

Sixth Form Learning Behaviour and Conduct Policy



William Hulme's places great emphasis on the importance of good conduct and committed learning behaviour of all its Sixth Form students.

The successful study of A-Levels requires an interest in the subjects chosen and full commitment on the part of the learner. Furthermore, Sixth Form students are required to act as role models for the rest of the school. They should expect to be treated with respect and treat staff and fellow students in the same manner. In this way, it is hoped that all Sixth Form students can fulfil their academic potential with the support and collaboration of staff in the school.

Sixth Form Behaviour Expectations

- 96% attendance
- 100% attendance to lessons when in school
- Punctuality to registration and lessons
- Responsible behaviour in and around the school
- Adherence to the expectations for Sixth Form students
- Respect for all within the school community and the school buildings
- The completion of all schoolwork on time.

Sixth Form Intervention

Persistent failure to meet the expectations of Sixth Form students will trigger a number of interventions being put in place. These will include:

- Support interview a with member of staff
- Practical support to improve learning behaviour
- Supervised private study
- Friday after school study catch up
- Withdrawal of privileges
- Concern letter/email sent home
- Contact with parents/carers
- Meeting with parents/carers
- Personal Support Plan
- Meeting with the Principal

Interventions

Concerns regarding submission of work and lesson punctuality will be noted on SIMS by subject teachers. In addition, the Head of Year (HoY) will also monitor lesson attendance each day. If a student misses a lesson whilst present in school, he/she will be issued with a Friday after school catch up session from 3-4pm. Parents will be informed of after school catch up sessions at least 24 hours in advance. If a student is required to attend three or more detentions, he/she will move to Stage One of the Intervention process.

In addition, students will be monitored at each data capture and interventions will be put in place for any student whose approach to learning is a serious cause for concern.

Stage One

The student will have a supportive interview with the HoY and practical help to improve the learning behaviour will be provided. The HoY will also discuss barriers to learning with the student and seek to find solutions. If a student is then required to attend two more detentions, he/she will move to Stage Two of the Intervention process.

Stage Two

The student will attend a meeting with the Head of Year and a HoY Personal Support Plan will be issued to the student. Parents/carers will be informed by writing of the meeting and a copy of the PSP will be sent home. During the meeting, barriers to learning will be discussed with the student and possible support and solutions identified. The student will also be required to attend supervised private study for 50% of their non-contact time. If a student is then required to attend one more detention, he/she will move to Stage Three of the Intervention process.

Stage Three

The student and parent/carer will attend a meeting with the Head of Sixth Form (HoSF) and HoY, and a HoSF Personal Support Plan will be issued to the student. During the meeting, barriers to learning will be discussed with the student and possible support and solutions identified. The student will also be required to attend supervised private study for 75% of their non-contact time. If a student is then required to attend one more detention, he/she will move to Stage Four of the Intervention process.

Stage Four

The student will attend a formal meeting with the Principal and HoSF. Parents/carers will be asked to attend the meeting and an alternative pathway discussion will take place at this stage. The next steps will be at the discretion of the Principal.

Fixed Term Exclusions

There may be exceptional circumstances where a student is excluded, for a fixed term, from the Sixth Form. Behaviour likely to lead to fixed term exclusion may include:

- Failure to meet PSP targets
- Threatening behaviour;
- Rudeness to members of staff;
- Violence;
- Bullying;
- Vandalism;
- Racism;
- Deliberate disobedience;
- Repeated disruption to the learning process;
- Behaviour deemed to undermine the good order of the school.

Permanent Exclusion

The Principal may take the decision to permanently exclude or withdraw a place where necessary because of a serious breach of the school rules. These might include:

- All other steps to encourage the student to follow the school rules / meet standards have failed OR
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school;
- Persistent and defiant behaviour include homophobic, sexist or racist bullying;

- Serious actual or threatened violence against a student or member of staff;
- Sexual misconduct;
- Supply or possession of an illegal drug;
- Carrying an offensive weapon.

For a full list of reasons for permanent or fixed term exclusion, please see Appendix 1.

Policy Information and Review

Designated Lead Person/s	Mr B Howarth, Associate Vice Principal / Head of Sixth Form
Created/Reviewed	September 2018
Date of last review and by whom	May 2018 / Mr B Howarth
Link Governor (if applicable)	
Ratification by Local Governing Body	
Next Review Date	September 2019



Reasons for Permanent or Fixed Term Exclusion

DCSF Code	Descriptor	DCSF Code	Descriptor
Primary Reason			
PP	Physical Assault against Pupil	DM	Damage
PA	Physical Assault against Adult	SM	Sexual Misconduct
VP	Verbal Abuse/Threatening Behaviour Pupil	RA	Racist Abuse
VA	Verbal Abuse/Threatened Behaviour Adult	DA	Drug and Alcohol Related
BU	Bullying	DB	Persistent Disruptive Behaviour
TH	Theft		
Secondary Reason			
FHT	Fighting	ARN	Arson
VLB	Violent behaviour	GRF	Graffiti
SPT	Spitting	SAB	Sexual abuse
WND	Wounding	SAS	Sexual assault
TOP	Throwing object at pupil	SHR	Sexual harassment
TOA	Throwing object at adult	LWD	Lewd behaviour
DIB	Disruptive behaviour	SBU	Sexual bullying
THV	Threatened violence	SGF	Sexual graffiti
AGB	Aggressive behaviour	DRS	Derogatory racist statements
SWR	Swearing	SAR	Swearing attributed to racist characteristics
HAH	Homophobic abuse and harassment	RGF	Racist graffiti
PIT	Physical intimidation	PID	Possession of illegal drugs
VIT	Verbal intimidation	IPD	Inappropriate use of prescribed drugs
OFFW	Possession of an offensive weapon	DDL	Drug dealing/distribution
VRB	Verbal bullying	SMK	Smoking
PHY	Physical bullying	ALA	Alcohol abuse
HPB	Homophobic bullying	SBA	Substance abuse
RAB	Racist bullying	CHB	Challenging behaviour
CYB	Cyber bullying by text/internet	RFR	Refusal to follow school rules
SSP	Stealing school property	PVR	Persistent violation of school rules
SRP	Stealing personal property	IMP	Inappropriate use of mobile phone
SLS	Stealing from local shops/whilst on school business	IUT	Inappropriate use of ICT
SDP	Selling and dealing in stolen property	ABS	Absconding
VND	Vandalism	GMB	Gambling



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Address of Parent/Student

Our Ref: PM/LH/

Date:

Name:

DOB:

Form:

Dear

I am writing to inform you of my decision to exclude for a fixed period of LENGTH OF TIME. This means that will not be allowed in school for this period. The exclusion begins on DATE OF EXCLUSION and ends on DATE. The Chairman of the Local Governing Body has been informed of this decision.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude NAME OF STUDENT has not been taken lightly. has been excluded for this fixed period for REASON.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on DATE unless there is reasonable justification for this.

We will set work for to complete on the date specified in the previous paragraph, if this is completed please inform the school and more will be provided. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make written representations about this decision to the governing body. If you wish to make representations please contact Jane Carter (jane.carter@whgs-academy.org), Clerk to the Governing Body at the school address as soon as possible.

Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking in to account their age and understanding.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim to the First-tier Tribunal.
www.justice.gov.uk/tribunals/send/appeals

Following the period of exclusion, will be expected to come into reception on DATE AND TIME to meet a member of the YEAR Pastoral Team. will spend part of the day with our mentor team for therapeutic support before returning to lessons.

You also have the right to see a copy of school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of NAME OF STUDENT school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Further guidance on the exclusions process can be found at:

<https://www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page6/DFE-00042-2012>

NAME OF STUDENT exclusion expires on DATE and we look forward to seeing NAME OF STUDENT on DATE AND TIME.

Yours sincerely

P Mulholland
Principal

Enc: ULT Exclusions Policy

CC: Chair of Local Governing Body Behaviour Committee



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Our Ref:

Date:

Dear

I am writing to inform you of my decision to exclude **X** for a fixed period of 5 days for being in possession of an offensive weapon in school. This means that **X** will not be allowed in school for this period. The exclusion begins on **X** and ends on **X**. The Chairman of the Local Governing Body has been informed of this decision.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **X** has not been taken lightly. **X** has been excluded for this fixed period to allow investigation into the above incident and this may result in permanent exclusion.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on unless there is reasonable justification for this.

You have the right to make written representations about this decision to the governing body. If you wish to make representations please contact Jane Carter (jane.carter@whgs-academy.org), Clerk to the Governing Body at the school address as soon as possible.

Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking in to account their age and understanding.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim to the First-tier Tribunal.

www.justice.gov.uk/tribunals/send/appeals

You also have the right to see a copy of **X** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **X** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Further guidance on the exclusions process can be found at:

<https://www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page6/DFE-00042-2012>

Yours sincerely

P Mulholland
Principal

Enc: ULT Exclusions Policy, February 2013

CC: Chair of Local Governing Body Behaviour Committee

Minutes of Exclusion Meeting
with *Name of Parent* regarding *Name of Student Form*
Held in location



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Held:

Present:

Minutes:

Circulation: PM, KK, MRA
Chairman of Governors
Behaviour Committee (J Andrews, K Platts, B Collier) / Exclusions File / Pupil File

Sixth Form Personal Support Plan



Head of Year

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Name:	«Forename» «Surname»		Form:	«Reg»
Date:	Monday 21 May 2018	Review Date:	Friday 22 June 2018	
Concerns:	Targets for the monitoring period:		Met	
Attendance:	95%		Y / N	
Lesson attendance when in school:	100%		Y / N	
Lesson punctuality:	No more than 4 lesson lates		Y / N	
Deadlines:	No more than 4 missed deadlines		Y / N	
Have all the targets been met:	Y / N	Pass / Fail		

To help you meet your targets, the Sixth Form Team will:

- Monitor your attendance, lesson attendance and deadlines
- Provide you with supervised private study
- Provide you with a mentor if appropriate
- Contact home if concerns persist

Subject teachers will:

- Provide academic support in identified areas for development
- Set homework on a regular basis
- Record concerns regarding lesson attendance/punctuality and deadline on SIMS
- Contact home if concerns persist

You will:

- Attend school unless there are genuine reasons for absence
- Attend all lessons punctually whilst in school
- Attend all private study session
- Submit all work on time
- Collect and catch up on missing work
- Fully engage in lessons and seek help when required
- Ensure all assessed work reaches target grade standard
- Bring your file to each lesson
- Use your diary to record set work and deadlines

Additional support identified during meeting:

Staff Signature: Date:

Student Signature: Date: