

Student Behaviour and Attendance Policy

Version 2

This policy applies only to New Dinnington Sixth Form.

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1.0 Introduction

1.1 The Trust is committed to establishing and maintaining excellent working relationships between staff and students and are fully committed to giving support, advice and guidance to assist students in developing their conduct and behaviour.

1.2 If you have a query/complaint regarding this policy, please see contact details for staff below:

New Dinnington Sixth Form

Queries – Please Contact Samuel Hunter, Head of Sixth Form – 01909 550066

Email: S.Hunter@nclt.ac.uk

Complaints – Please contact Lauren Walker, Trust Director of People Operations Tel No: 01977 802685 Email: lauren.walker@nclt.ac.uk

1.3 The Trust reserves the right to amend this policy at any time in the academic year and to direct formal behaviour and conduct procedures as appropriate.

1.4 The contents of this policy will be disseminated and shared with all students during their induction period and revisited throughout the year.

2.0 Scope and Purpose

2.1 This policy is divided into two sections of behaviour and attendance. The first section on behaviour outlines the student 'Code of Conduct' and is followed by the procedures for responding to issues around misconduct and gross misconduct. This information will also be available on the school's website. Student misconduct refers to unacceptable behaviour that adversely affects teaching and learning, student progress, activities taking place within the school and sixth form, the smooth functioning of the school and sixth form, the reputation of the school and sixth form, or the individual rights and experiences of other members of the school and sixth form community.

Gross misconduct refers to very serious unacceptable behaviour and includes the behaviour set out further in this policy. Misconduct which is sustained, despite formal behaviour and conduct actions, is also considered to be gross misconduct.

2.2 The policy is a guide to individual/collegiate responsibilities and sanctions that can be employed when endeavouring to influence a student's behaviour. **Student behaviour has a significant impact on attainment as well as the ethos of the whole school community and sixth form.**

The attempt to support students to maintain appropriate standards of behaviour is central to this policy document. We recognise the importance of developing positive relationships, the provision of guidance and feedback, the effectiveness of monitoring and establishing clarity of expectations when addressing issues of behaviour. We also recognise that context and personal circumstances can sometimes impact on student behaviour and that no two students or the circumstances of misconduct are likely to be exactly the same. As such, the Trust will use professional judgement, may sometimes vary the approach it takes and may make adjustments to arrangements set out within this policy when addressing issues relating to behaviour.

- 2.3** Within the Trust, all members of staff are accountable for challenging unacceptable behaviour. It is essential that we have high expectations and are consistent in the behaviour we accept on the school and sixth form site, in lessons and the wider school and sixth form community. Behaviour and expectations should be in line with the Trust's Values (5 C's); Candour, Challenge, Collaboration, Commitment and Care. It is important to build a relationship based upon respect and support and, for this reason, it is important to support our students in a professional manner and ensure that the relations we build with them are non-threatening and supportive.
- 2.4** For low level or emerging concerns, emphasis should be on informal resolution through discussion and establishing clarity of expectations. This helps to develop trust, build relationships and avoids unnecessary escalation. However, where misconduct is more significant, or where a student is damaging their own prospect of success or that of other students despite attempts to address concerns informally, more formal behaviour and conduct action may be required.

Section A – Behaviour

3.0 Code of Conduct and Gross Misconduct

3.1 Positive Behaviour

One of the most effective techniques to reduce behaviour problems is the use of praise and recognition, and positive support. Opportunities should be used to positively affirm the styles of behaviour we see modelled by students within the sixth form: staff should thank students for their contributions; punctuality; meeting deadlines and positively comment when improvements are made. It should also be recognised that staff act as role models to students and should therefore present appropriate behaviour at all times during the working day. Staff are encouraged to make good use of systems that recognise positive behaviour and positive contribution.

High quality teaching and learning and effective systems of academic and pastoral support and intervention help students to feel confident and well-supported, reducing the likelihood of poor behaviour.

3.2 Student Code of Conduct

Our student 'code of conduct' sets out our expectations regarding student conduct and attitudes. Failure to fully meet any of the expectations set out within this code of conduct constitutes misconduct. The code is not exhaustive, however, and there may be other examples of behaviour which the school and sixth form may consider to be misconduct.

Academic Expectations

All students are expected to:

- Remain committed to a full-time programme of study which will include a minimum of the equivalent of three level 3 subjects.
- Show dedication to academic studies putting this as a priority above all other commitments outside of the sixth form, for example part-time jobs and social commitments.
- Approach all sixth form related tasks with an appropriate high level of enthusiasm, dedication and application, to include independent, self-directed study in accordance with course recommendations.
- Attend and engage in academic interventions.
- Complete and meet deadlines for Directed Independent Learning (DIL) / homework as directed by subject staff, producing work that is fully complete and to a good standard.
- Complete and meet deadlines for coursework/non-examined assessment elements, ensuring the work that you submit is your own, has not been created using AI and is not plagiarised in any other way.
- Complete and meet assignment deadlines for Applied General qualifications, ensuring the work that you submit is your own, has not been created using AI and is not plagiarised in any other way.

Attendance and Punctuality Expectations

All students are expected to:

- Maintain high levels of attendance and to inform their Progress Tutor / Form Tutor and teacher as soon as practicable if for any reason they are unable to attend a lesson or other programmed events.
- Avoid absence as a result of family holidays, driving lessons, paid employment, or other unauthorised absence.
- Arrive at, and be ready to start learning at, the published start time of each lesson.
- Avoid making non-emergency medical or dental appointments during the school day. Where this is unavoidable but essential, parents should also notify the school in advance of these appointments wherever possible and proof of the appointment must be provided.
- Take responsibility for catching up on any work missed through absence.

Students should note that attendance may affect the payments awarded if they are in receipt of the 16-19 Bursary.

Conduct Expectations

All students are expected to:

- Follow the reasonable instructions of members of staff at all times

- Adhere to modern British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Demonstrate appropriate conduct and language towards staff and students including meeting the expectations set out in policies such as the Social Media and the Equality and Diversity Policy.
- Wear the sixth form lanyard displaying your ID card whilst on site at all times.
- Be organised and prepared for lessons including having the appropriate equipment for every lesson.
- Adhere to core expectations in lessons and around the school and sixth form, for example in relation to the use of outdoor clothing, food and drink in lessons, the appropriate use of mobile phones, and other expectations applicable to the context and environment.
- Act as an ambassador for school and sixth form and behave in a responsible manner at all times, both within and outside the school day.
- Respect the local community and ensure that behaviour standards mirror those expected within the sixth form.
- Be available to see staff within the school core day, according to timetable or as and when required by staff.

Sixth Form Environment Expectations

All students are expected to:

- Use school and sixth form facilities and behave generally in a way which respects the needs and aspirations of others to learn, teach, work and flourish within the school and sixth form.
- Familiarise yourself with the school's Health and Safety Policy and other regulations, complying with them and acting at all times with due regard for their own safety and the safety of others.
- Respect the property of the school and sixth form, its staff, students and visitors.
- Ensure that cars, motorcycles and bikes are parked appropriately and safely, with respect to the environment, community and other users both within the facilities provided by the school and externally.
- Support staff and other students in maintaining a clean and tidy environment throughout the school and sixth form.
- Adhere to the school's rules on smoking, vaping, alcohol, prohibited items and illegal substances. The use or possession of alcohol and illegal substances is prohibited. Please see gross misconduct.
- Ensure that appropriate dress is worn for an educational setting.

3.3 Gross Misconduct

A non-exhaustive list of examples is provided below. Additionally, repeated breaches of the code of conduct which results in an escalation through the Formal Behaviour and Attendance system right through to stages 4 and 5 to is considered to be gross misconduct. (see section 4.2)

Examples of Gross Misconduct:

- Violent, threatening or obstructive behaviour.
- Harassment or bullying (physical or verbal, including electronic means e.g., text messaging, social networking sites).
- Possession of or dealing in illegal substances.
- Having possession of or being under the influence of alcohol/drugs.
- Serious infringement of the Trust Equality and Diversity policy.
- Failure to meet mandatory deadlines and attend examinations.
- Smoking or vaping in or on the school site.
- Cheating in examinations or failure to follow comply with examination board regulations.
- Theft or wilful damage to school and sixth form property.
- Carrying an offensive weapon.
- Sexual abuse, assault or harassment.
- Making a malicious serious false allegation against a student or a member of staff
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.
- Bringing members of the public onto school premises or being complicit in them gaining entry.
- Behaviour that brings the school and sixth form into disrepute.
- Failure to complete and submit NEA and Applied General assignments by the final deadline.
- Submission of Applied General coursework / NEA that is plagiarised, or not the product of a student's own independent work and independent thinking.
- Extensive absence as a result of family holidays/prolonged unauthorised absences.

Where the school and sixth form considers that a student has committed an act of serious or gross misconduct, the student may be:

- Placed on Stage 4 or 5 of the Formal Behaviour and Attendance System, or
- Placed on Stage 4 or 5 of the Formal Behaviour and Attendance System, in addition to a fixed term temporary exclusion where appropriate, or
- Permanently excluded from the sixth form.

4.0 Behaviour and Attendance Intervention

The behaviour of students is integral to maintaining an outstanding learning environment. Therefore, the expectation is that all students uphold the Student Code of Conduct at all times. This section outlines the steps that the sixth form may take and the interventions that might be used to address concerns about behaviour, breaches of the Code of Conduct, or in cases of Gross Misconduct.

4.1 Low Level, Initial and Emerging Concerns

Initial Concerns – Clarifying Expectations

Where there is an initial low-level concern with respect to behaviour or attendance, in many cases it is right and appropriate that this is addressed informally through a discussion with the student. This provides an opportunity for staff to professionally outline the concern, to set out clearly what is expected, and for the student to make the required change.

Addressing issues respectfully but clearly, in a confident but non-confrontational way, supports students in adjusting their conduct whilst maintaining good student-staff relationships.

Common examples where this informal, low-level approach would be appropriate for initial concerns might include a student arriving late to a lesson, a student not being sufficiently focused on the lesson activities, a student using their phone inappropriately during a lesson, or a directed independent learning task not fully reflecting the level of effort required, meeting the required standard or a deadline for a directed independent learning task not being met.

An informal discussion, as outlined above, will be appropriate in many cases of initial concern, but more significant action may sometimes be required. Some cases of misconduct will be more significant and will require either a recorded warning or a formal behaviour and attendance action, and staff will exercise appropriate professional judgement.

Recorded Warning

A recorded warning is not a formal behaviour and attendance action in itself but indicates that there is now an established concern and that formal behaviour and attendance action, or an escalation of formal action, is very likely to follow if the expectations set out are not immediately and fully met by the student. In many cases, a recorded warning is likely to result from initial low-level concerns about behaviour and conduct being repeated despite an initial conversation with a member of staff. A recorded warning may be used to address an incident of misconduct which just falls short of the need for formal behaviour and attendance action, in the first instance.

A recorded warning should be recorded on Classcharts with the 'Recorded Warning' thread. It should outline the concerns and in many cases it is advisable to notify parents about the recorded warning via a telephone call from the member of staff issuing the recorded warning, and to discuss the issues of concern.

4.2 Formal Behaviour and Attendance Action

4.2.1 The Nature of Formal Action

Formal behaviour and attendance action is a formally recorded sanction in cases of serious or persistent misconduct.

Formal action is likely to be taken when

- Initial concerns of low-level misconduct already dealt with through informal discussion or a formal warning continues to be a concern.
- Expectations set out after earlier formal behaviour and conduct actions are not being met and concerns continue about ongoing misconduct.
- There is an incident of more significant misconduct or gross misconduct.

There are 5 stages to the system of formal behaviour and attendance action.

Stage 1 Formal Behaviour and Attendance Action	
Stage 2 Formal Behaviour and Attendance Action	
Stage 3 Formal Behaviour and Attendance Action	
Stage 4 Formal Behaviour and Attendance Action	Gross misconduct
Stage 5 Formal Behaviour and Attendance Action	Gross misconduct
Permanent Exclusion	

If a student fails to meet the expectations set out following a Stage 5 formal behaviour and conduct action, or if there is further misconduct following a Stage 5 formal behaviour and conduct action, a student should expect that they will be permanently excluded from the sixth form. A student may also be permanently excluded from the sixth form in cases of gross misconduct. The decision to permanently exclude a student in the sixth form resides with the Headteacher.

Formal behaviour and attendance action will sit on a student's behaviour record for the duration of their studies in the sixth form. It is a sanction that recognises unacceptable conduct and attendance. A formal behaviour and attendance action cannot be 'spent' or reduced to a lower level. Any future misconduct would be addressed by a higher stage formal behaviour and attendance action than the previous one, whether this relates to the same issue of misconduct or a different form of misconduct. The stages are cumulative and escalatory.

In most cases, a student would usually escalate upwards through each of the stages 1 to 5, one at a time. However, where there is an incident of gross misconduct a Stage 4 or 5 behaviour and attendance action is likely to be taken, in cases where a decision is taken not to permanently exclude.

4.2.2. Authority to Take Formal Behaviour and Attendance Action

The authority to take formal behaviour and conduct action is set out in the table below:

	Teacher	HOD	HOF	Progress Tutor	Head of Sixth Form	SLT
Stage 1	✓	✓	✓	✓	✓	✓
Stage 2		✓	✓	✓	✓	✓
Stage 3			✓	✓	✓	✓
Stage 4					✓	✓
Stage 5						✓
Permanent Exclusion	Headteacher					

4.2.3 Behaviour and Attendance Meetings and Discussions

When there is a possibility that a formal behaviour and conduct action will be taken, the member of staff considering taking formal action should meet with the student concerned. The higher stage, the greater the degree of formality required for the meeting.

The meeting should:

- Provide an opportunity to discuss with the student the concerns about conduct or attendance. The meeting should be clear about the particular parts of the code of conduct that are not being adhered to.
- Enable the student to provide a response to the concerns, and discuss any reasons, challenges or context that might need to be taken into consideration.
- Set out clearly the expectations of the sixth form and the timeframe during which this will be monitored very actively.
- Explore any ways in which the sixth form might reasonably be able to provide any additional support, guidance or structure to help the student meet expectations and improve their behaviour.
- If it is determined that a formal behaviour and attendance action is to be taken, this should be fully explained to the student, including the implications of not meeting the expectations or if there is further misconduct

At Stages 1 and 2, parents/carers do not need to be invited to attend the meeting, but staff might in some cases feel it is helpful to invite parents to attend. If parents are not in attendance, a telephone call should be made after the meeting to discuss the issues of concern and any behaviour and attendance action taken.

At Stages 3, 4 and 5, parents/carers should be provided with an invitation to attend the meeting. However, if the parent declines to attend or reasonable attempts to find a suitable timely date and time have not been successful, the meeting may proceed in the absence of parents/carers.

Formal behaviour and conduct action at all stages 1 to 5, should be recorded on Classcharts. For stages 3, 4 and 5 a letter should also be sent to the student after the meeting detailing the formal action and expectations, and a copy sent to parents/carers.

4.2.3 Monitoring and Escalation

When a formal action is taken the member of staff must put in place a period of time during which they should closely monitor the student in order to be satisfied that the expectations set out are being adhered to and to assess whether the issue of misconduct has been resolved, or continues to be a concern.

In most cases this monitoring window would be a period of 4 school weeks, but this may vary depending on the nature of the concerns. If by the end of the monitoring period the member of staff is happy that the student has adhered to the expectations they should make a note of this on Classcharts, and provide feedback to the student where appropriate. In many cases it would also be good practice to also notify parents/carers. Positive recognition of the improvement made is good way of reinforcing and sustaining the improvement.

Where behaviour and attendance action is taken for issues relating to ongoing problems such as attendance, punctuality, engagement, meeting of deadlines and quality of work, it would usually be most appropriate to provide the full monitoring period before considering any further behaviour and attendance actions about the same issues of concern. If problems persist within the monitoring window about those same ongoing concerns, staff should continue to address those through discussions with the student, with parents where appropriate, via the use of the 'recorded warning' thread. At the end of the monitoring period, the same member of staff, or other members of staff, should consider whether the next stage is required if the expectations clearly have not been met. Equally, at a later stage beyond the monitoring window, if similar concerns re-emerge, staff should consider whether the next stage of behaviour and conduct action is required.

There are some circumstances in which it may be appropriate to take further behaviour and attendance action before a monitoring period is complete. For example, if there is a significant breach of a different part of the code of conduct, if there is gross misconduct, or if there is very serious and flagrant disregard for the expectations that have been established following the previous formal action or a serious deterioration of conduct.

Where a member of staff has taken a formal behaviour and attendance action and believes there may be justification for further escalation they should discuss this further with an appropriate member of staff with authorisation at the next Stage (see 4.2.2).

4.3 Cases of Serious or Gross Misconduct

- 4.3.1 In cases of serious or gross misconduct, a formal behaviour and attendance action will immediately progress to either Stage 4, 5 (possibly with a fixed term exclusion) or in some cases immediately to permanent exclusion.
- 4.3.2 In very serious cases of gross misconduct, the Headteacher will determine whether a student should be permanently excluded.
- 4.3.3 A student may be issued with a Stage 4 or 5 formal behaviour and attendance action at any point if gross misconduct takes place but senior leaders decides that a sanction should fall short of permanent exclusion. The Headteacher or Deputy Headteacher will determine which is most appropriate, depending on the seriousness, nature and context of the gross misconduct. The sixth form may also take into account any previous formal behaviour and conduct actions that have been taken in determining which of the stages is most appropriate.
- 4.3.4 Up to 5 days fixed term may be given as a sanction in cases of serious misconduct, alongside the formal disciplinary action, and this can be determined by the Headteacher or Deputy Headteacher. For serious cases of gross misconduct, a fixed term exclusion may be given where it is deemed more appropriate than a permanent exclusion. A fixed term exclusion may in some circumstances be given as a sanction prior to a formal behaviour and conduct meeting. A formal behaviour and conduct meeting will usually take place during or at the end of the fixed term exclusion, with parents/carers asked to attend, before a student is able to return to education.

- 4.3.5 A fixed term exclusion of up to 5 days may also be given in some circumstances where a student progresses from a Stage 3 formal behaviour and conduct action to a Stage 4, or from a Stage 4 to a Stage 5.
- 4.3.6 In some circumstances where there is suspected gross misconduct, a student may be asked to not attend school while further information gathering / investigation takes place in relation to the incident. If no behaviour and conduct action is ultimately taken, this absence will be recorded as authorised. Where behaviour and conduct action is taken, this period of time will contribute to the period of a fixed term exclusion.
- 4.3.7 Parents/carers will be notified at the earliest reasonable opportunity if there is suspected or established gross misconduct, or if a student is issued with a fixed term exclusion or a permanent exclusion.

In some instances of gross misconduct, the school may need to report matters to the police.

The Trust will ensure there is no differential application of the policy on any grounds, particularly protected characteristics under the Equality Act 2010. They will also ensure that the concerns of the students are listened to and appropriately addressed.

4.4 Permanent Exclusion

If a student is permanently excluded, parents/carers will be informed by letter within 24 hours. Letters will be sent by first class post and signed by the Headteacher. This will be in addition to either a meeting or telephone conversation.

The student will be offered the opportunity to meet a careers adviser, by arrangement, to discuss careers options.

4.5 Progression to Year 13

In most cases, the monitoring period for students on a formal behaviour and attendance stage will have concluded before the end of Year 12. If a student finishes Year 12 whilst being monitored on a behaviour and conduct stage, they will continue being monitored on this stage when they start Year 13.

4.5.1 Students' programmes of study will be reviewed at the end of Y12 based on:

- Performance in the Y12 Progression exams.
- In year assessments.
- Any internally assessed coursework units for Applied General Qualifications.
- Attendance and punctuality.
- Conduct and attitude to learning including engagement in wider sixth form activities.

- 4.5.2 Please note, for some Applied General Qualifications progression to Y13 will be dependent upon external unit results that are not available until the August after the summer term. In any cases where a student does not pass an external unit exam and there is not a resit opportunity, it may not be possible to complete qualifications and therefore to progress into Y13. The school will discuss options and provide advice and guidance to students as quickly as possible in such circumstances.

Progression to Y13 is also at the Headteacher's discretion.

4.6 Probationary Period and Progression

- 4.6.1 A student's first six weeks as a student in the sixth form are treated as a probationary period. During this period, if a student's, attendance or behaviour is of a serious concern, the Headteacher and/or the Senior Leadership team reserve the right to take appropriate action which might include (but is not exhaustive):
- Withdrawal from the sixth form
 - Extension of probationary period
 - Change of course or subjects
- 4.6.2 If there appears to be a likelihood that a student may not be allowed to remain in the sixth form following the probationary period then concerns should be discussed with parents and carers.
- 4.6.3 If a student's place is permanently withdrawn, parents/carers will be informed by letter. This will be in addition to either a formal meeting or telephone call depending on individual circumstances.
- 4.6.4 The Senior Leader involved in the permanent withdrawal will arrange for the student to receive careers advice from a member of the careers team to discuss their options.

4.7 Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation'.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In addition to the practice identified in the DfE guidance, the Trust can also ban the following items and as a result are able to search students for them:

Any item brought into the school with the intention of the item being sold or passed on to other students, which in the Headteacher's opinion will cause disruption to the school or be detrimental to the school's practice.

Confiscation

- 4.7.1 Staff can seize any prohibited item as a result of a search. They can also seize any item found, which they consider harmful or detrimental to the wellbeing of students or staff. Staff should hand the confiscated item to a member of the Senior Leadership Team as soon as possible and make sure all necessary information is passed on including, student name and date/time it was confiscated. Staff must not give the confiscated item to another student to hand it in and must not leave the item in an unsecure area at any time.

Staff will use professional judgement to decide whether to return prohibited items to the owner or to retain or dispose of it.

- 4.7.2 Any item which staff consider to be dangerous or criminal e.g. drugs must be brought to a member of the Senior Leadership Team immediately. The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result. Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- 4.7.3 Where the school finds controlled drugs these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is good reason to do so. Where the school finds other substances which are not believed to be controlled drugs these can be confiscated, where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include for example so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- 4.7.4 Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned by the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks there is good reason to do so.
- 4.7.5 Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- 4.7.6 If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offense (i.e. it is extreme child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or retain the image whilst the school carries out its own investigation.
- 4.7.7 Where an article that has been (or could be) used to commit an offense or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- 4.7.8 Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained by the school whilst it carries out its own investigation.

4.8 Use of Restraint

4.8.1 Any use of restraint by staff must be reasonable, proportionate and lawful. Restraint will be used only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property, including their own.

Where restraint is used by staff, this is recorded in writing.

4.9 Discipline beyond the School Gate

4.9.1 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student, to the police as soon as possible.

4.9.2 If a member of the public, staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of staff this must be passed onto a member of the Senior Leadership Team. If the Headteacher/Senior management considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school's child protection policy will be followed.

4.9.3 For health and safety reasons, very high standards of behaviour are expected on sixth form residential or day trips. The school will use the same intervention system that is applied to incidents of misbehaviour that occur on the school and sixth form grounds.

4.9.4 Where unacceptable behaviour occurs off site, including travelling to and from the school and sixth form, the school reserves the right to issue a formal behaviour and attendance action, or a fixed term or permanent exclusion particularly in relation to violent conduct e.g. physical assault or bullying incidents.

4.10 Involvement of Outside Agencies

4.10.1 The school and sixth form work positively with external agencies (e.g. early help hubs, children's social care, health services, police, YOT). It seeks appropriate support from them to ensure the needs of all students are met by utilising the range of external support available.

4.11 Appeal and Protocol

- A student who is permanently excluded, or the parent/carer of the student can appeal in writing to the Chair of the Board of Directors via the Trust Governance Professional.
- In any correspondence the student or parent/carer must make it clear that they are 'requesting an appeal to the decision to permanently exclude' using the Trust Appeals form in appendix A.

- Any request to appeal the decision must be received within 5 working days of receipt of the permanent exclusion letter.
- An appeals meeting will be arranged within 10 working days of the appeal being received and the student and parents/carers will be notified of the date of the appeals meeting in writing.
- The Chair of the Board of Directors will arrange for at least 2 Trust Directors or local Advisory Group members to attend the Appeal meeting.
- The student is entitled to be accompanied by a friend or relative at the meeting.

4.11.1 Before the Appeal

- A pack of information will be sent to the Directors/Advisors to examine before the meeting.
- The pack will include the following:
 - Name of the student.
 - Date of birth.
 - Previous school.
 - Current assessment data
 - Current attendance
 - All logs on Classcharts for the student relating to behaviour, attendance and academic support or intervention, including any formal stages implemented
 - A short summary of the student's behaviour/attendance whilst attending the sixth form.
 - Exact and precise reasons for the permanent exclusion.
- The Directors/Advisors will meet 30 minutes prior to the meeting to ensure the appointment of a Chair and to confirm any questions to be asked.
- The student and parents/carers will be provided with a copy of the same information that is provided to the panel in advance of the meeting.

4.11.2 At the Appeal Meeting

- A Clerk will be present to record minutes.
- The meeting will last approximately 30 minutes.
- The student or parent/carer/friend/relative will be provided with the opportunity to explain their reasons for the appeal plus any statement they wish to make.
- The meeting will proceed even if the student or parent/carer/friend/relative do not attend.
- The panel may decide to ask questions after the student or parent/carer/friend/relative has finished their opening remarks.
- At this point the Appeals meeting will be concluded.
- A second meeting will then take place immediately afterwards in which Senior Management will present their case for the sixth form to the panel.
- The panel will then examine the validity and robustness of the evidence of the decision in light of evidence produced.
- The decision whether to uphold or overturn the decision will be confirmed in writing within 5 working days.
- It is important to note that the decision made by the panel is final.

Whilst there is an active student appeal the student is asked not to attend lessons/be visible on the school site.

4.12 Students with Additional Support Needs

At every stage of the disciplinary process, all staff must be conscious of the needs of students who may have additional support needs. Staff must consider the individual needs of students, seeking advice where necessary from the SEND team within school in order to ensure that the student is treated fairly and equally.

Section B – Attendance

5. Attendance Overview

- 5.1.1 Attendance in the sixth form is primarily monitored by subject teachers with the Progress Tutor having an overview. Students are expected to attend all timetabled lessons, this includes all subject lessons, directed study/DIL sessions, timetabled tutorial sessions and 1:1 interviews, additional support and intervention sessions, and any chosen enrichment activities.
- 5.1.2 Each student has unique circumstances that may have an impact upon their attendance, and action to support students in improving their attendance must be taken with any individual circumstances being taken into account. If a student is absent from the sixth form, students are expected to take all reasonable steps to complete work that they have missed and to meet deadlines that have been issued.

5.2 Absence Procedures

5.2.1 Absence Reporting

If a student is unable to come into school, a telephone call/email must be made to their Progress Tutor/Attendance Team as soon as possible to explain the reason for absence, and how long the absence is expected to continue. The student may be asked to provide supporting evidence.

5.2.2 Holidays During Term Time

Holidays during term time are not permitted in any circumstances and are a breach of the student code of conduct. Appropriate action will be taken, taking account of the frequency and length of any such absences. This may include a recorded warning, a formal behaviour and attendance action, or in more significant cases the withdrawal of a student's place in the sixth form.

All absences due to late arrival from holiday after term breaks and holiday taken during term time will be marked as G in the register.

5.2.3 Illness

If a student becomes ill whilst at school and needs to go home early they must sign out either with their Progress Tutor. If a student is ill and cannot come into school they must telephone/email their Progress Tutor/Attendance Team before 8.50am. Students or their parents/carers will be expected to advise the school of the student name, the reason (illness) and how long the student is likely to be absent from school. If the student is unable to return to school on the date specified then another call should be made to advise the school of continued illness.

Progress Tutors review attendance data on a daily basis and will decide whether to discuss any absences due to illness with the student.

If a student cannot attend an exam due to illness they must contact the school before the exam is due to start. Evidence of illness or an urgent medical appointment will be required if a student is absent for these reasons and intends to apply to an examination board for Special Consideration. Further information relating to exams can be found in the exams policy.

5.2.4 Support to Study Policy

The Trust recognises that there may be times during their programme of study when a student may not be able to participate fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness or mental health condition, or wellbeing. This might materialise through significant absence, limited engagement in learning, poor behaviour, or in other ways.

The primary aim of the 'Support to Study' procedure is, wherever possible, to support students to successfully complete their studies, positively overcoming any challenges relating to health and wellbeing. The 'Support to Study' procedure aims to ensure that the health, wellbeing and educational considerations of a student are all properly taken into consideration. The Support to Study Policy is available on the school's website.

5.3 **Work Experience, Sixth Form Related Trips and Visits**

If a student is going to be absent from lessons because they have an activity planned in a different subject, it is expected that they will get permission from the teacher whose classes will be missed. For trips and visits, it is the responsibility of the trip organiser to pass details of students who will be partaking in activities and miss timetabled lessons to the Attendance Team who will update registers accordingly.

For approved work experience placements, the Progress Tutor will amend registers. It is the responsibility of individual students to talk to their Progress Tutor in advance of the work experience placement.

5.4 **Punctuality**

Students are expected to arrive at lessons promptly so that they are seated and ready to begin learning at the published start time. Any student that is not seated and ready to begin learning at the published start time is considered to be late. Student lateness must be challenged and addressed by the member of staff. Students who arrive late to any lesson will be recorded as **late** (specifying the minutes late) on their lesson register (SIMS). Where punctuality becomes a concern, teachers will use the formal behaviour and attendance

systems, using recorded warnings and formal stages. In addition, Progress Tutors will oversee any wider patterns of punctuality concerns and may also use those formal stages.

5.6 Rewards

Wherever possible students are given praise and encouragement for good work and behaviour in order to promote a positive ethos throughout the sixth form. Students are issued with commendations through the Classcharts system for attendance, monthly assessment grades, extra-curricular effort, outstanding class work/homework and positive contributions to the school community. Students who receive the most amount of commendations at the end of the academic year receive a reward.

5.7 Procedures for Supporting Students with Poor Patterns of Attendance

The points below outline responsibilities and expectations for monitoring and supporting students in improving their attendance:

Subject Teacher

- Maintain accurate attendance records, with registers taken promptly and consistently.
- To follow up any unexplained absences on a daily basis.
- To enquire professionally and sensitively about a student's absence upon return to the sixth form if reason for absence still unknown.
- To identify any trends in student attendance in lessons.
- To implement stage 1 behaviour and attendance actions, where appropriate.
- To make contact with parents/carers, where appropriate.
- To take reasonable steps to ensure that students complete work and meet deadlines when they miss lessons.
- To inform Head of Department/Head of Faculty/Progress Tutor of concerns relating to attendance issues and where interventions are not yielding sufficient improvement.

Head of Department / Faculty

- To monitor attendance variation between individual classes and discuss attendance concerns with department members as appropriate, providing support and guidance where needed.
- To ensure that appropriate interventions are taking place by teachers in their team to promote good attendance and to address concerns.
- To implement stage 2 (HOD) and stage 2, 3 (HOF) behaviour and attendance actions, where appropriate.
- Make contact with parents/carers, where appropriate.
- Work with Progress Tutors to identify patterns and support interventions to improve attendance.

Progress Tutor

- Carry out daily attendance checks to identify students where attendance is of concern, taking account of absences over time, recurring trends over previous weeks as well as those absences in the week.
- To liaise with subject staff/Head of Department/ Head of Faculty/ Head of Sixth Form regarding student absence and the interventions required.
- To use data to support students in recognising trends in their attendance and to set strategies to improve.
- Take appropriate steps to address attendance concerns with students, particularly where there are established concerns across multiple subjects, and/or where actions at subject level are not yielding the required improvements, implementing stages 1, 2 and 3 behaviour and attendance actions where appropriate.
- Make contact with parents/carers, where appropriate.
- Advise the Head of Sixth Form in cases where the Support to Study Procedures may be required.

Head of Sixth Form

- To provide support and guidance to staff regarding attendance concerns and the correct implementation of the policy
- To ensure that teaching staff, Progress Tutors, Heads of Department and Heads of Faculty are carrying out the appropriate actions in relation to attendance concerns, as set out within this policy, including through appropriate quality assurance systems
- To track overall attendance in the sixth form and to ensure that Progress Tutors are taking appropriate steps to address students where attendance is becoming a greater concern
- To provide greater support and involvement in more serious cases and where stages 1, 2, 3 are not yielding the required improvements, and by implementing stage 4.
- To involve the Headteacher or Senior Leadership Team in cases that may require stage 5.
- Directly manage any cases involving the use of the Support to Study Policy.

5.8 Student Withdrawal Procedures

There are likely to be four main ways a student withdraws from the sixth form. These are stated below, along with the procedure that should be followed in each circumstance.

5.8.1 A student comes into school to withdraw

Following a discussion on the reasons for their decision, the Progress Tutor should complete a withdrawal form. The Progress Tutor should inform the Head of Sixth Form. A withdrawal letter should be sent by the Progress Tutor to parents/carers as well as the student. The Data Team should then remove the student from the system (for registration, financial support, exam purposes).

5.8.2 A student rings to let their Progress Tutor know they wish to leave school

The Progress Tutor should inform the Head of Sixth Form and the procedure outlined above should be followed. The Progress Tutor should contact the student's next of kin to advise them about the withdrawal. A standard letter should be sent out informing parents/carers to ensure they are aware the student is leaving. The Progress Tutor should also send a leaving confirmation letter to the student. For students who may have parents/carers who have

English as an additional language, sensitivity should be shown and the letter translated into the first language, if requested. The Data Team should then remove the student from the system (for registration, financial support, exam purposes).

5.8.3 Non-attendance by a student

If a student fails to attend school for three consecutive days and no explanation has been provided (by parent/carer/student) then the Progress Tutor should attempt to contact the student by telephone. If contact has still not been made with the student after five School days then the Head of Sixth Form should be informed. Attendance Team will complete a 'safe and well' home visit. Outcome of the visit will be recorded on CPOMs if there is a safeguarding concern.

If contact still cannot be made after a 'safe and well' check has been carried out and persistent attempts to contact the student and those listed as contactable relatives have been unsuccessful, then the Designated Safeguarding Lead should be informed via CPOMs. Non-attendance without explanation can be an indicator of significant safeguarding concerns and a home visit will be initiated by the above named parties.

If a student lives alone or there are safeguarding concerns, then daily monitoring of attendance by the Progress Tutor should occur and in the event of an absence which is not legitimate occurring, measures should be taken to verify the student's well-being. If the student's well-being cannot be ascertained then the matter should be passed on to a member of the Designated Safeguarding Lead.

No student should be withdrawn from school without direct contact being made to ascertain their wellbeing and progression route.

Appendix A

Trust Appeals Form

Please complete the following:

Name of student	
Date of Permanent Exclusion	

Please state the reasons below why you are requesting an appeal to the decision to permanently exclude:

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Student signature		Date:	
Or Parent/carers signature		Date:	

Please email this form to the Trust Governance Professional at
Samantha.Corbett@nclt.ac.uk