

BRIDGEWATER SCHOOL

Sixth Form

Learning, Behaviour and Conduct Policy

Headteacher: Mrs. J.A.T. Nairn, Cert. Ed. (Distinction)

Head of Sixth Form: Mrs. V.R. Hilton, B.A. (Hons)





Bridgewater School places great emphasis on the importance of excellent conduct and committed learning behaviour of all its Sixth Form students. The successful study of A Levels and Level 3 courses requires a strong 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:

- Responsible behaviour in and around school
- Respect for all members of the school community and their environment
- Take care of the school buildings and equipment
- Maintain a positive attitude around school and in lessons, participating fully
- Be supportive to all in lessons, punctual and fully on task
- Adhere to the dress code in a positive manner
- Take excellent care of the rooms you occupy and clean up after yourself
- Offer support to the school in events and whole school activities.

Sixth Form Work Expectations:

- Minimum 95% attendance
- 100% attendance to lessons when in school
- Punctuality to registration and lessons
- Maintain an excellent attitude towards learning and to the quality of work produced
- The completion of all academic work on time to your highest standard
- All work must be your own – plagiarism is prohibited
- Responsibility taken for work missed in absence
- Wider reading and independent research completed
- Study periods must be used for working appropriately
- Mobile phones not to be used in study periods, lessons or outside the Sixth Form building
- Adhere to the school's A.I. Policy.

General Intervention:

Persistent failure to meet the expectations of Sixth Form students will trigger a number of interventions being put in place. These include, but are not limited to*:

- Support meetings with Form Tutor / class teacher
- Practical support to improve learning behaviour
- Supervised study periods
- Withdrawal of privileges
- Concern letter / email sent home
- Meeting with the Head of Sixth Form
- Meeting with parents / guardians
- Personal Support Plan, in the form of a daily school report
- Meeting with a Deputy Head
- Meeting with the Headteacher

**general interventions will be based upon school policies, alongside taking into account individual circumstances.*

Progress Intervention:

- Concerns regarding lesson attendance and punctuality will be noted on Class Charts by subject / form teachers. In addition, the Head of Sixth Form will also monitor lesson attendance.
- If a student misses a lesson whilst present in school, parents will be notified. Students will be monitored and if lesson attendance and punctuality is of a concern, students will be placed on a report card, home notified and certain privileges removed.
- Subject teachers can refer students to the Sixth Form Tutors in the first instance, where there are academic concerns or concerns about learning behaviour, and interventions will be put in place. In addition, students will be monitored throughout the year and interventions will be put in place for any student whose approach to learning is a serious cause for concern. The Head of Sixth Form will be kept informed and take over the monitoring, where necessary.
- Students who are below by one grade in two subjects or more will require Sixth Form intervention, in conjunction with the appropriate subjects. Students who are below target in one subject will require subject level intervention. This will be in the form of supervised study periods and lunchtime / after school sessions.
- Academic progress is reviewed approximately every six weeks, if a student is below target in two subjects or more, they will be placed on a supportive progress intervention. This includes being set targets to guide students and will include supervised private study periods in the school day. A phone call will be made and a letter will be sent home to inform parents / guardians. When back on target, students will be removed from the intervention.

Disciplinary Process:

When behavior, attitudes to learning or attendance / punctuality do not meet the expected standards, the disciplinary process is set out below. For the purpose of the disciplinary process, a distinction is made between misconduct and gross misconduct.

Misconduct refers to behavior including the following, but not exhaustive, list:

- Poor attendance / punctuality
- Failure to adhere to dress code
- Failure to meet deadlines or submit work
- Unacceptable standard of work submitted; including plagiarism and inappropriate use of online tools
- Rudeness / disrespect shown towards a member of the school community
- Misuse of IT / mobile phones / headphones
- Damage to school property / environment through careless behaviour
- Poor conduct in general, including the use of the kitchen and in and around the school buildings.

Gross Misconduct refers to behavior including the following, but not exhaustive, list:

- Repetitive poor attendance / punctuality
- Repetitive failure to meet deadlines or submit work
- Repetitive unacceptable standard of work submitted; including repeated plagiarism
- Abuse of online tools
- Any kind of abuse towards to a member of the school community
- Substance abuse / smoking / vaping on school premises
- Sale of banned items / substances
- Intentional damage to school property / environment
- Theft
- Repetitive poor conduct
- Misleading a member of staff
- Failure to address any issues raised under 'misconduct'
- Careless or inappropriate use of private vehicles on the school site
- Behaviour deemed to undermine the school.

Examples of General Sanctions:

- Loss of privileges (for example loss of designated free periods, confiscation of mobile phones, study periods under staff supervision)
- Not being able to park on the school site
- Referral to a form teacher or Head of Sixth Form
- Placed on a daily 'report'
- Detentions – daily lunchtimes and Wednesdays 3.45pm-4.45pm
- Remain after school for extra supervised study sessions
- Suspension
- Expulsion

Where there is an instance of misconduct, there will be a verbal warning in the first instance. A negative point* will follow for each occurrence of misconduct.

3 x negative points:	lunchtime detention
6 x negative points:	loss of designated study periods
9 x negative points:	phone call home (Form Tutor) and after school detention
12 x negative points:	phone call home (Head of Sixth Form) and daily report (FT)
15 x negative points:	meet with parents / guardians and daily report (FT)
18 x negative points:	meet with Deputy Head and daily report (Head of SF)
21+ negative points:	meet with Headteacher and Head of Sixth Form

**points will reset each term.*

Examples of Rewards:

- Gain extra designated study periods
- Choose an activity in enrichment time
- Take away lunch treat
- Earn an extra 'dress-down' day
- Off-site reward, for example to a local café etc.
- Shopping voucher
- Trip out, for example to the cinema or bowling.

Document Information and Review

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