



Sixth Form Expectations Policy

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SIXTH FORM EXPECTATIONS

1. Introduction

As a Sixth Form, we make it clear within our aims that we have high expectations of behaviour and academic progress. We also value the climate of mutual respect that exists within the Sixth Form and which supports a positive learning environment for all.

Any community requires basic rules in order for it to function effectively and a school community is no different. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. The vast majority of our young people will follow the rules and behave responsibly, but there will be a minority who choose not to, and some who usually do but, as part of growing up, at times will push the limit. We must always start off from the over-riding premise that: **We expect good behaviour**. Our first priority must be the safety of everyone at Temple Moor.

The Sixth Form Expectations are designed to support our young people in achieving by providing clarity and consistency in terms of our expectations. The good behaviour of young people in our Sixth Form is not dependent on having draconian sanctions, but on developing a culture of success and achievement for all, which also ensures the safety of everyone at Temple Moor. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach and have high expectations for all our students. This policy is led by the Principal of the school and is designed to support and underpin excellence in teaching and learning, which in turn will mean that all students may achieve their aspirations whilst at Temple Moor.

2. Clear Rules/Clear Limits

It is important that all children know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced and set young people up to fail. We want to be open and fair with young people, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes, but having clear and consistent measures in place if things go wrong. The Sixth Form Expectations Policy outlines the high expectations we hold for our students at Temple Moor. The expectations are taught explicitly to students on their induction into Year 12 and is retaught to all students every term to ensure they are empowered to make positive choices. The Expectations Policy is also shared with parents via the school app and website, students and parents are asked to sign a learner agreement which is a snapshot breakdown of the policy.

3. Consistency not Confrontation

How well we all implement the system is crucially important to the success of the system and the Sixth Form. A confrontational approach with young people is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever it occurs.

4. Look for the Positive

The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. We want to let the silent majority know that we appreciate how well they are doing and not focus on the negatives created by a small

minority. A consistent approach to the use of rewards is every bit as important as the use of sanctions.

5. The Principles of the System

Our Sixth Form expectations are designed to provide clarity and consistency for students, staff and parents. They reflect the high standards of conduct, engagement and personal responsibility expected of all Temple Moor Sixth Form students.

As young adults, Sixth Form students are expected to take increasing responsibility for their learning, conduct and contribution to the school community. Our expectations are grouped into three broad areas: taking pride, being prepared and showing respect.

5.1 Taking Pride

Sixth Form students are expected to:

- Follow the Sixth Form dress code and wear their lanyard visibly while on the school site. Present their work neatly
- Take pride in the standard and presentation of their work, whether completed on paper or digitally. Are proud of how they can work well with different people and in different contexts
- Keep notes, folders and electronic files organised so that they can be used effectively for learning and revision.
- Respond positively to feedback and take responsibility for improving their work.
- Recognise and take pride in their progress, achievements and contribution to the Sixth Form.
- Work constructively with different people and contribute positively in a range of lessons, activities and wider school contexts.
- Treat the Sixth Form building, classrooms and wider school environment with care.
- Leave classrooms, study spaces, the common room and eating areas clean and ready for others to use.
- Place litter in the bins provided and encourage others to respect the shared environment.

5.2 Being Prepared:

Sixth Form students are expected to:

- Attend school regularly and arrive punctually for registration, lessons, form time, directed study, interventions and other scheduled activities.
- Bring the equipment, books and resources required for each lesson. Are punctual to school and lessons
- Ensure that electronic devices are charged and ready for learning where their use has been authorised.
- Complete independent study, homework and coursework to the required standard and by the deadlines set.
- Use directed study and non-contact periods purposefully to support their learning and progress.
- Follow the expectations of supervised study, including working silently and not using mobile phones during directed study.
- Review and consolidate their learning outside lessons rather than relying solely on work completed during taught time.

- Catch up promptly on any learning missed through absence and seek support where this is needed.
- Arrive ready to engage positively with learning and inform an appropriate member of staff if personal circumstances or additional needs are affecting their ability to do so.
- Attend additional intervention or support sessions when directed.
- Take increasing responsibility for managing their time, workload and progress across all their courses.

5.3 Showing Respect

Sixth Form students are expected to:

- Speak to students, staff and visitors politely and respectfully.
- Behave calmly, safely and responsibly throughout the school site.
- Follow reasonable instructions from members of staff promptly and without unnecessary challenge.
- Respect the right of every student to learn and behave in a way that allows everyone to participate and achieve.
- Listen to and value the views, experiences and contributions of others, including where these differ from their own.
- Work cooperatively with others and contribute positively to lessons and group activities.
- Respect personal boundaries and understand that sexual harassment, misogyny, discriminatory language and behaviour presented as “banter” are not acceptable.
- Use mobile phones only in the designated Sixth Form areas and put them away when entering other areas of the school or when directed by a member of staff.
- Treat school property and the belongings of others with care.
- Leave classrooms, study spaces and eating areas clean and free from litter.
- Represent Temple Moor Sixth Form positively within school, in the local community, during visits and placements, and online.

6. The System in Practice

6.1 All learners are entitled to work with adults who:

- Are respectful, polite and calm at all times
- Consistently acknowledge and reward success
- Consistently apply the rules fairly

6.2 Consequently, teachers are expected to:

- Stop a learner at any time who is not adhering to the expectations; speak to them and resolve the issue
- Expect others to do the same and challenge when this is not the case

6.3 Tutors are expected to:

- Look at Arbor each week to check missed deadlines
- Mentor their tutees who are in need of extra support
- Track students’ attendance

- Ensure Form Time is productive and purposeful, as well as a celebration of students doing well
- Check students are adhering to the dress code every day
- Make contact with home when there is a concern

6.4 The Pastoral Leader is expected to:

- Ensure the behaviour of their Year Group is in line with expectations
- Contact home to discuss any student where appropriate. This may include missing deadlines, poor attendance, poor punctuality etc
- Consistently apply the rules and consequences without exception
- Utilise additional services; resources and skills to support learners who face more challenges to enable them to meet the standard of behaviour expected of them
- Regularly visit the areas in school where their year group is being taught
- Visit the students they are mentoring during each week to offer advice and encouragement

6.5 Senior Staff are expected to:

Follow the agreed policy and procedures as teachers and leaders in school.

6.6 Training and Development

All teaching and support staff at Temple Moor will receive behaviour management CPD as part of their induction at Temple Moor. Behaviour management is re-visited at the beginning of each term, as well as every week in morning briefing. Behaviour management sessions are included in the school's weekly 'Teach Meet' where staff gather to watch presentations on different aspects of good practice. Behaviour management also features in curriculum training, as well as more bespoke training for individuals or curriculum areas when warranted.

7. Rewards

- 7.1** All teachers will be asked to contribute to choosing students for whole school rewards, where one student per curriculum area is awarded a prize each term. Students will also be eligible for an end of year trip to a theme park.

8. Sanctions

Misbehaviour in the classroom – if a student misbehaves in the classroom, the teacher will address this with them. Further poor conduct may lead to a verbal warning being administered. If, after this warning, behaviour has not improved, the student will be asked to leave the classroom. At this point, the teacher should e-mail the Sixth Form Pastoral Team. The students will then wait in the Sixth Form area to speak to their Pastoral Officer or Phase Leader. The student will wait in the Sixth Form Study Area as the incident is investigated. If deemed to require it, the student may then be sent home. They will not be allowed to return to lessons until a parental meeting has been had.

9. Equipment and Homework

- 9.1** Students are expected to have the correct equipment every lesson.

Homework is expected to be done to the best of their ability by the deadline set. If this is not done, it will be recorded on Arbor.

10. Misbehaviour around School

10.1 Staff should expect to always look to be positive and encourage students to correct behaviour.

10.2 If a student refuses to follow instructions, they are now choosing to make this a much more serious offence and that member of staff will follow it up. If this happens out of lessons and the student does not identify themselves, then refer to the Duty Team Leader with a description, time and place of the incident, or check cameras so that the student can hopefully be identified. Students who display inappropriate behaviour at break time which do not meet the expectations of positive behaviour, will be issued with a negative on Arbor. This must be communicated to the student at the time. This should be communicated to the Pastoral Officer or Phase Leader, but only after the students have been challenged. Repeated issues around school may lead to a parental meeting with a member of the Sixth Form Team.

10.3 Reflecting the school's legal duties under the Equality Act of 2010, as a reasonable adjustment to the school's Behaviour Policy, students who have SEND, such as foetal alcohol syndrome, autism or ADHD, may use the hub after being removed from a lesson.

11 Fixed Term Exclusion

11.1 The school reserves the right to exclude students for a fixed term if their conduct warrants it. This is an extremely serious sanction and reflects either the scale or severity of the incident the student has been involved with, or the persistent misconduct within school of the student.

11.2 If a student is excluded, the school will attempt to contact parents immediately by phone call. A letter will also be sent home, detailing what has happened and the length of the exclusion. The student must stay away from school and any public place for the length of the exclusion

11.3 Upon their return to school, the student and parents will be required to meet a senior member of staff to discuss the incident and the plan for the student moving forwards. The student will then be given access to either the Pastoral Officer or Phase Leader for a regular meeting to support the student's re-integration back into school and their future conduct. This will continue until both the school and parents are satisfied that sufficient progress has been made in terms of the student's conduct.

12 Removal System

12.1 This should be used when:

12.1.1 a student is violent or abusive to another student or a member of staff;

12.1.2 any circumstances when a colleague feels threatened by the language or behaviour of a student;

12.1.3 a student has been, or is going to, cause damage to him or herself or the school;

12.1.4 if a student has been asked to leave a room but continues to disrupt teaching and learning.

12.1.5 following the gross misconduct of a student.

12.1.6 If a student is recording or taking pictures using their mobile phone, either during a lesson, or around the school grounds.

13. Classroom Management Guidelines for teachers, Learning Managers and Teaching Assistants.

13.1 To support high standards of behaviour and achievement staff should:

13.1.1 be on time

- 13.1.2 ensure an orderly entry to the room
- 13.1.3 expect and insist on silence when you are speaking
- 13.1.4 check students are correctly dressed and have followed the guidelines on general appearance
- 13.1.5 never allow chewing or eating in class
- 13.1.6 do not ignore bad language or any other form of unacceptable behaviour as to do so is to accept and condone
- 13.1.7 always challenge racist or sexist comments or language and record on Arbor
- 13.1.8 leave the room tidy at the end of the lesson
- 13.1.9 keep your desk tidy. Encourage tidiness and insist on a clean room
- 13.1.10 keep displays fresh and attractive
- 13.1.11 always ensure homework is recorded
- 13.1.12 always follow the behaviour system;
- 13.1.13 report graffiti/damage immediately;
- 13.1.14 expect to be treated with respect and treat the students with respect; and
- 13.1.15 praise good work and behaviour.

14. **Mobile Phones and Apple Watches/iWatches**

Mobile phones should not be seen in lessons unless directed and only in designated times and areas outside of lessons. If a mobile phone is heard or seen, the student will be asked to put the phone away.

If a student is found to have taken pictures or filmed whilst in school, it is likely that a more serious sanction may be issued. If this happens in lesson, they will be On-Called and will go to the Sixth Form area. Their phone may need to be searched and content deleted. If the student is using their phone to abuse someone else or watching inappropriate content, they may be sent home until a parental meeting has been conducted.

Any student found to be repeatedly using a mobile phone around school, particularly if that use is to incite or create material that could constitute 'malicious communication', will be told they are not allowed to bring the device to school again. If this was to continue beyond this, a parental meeting would be held with a member of the Sixth Form Team and the student's place at Sixth Form could be in jeopardy.

15. **Malicious Accusations**

Following a period of investigation, any pupils who are found to have made malicious accusations against school staff will face a sanction commensurate with the allegation made. These may vary from time spent in the school's internal Seclusion unit to a period of exclusion.

16. **Social Media**

Any students who use social media to slander or discuss school staff in a derogatory fashion will be sanctioned accordingly by the school. This includes any comments which may cause harm or offence to Temple Moor staff, which includes the use of any images or recordings of any type which may or may not include images of staff. Any mis-use of the school name or logo or images of the school building to deliberately cause harm or offence will similarly be sanctioned by the school. Any images or recordings made in school which may or may not show the school's grounds or buildings or Temple Moor students, will again lead to sanctions

from the school. Sanctions may include a parental meeting, Phase Leader meeting, removal of privileges and even permanent exclusion.

17. The Fire Alarm

Any student found to have set the fire alarm off deliberately may be asked to leave Temple Moor. Setting off the fire alarm not only disrupts the work of hundreds of teachers and students, but also potentially puts lives at risk and could mean that the fire service are not able to save lives elsewhere.

18. Remote Learning Live Lessons

Our expectations of conduct during live lessons conducted remotely are the same as in lessons. We expect students to be organised and prepared to learn, to try their best, to be polite and courteous when communicating and to not disrupt the learning. We expect students to be actively engaged with live lessons, meaning that their full attention is given over to their lesson. Students should ideally have a quiet space in which to work with other distractions such as television, music, phones and computer games turned off.

If students do disrupt the lesson, or they are rude to the member of staff or other students, then the teacher will issue them with a verbal warning, where they will explain what they have done wrong. If the student then continues to disrupt the lesson, either through being argumentative or through another misdemeanour, they will be excluded from the rest of the lesson. The student's Pastoral Officer from school will then contact the parent the following day to discuss.

Any further removals from lessons will lead to a phone call from a Phase Leader in school and the access to live lessons may then be removed. Remote learning will still continue, but this will be through the school's other platforms such as Class Charts and Microsoft Forms.

Incidents that may lead to a verbal warning are listed below. This list is not exhaustive and there may be other misdemeanours that may lead to a verbal warning:

- Shouting out
- Students using the mic to make inappropriate comments
- Students unmuting themselves to make noises to disrupt
- Students making faces or holding up inappropriate material to the camera
- Students making inappropriate comments using the comments facility
- Students disrupting the lesson through arguing
- In some cases, the student may be removed immediately depending on what has been said or done. This will be at the discretion of the teacher. This may be for swearing or showing explicit material to the camera for instance.

Warnings and removals from lessons will be recorded using Class Charts. These will be classed as verbal warning during a live lesson, removal from a live lesson or instant removal from a live lesson.

19. Sexual Harassment and Misogyny

When referring to sexual harassment, we mean 'unwanted conduct of a sexual nature'.

Sexual harassment can occur online or offline, both inside and outside school. When we refer to sexual harassment within this policy, we do so in the context of child-on-child sexual harassment.

Misogyny refers to attitudes, language or behaviour that express prejudice, contempt, hostility or discrimination towards women and girls. It can include sexist attitudes, the objectification of women and girls, and behaviour intended to demean, intimidate, exclude or control someone because of their sex or gender.

Misogyny can be explicit or subtle and can occur online or offline, both inside and outside school. It may occur as a form of harmful behaviour in its own right or alongside sexual harassment, sexual violence, bullying, coercive behaviour or other forms of abuse.

Sexual harassment and misogynistic behaviour are likely to:

- Violate a young person's dignity. Sexual "jokes" or taunting.
- Make a young person feel intimidated, degraded or humiliated. Displaying pictures, photos or drawings of a sexual nature
- Create a hostile, offensive, discriminatory or sexualised environment.
- Contribute to a culture in which sexism, sexual harassment or sexual violence is normalised or dismissed as acceptable behaviour.

While this is not intended to be an exhaustive list, sexual harassment and misogynistic behaviour can include:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about someone's body, clothing or appearance, or calling someone sexualised names.
- Misogynistic or sexist comments about women and girls, including comments that suggest they are less capable, intelligent, credible or deserving of respect.
- Sexual or sexist "jokes", taunting or behaviour presented as "banter".
- Using insulting, degrading, sexualised or gender-based language towards or about another person.
- Making derogatory generalisations about women and girls.
- Rating, ranking or comparing students according to their bodies, appearance or perceived sexual attractiveness.
- Objectifying another person or treating them primarily according to their appearance or perceived sexual availability.
- Using gender stereotypes to insult, undermine, exclude or control another person.
- Attempting to silence or intimidate someone who challenges sexist or misogynistic language or behaviour.
- Physical behaviour such as deliberately brushing against someone, interfering with someone's clothing or engaging in unwanted physical contact.
- Displaying or sharing pictures, photographs, videos or drawings of a sexual, degrading or misogynistic nature.
- Sharing, promoting or endorsing material that objectifies women and girls or encourages hostility, discrimination, abuse or violence towards them.
- Upskirting, which is a criminal offence.
- Online sexual harassment or misogynistic behaviour.

Online sexual harassment and misogynistic behaviour may include:

- Consensual or non-consensual sharing of nude or semi-nude images or videos,

including sharing an image more widely without the consent of the person depicted.

- Pressuring, coercing or threatening someone to create or share sexual images.
- Sharing unwanted explicit or sexualised content.
- Sexualised or sexist online bullying.
- Unwanted sexual or misogynistic comments and messages, including through social media, group chats, gaming platforms or other digital spaces.
- Making, sharing or encouraging abusive comments about women and girls.
- Sharing or engaging with online content that promotes misogyny, sexual entitlement, coercion or violence.
- Sexual exploitation, coercion and threats.
- Creating, sharing or altering sexualised images of another person, including images produced or manipulated using digital or artificial intelligence technology.

Comments or behaviour described as a joke, “banter” or part of an online trend may still constitute sexual harassment or misogynistic behaviour. A lack of harmful intent does not remove the impact of the behaviour or make it acceptable.

Our Response

Our response will be:

- Decided on a case-by-case basis.
- Proportionate to the nature, severity and context of the behaviour.
- Underpinned by the principle that sexual violence, sexual harassment and misogynistic behaviour are never acceptable and will not be tolerated.
- Focused on safeguarding and supporting the victim, while also addressing the behaviour and needs of the alleged perpetrator.
- Informed by our responsibility to protect other students and promote a safe and respectful school culture.

Our response may range from a conversation with the students involved and a clear explanation of why the behaviour is unacceptable, to the use of the school behaviour system, parental meetings, safeguarding referrals or suspension. In most cases, we will also contact the parents or carers of the students involved.

Where there's been a report of **sexual violence**, the Designated Safeguarding Lead (DSL) will make an immediate risk and needs assessment. This will consider:

- The victim, particularly their protection, wellbeing and support.
- Whether there may have been other victims.
- The alleged perpetrator or perpetrators.
- All other children at the school.
- Adult students and members of staff, where appropriate.
- Any immediate or ongoing action required to protect those involved.
- Whether the incident may form part of a wider pattern of sexual harassment, misogyny or harmful sexual behaviour.

Where there has been a report of sexual harassment or misogynistic behaviour, the need for a risk assessment will be considered on a case-by-case basis. A risk assessment is more likely to be required where the behaviour is serious, repeated, escalating, threatening or part of a wider pattern.

We will respond appropriately, to all reports and concerns about sexual violence, sexual

harassment and misogynistic behaviour, whether they occur online or offline. This includes incidents that have taken place outside school where they affect the safety, welfare or education of students or the culture within the school.

How we manage a report will depend on a number of important considerations, including:

- The wishes of the victim and how they would like to proceed. These wishes will be taken seriously and balanced against our responsibility to protect the victim and other students.
- The nature of the alleged incident, including whether a criminal offence may have been committed.
- Whether the behaviour may constitute harmful sexual behaviour.
- The ages and developmental needs of the students involved.
- Any imbalance of power between the students. For example, whether the alleged perpetrator is significantly older, more mature, more confident or holds greater social influence.
- Whether the victim has a disability, special educational need or learning difficulty that may increase their vulnerability or create additional barriers to reporting.
- Whether the alleged incident is an isolated occurrence or part of a sustained or escalating pattern of abuse.
- Whether the behaviour forms part of a wider pattern of misogynistic, sexist, intimidating or controlling conduct.
- Whether other students have experienced similar behaviour from the alleged perpetrator.
- The fact that sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- Whether there are ongoing risks to the victim or anyone else.
- The impact of the incident on the victim's wellbeing, attendance, education and sense of safety.
- Any related issues and the wider context, including links to child sexual exploitation or child criminal exploitation.
- Whether online communities, social media content or peer-group attitudes may be influencing or reinforcing misogynistic or harmful sexual behaviour.
- Whether the behaviour suggests a wider cultural concern within a friendship group, year group or other part of the school community.

Our response to reports of sexual harassment, sexual violence or misogynistic behaviour will be one or more of the following:

1. **Managed internally:** This may include the use of the school behaviour system, appropriate sanctions, pastoral support, education and monitoring where early help or statutory intervention is not required. .
2. **Early help:** Early help may be offered where a student or family would benefit from additional support but statutory intervention is not required
3. **Referral to children's social care:** A referral will be made where a child has been harmed, is at risk of harm or is in immediate danger.
4. **Report to the police:** A report will be made where a potential criminal offence has occurred. Where a report of rape, assault by penetration or sexual assault is made, this will usually take place alongside a referral to children's social care. The police will consider what action is required to manage the assessed risk of harm,

which may include the use of police or court bail.

The outcome of any police or social care involvement will not prevent the school from taking appropriate safeguarding or disciplinary action. We will continue to consider our responsibilities towards all students involved and the wider school community.

The Victim

Victims of sexual violence, sexual harassment or misogynistic abuse are likely to find the experience distressing. This may affect their wellbeing, attendance, concentration, progress or ability to feel safe in school. We recognise that this impact may be heightened where the alleged perpetrator also attends Temple Moor.

We will always reassure the students that:

- They will be taken seriously.
- They have done the right thing by reporting the behaviour.
- They will be supported and kept safe.
- The behaviour is not their fault.
- They will not be made to feel ashamed or responsible for the consequences faced by the alleged perpetrator.
- They will be involved, as far as possible, in decisions about the support provided and how the matter is managed.
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Where necessary and appropriate, we will ensure that the victim and alleged perpetrator are kept a reasonable distance apart on school premises, including during lessons, social times, enrichment activities and before- or after-school activities. Any arrangements will be considered carefully to avoid placing an unreasonable burden on the victim or restricting their access to education.

Support will be considered according to the needs and wishes of the victim and may include:

- A trusted member of staff as a named point of contact.
- Pastoral or safeguarding support.
- Adjustments to lessons, study arrangements or social spaces.
- Support with attendance, missed learning or academic progress.
- Referrals to appropriate internal or external support services.
- Regular review of the arrangements in place.
- Support in managing online content or contact where relevant.

We are aware that:

- Victims may not disclose the full picture immediately. Dialogue will therefore be kept open and encouraged without placing pressure on the student.
- A student's account may develop as they feel safer, remember further details or better understand what has happened.
- Students may find it difficult to describe the behaviour or may initially minimise it.
- Fear of not being believed, embarrassment, shame, peer pressure or concern about the consequences may prevent or delay a report.
- Girls are more likely to be victims of sexual violence and sexual harassment, and boys are more likely to be perpetrators; however, any student can be a victim or perpetrator.
- Misogynistic attitudes and language can contribute to an environment in which the

harassment, intimidation or abuse of women and girls is normalised.

- There may be more than one perpetrator or more than one victim.
- Sexual harassment and misogynistic behaviour may intersect with other forms of discrimination or abuse, including those related to race, disability, religion, sexual orientation or gender identity.
- Some students may face additional barriers to reporting or accessing support because of their individual needs, circumstances or identity.
- The absence of a formal report does not necessarily mean that harmful behaviour has not occurred.

20. Child on Child Abuse

We are committed to keeping all children safe in school and will work with students and parents to ensure that all children are safe at Temple Moor.

Child on child abuse may include bullying. This may be physical, verbal or may take the form of cyber bullying. All forms of bullying are unacceptable. The school records all bullying incidents and every incident is followed up by Pastoral Officers. Where bullying has occurred, parents will always be informed and students will be sanctioned, when appropriate, within the school's behaviour system. Pastoral Officers will also use restorative practice whenever possible to deal with the after effects of bullying. Students who are the perpetrators or victims of bullying may also be mentored by their pastoral officer following the incident. If bullying persists after students have been mentored, sanctioned or taken part in restorative practice, students will be placed on 6 weeks' notice to improve. Any further incidents in this time frame will then lead to a meeting with a senior leader to discuss the student's future at Temple Moor.

21. Attendance

Our specific principles relating to attendance include:

- An agreement by students, parents and staff to support our rationale that full attendance which enables students to gain the highest levels of achievement.
- An agreement that lateness can undermine the learning process and that a positive approach to attendance and timekeeping is essential and should be an integrated part the expectations for Sixth Form students.
- A challenging yet supportive approach to achieving full attendance.
- A co-operative approach to the development and implementation of attendance strategies between students, parents and staff.
- A commitment to work co-operatively and collaboratively with our Trust partners, Temple Newsam Community Partnership (TNCP), the Red Kite Learning Trust (RKLT) and any outside agency that will enable our school to achieve full attendance.
- The school's practice in relation to gaining full attendance is based upon legislation, DfE guidance, and Local authority guidance.

Recording Attendance and Absence:

- Attendance will be recorded electronically in all lessons through the use of class based computers.

- Students' attendance will also be monitored by the Inventory System. Students must sign in and out of the building.
- Registration and Period 3 are designated as the registration points of the morning and afternoon sessions.
- Paper registers must be used and delivered to the Sixth Form Admin office in the Sixth Form Area within the first ten minutes of a teaching period if there are any computer problems or an email sent listing absent students that have been present earlier in the day.
- When a student is absent without making contact with Sixth Form, a first day phone call is made to the student and if there is no answer, the parent. We also contact via the Arbor app if parents have it, or email. Students are allowed to self-certify absence by calling the absence line. For absences longer than three days, we make a welfare call to the parents for an update. For absences longer than three days without notification, we refer to the Safer Schools Liaison Officer to make a welfare visit.

To report an absence:

- Students can authorise their own absence in the first instance, once below 95% a parent or carer of the student can make telephone contact on first day of absence stating a specific reason for absence.
- Contact the school is required on each day of absence, unless the school has received advanced notification of the length of absence, in the form of a hospital admission or medical certificate.
- Students whose attendance falls below 95% will not be allowed to self-authorise – this must be done by a parent, and preferably with supporting medical evidence.

Lateness:

- Lateness will be processed by the Sixth Form Admin Team
- The school gates will be locked at 8.20 am so that students can arrive at the lesson start time of 8.25am. Sixth Form students will be able to enter via the Sixth Form entrance and leave at any point throughout the day but will be required to swipe in and out using the Inventory system.
- Where students do not have Form or a scheduled lesson, they are allowed to leave site – but must swipe in and out using the Inventory system.
- Punctuality is tracked and discussed with students by their Form Tutors. This will be reflected on references when asked for (usually asked for number of sessions late).

Graduated response:

- Students whose attendance falls below 95% will be invited to a Well Being meeting with the Pastoral Leader. The purpose of which is to listen to the reasons for absence, their perception of the impact it may have had on their studies, to ascertain whether they are likely to have more time off, in the case of ongoing ill health, whether GP appointments are needed etc.
- Students have the opportunity to discuss the support they need from the Pastoral Team/teachers and directed study as a support strategy is discussed with them, their

teachers and the Phase Leader. A decision is made about whether to authorise or not based on the individual situation. If not authorising, a letter is sent home to parents to inform them and to give them the opportunity to meet with the Pastoral Leader.

- If attendance continues to be an issue, absence is not authorised and a meeting is convened with the student and parent to look at their engagement across all of their subjects. This is examined in conjunction with progress data to investigate the impact of absence on attainment.
- If, by Easter of Year 13, attendance is below 90%, students receive a Pay for Exams Warning Letter and are given notice to improve. If attendance does not improve by May half term, they are informed that they will have to pay for the exam entries, as per the Examinations Policy. A full breakdown of the cost is included in the letter and sent to parents. In the event that parents refuse to pay for the exams, this is escalated to Senior Leaders.

Holiday procedures:

- The school and the RKLT agree that any absence from school will interfere with a student's ability to reach the highest standards of attainment and therefore believes that family holidays should occur during school holidays and outside of term times.
- Only in exceptional circumstances will the school/Trust consider an application for a holiday.

The following steps should be undertaken.

- A Holiday Form is completed and returned to the Sixth Form Admin Team at least two weeks before the requested holiday.
- The Pastoral Leader for Sixth Form and the Assistant Principal for Sixth Form will consider the family's reasons for undertaking a holiday during term time in line with the Trust's 'Holidays in Term Time' policy. Authorisation can only be granted in exceptional circumstances.
- Failure to ask for permission will result in the absence being recorded as unauthorised and should this contribute to attendance being lower than 80% students could be charged for their exam entry.
- If the holiday is for 5 days or more, the student will automatically be placed on attendance watch.