year 12 all stages gained by students continuing to Year 13 will be annulled. The only exception to this will be students reaching Stage 2 or above who will start Year 13 on a Stage 1

*NB. Stages are subject and concern specific and students can be on different stages in different subjects. If students meet their targets at a stage they do not progress to the next stage. However, any further similar concerns will be picked from the last stage they were at in that subject. A later different concern in the same subject will result in a separate initial support.*