

## **BEAL SIXTH FORM**

### **SIXTH FORM CONTRACT – PLEASE READ CAREFULLY**

Welcome to Beal Sixth Form. We are pleased that you have chosen to continue your studies here. It is our aim to ensure that you receive a quality Post - 16 experience and fulfil your potential in a caring, supportive and ambitious learning environment.

We will endeavour to provide:

- programmes of study which motivate, challenge and reward you for your efforts.
- opportunities for you to develop the skills to equip you for your place in society.
- an environment which encourages you to work hard and to be successful and happy.

Our expectation is that you make the most of the opportunities offered, and that by working *with* us you will be able to realise your ambitions through further or higher education, or in the career of your choice.

Of course, there are two parts to a contract, and our assurances can only be effective if you are prepared to make some promises of your own!

#### **To be successful in Beal Sixth Form you will need to:**

- **Be a role model to younger students** in all you do.
- **Regularly attend** morning registration, timetabled lessons, private study, progression sessions, briefing, assembly and Curriculum Enrichment -attendance must not fall below 95%. Inform tutors of any foreseen absence, and bring a note to cover others. You cannot re-enrol for year 13 with an attendance of under 90%. If you miss twenty days of school unauthorised your place in sixth form will be withdrawn.
- **Register am/pm** and arrive on time: 8.30 am and period 4. Sign out / in when leaving / returning to the site. This is a legal requirement. DO not leave the site prior to period 4.
- **Value your time** and aim to do as well as possible in coursework assignments and examinations. Meet all deadlines – completing all homework and coursework. Attend all lessons and catch up on any work missed through absence. Strive to exceed your Target Minimum Grades.
- **Make study your priority** – negotiate and organise your home study time effectively and ensure that part-time employment does not interfere with study (you should not take a job that requires you to work during the school day). Do not arrange driving lessons during the school day. Read and work outside of the classroom. Ask for help when there are problems. Use the private study areas to complete at least ten hours of independent study per subject per week. DO not waste supervised and unsupervised study

periods but use them to consolidate your learning or to extend your understanding or commit to wider reading and research.

- **Act as a role model** for younger pupils – setting examples of conduct, commitment to study, uniform and participation in school life.
- **Follow the school dress code** at all times on-site
- **Mobile phones** should only be used in sixth form areas and only in class with the teacher's permission for educational purposes. They should never be brought into an examination. Phones should not be used in the corridors. Headphones etc. should not be visible.
- The Fire drill must be conducted in silence – this is a legal requirement.
- Smoking – there is to be no smoking/vaping on or near the school site. You must not smoke in school dress and with your lanyard on. This applies also to alcohol and any other form of drug. (See disciplinary procedure).
- Please do not 'loiter' in large groups or 'hang around' at the end of the school day and do not welcome visitors into school unless by prior arrangement with the agreement of a senior member of staff.
- Fighting with other students on or off school premises is considered to be completely unacceptable conduct. (See disciplinary procedure).
- **Contribute to the school community** by accepting additional responsibility possibly as a prefect or leading a sports team and by involvement in Curriculum Enrichment or Work Experience.
- **Respect** the school site and all students' right to learn free from distraction, as well as the rules laid down for the rest of the school community.
- **Plagiarism – the deliberate act of intellectual theft – is completely unacceptable** and could result in a student losing their right to sit exams at the centre / be permanently excluded.
- In all you do, **be an ambassador of the sixth form** and never engage in activity that could bring the school's or the individual's reputation into disrepute. This includes posting inappropriate comments on social media.

It is assumed that Sixth Formers are young adults. We will try to treat you as such. Consequently, you should communicate with staff in a mature, professional manner. If there are any problems with other students, in lessons or with workload these should be addressed in the first instance to the relevant teacher. If this is difficult, you should speak to your form tutor. If the problem is not resolved you should then speak to your Head of Year and then the Director or Deputy Directors of Sixth Form.

We hope that you will be successful in meeting the terms of this contract, however, should you fail to do so the Sixth Form Disciplinary Procedure will be followed.

We will help you with the above, and provide support in the areas that you find difficult. We will regularly review your progress and help you to set targets. We will inform your parents of your progress and achievements. At the end of Year 12, we will assess your attendance, punctuality, academic progress, attitude, conduct and achievement. If you are successful, we will offer you a place in Year 13.

## **SIXTH FORM DISCIPLINARY PROCEDURE**

The highest levels of conduct and behaviour are expected from students enrolled at BSF. We aim to provide a safe and ordered environment where everyone is expected to show respect, courtesy and consideration and where all pupils can make progress in an atmosphere conducive to study. Students are supported to develop their self-regulating study skills and use their independent time responsibly. All students are expected to show concern and consideration for others and this shall be reflected in their behaviour at all times. Students are required to demonstrate a commitment to all aspects of their education in order to achieve their maximum potential and be a role model to younger students in the school.

Where the code of conduct is breached, the School will consider a response that is fair, reasonable and proportionate to the breach.

Parents are expected to co-operate with the school in matters of discipline and expectations. Students' attendance and punctuality is tracked regularly and parents will be informed as quickly as possible about patterns of unexplained absence and any concerns will be followed up by the HOY, DHOY or the Student Services Manager. The procedure for Sixth Form discipline is based on that used in the workplace, and has the following stages:

- 1. The Sixth Form Code Of Conduct contract – a condition of admission**
- 2. Verbal warnings**
- 3. Formal Written warning**
- 4. Respite and Restoration (internal suspension)**
- 5. Fixed Period Suspension (external suspension)**
- 6. Permanent exclusion**

It is hoped that no student will move beyond Stages 2 or 3. Each case will be dealt with individually, and it may be that **gross misconduct** will lead directly to Stage 5 or 6 before a written warning has been issued.

### **Disciplinary offences include:**

- Persistent disruptive behaviour
- Truancy

- Plagiarism
- Malpractice in an exam
- Anti-social behaviour
- Persistent Lateness
- Refusal to adhere to dress code and/or wear ID/lanyard
- Refusal to follow reasonable instructions
- Irresponsible/harmful use of social media/internet
- Irresponsible/suspicious behaviour, for example in toilets
- Persistent missed deadlines/work not submitted
- Serious harm caused to individual/school's reputation
- Involvement in criminal activity

**Gross misconduct offences include:**

1	Physical assault against pupil (PP) <i>Includes fighting, obstruction and jostling, violent behaviour, wounding,</i>	<input type="checkbox"/>
2	Physical assault against adult (PA) <i>Includes obstruction and jostling violent behaviour, wounding,</i>	<input type="checkbox"/>
3	Verbal abuse/threatening behaviour against pupil (VP) <i>Includes aggressive behaviour, swearing, threatened violence, verbal intimidation</i>	<input type="checkbox"/>
4	Verbal abuse/threatening behaviour against adult (VA) <i>Includes aggressive behaviour, swearing, threatened violence, verbal intimidation, loitering in large numbers around the local community in an intimidating manner</i>	<input type="checkbox"/>
5	Use or threat of use of an offensive weapon or prohibited item (OW) <i>Includes carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon</i>	<input type="checkbox"/>
6	Bullying (BU) <i>Includes verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability</i>	<input type="checkbox"/>
7	Racist abuse (RA) <i>Includes derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics</i>	<input type="checkbox"/>
8	Abuse against sexual orientation and gender identity (LG) <i>Includes derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics</i>	<input type="checkbox"/>
9	Abuse relating to disability (DS) <i>Includes derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment</i>	<input type="checkbox"/>
10	Sexual misconduct (SM) <i>Includes lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment</i>	<input type="checkbox"/>
11	Drug and alcohol related (DA) <i>Includes alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking/vaping on the school site, substance abuse</i>	<input type="checkbox"/>
12	Damage to property (DM)	<input type="checkbox"/>

	<i>Includes damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism</i>	
13	Theft (TH) <i>Includes selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property</i>	<input type="checkbox"/>
14	Persistent disruptive behaviour (DB) <i>Includes challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely</i>	<input type="checkbox"/>
15	Inappropriate use of social media or online technology (MT) <i>Includes sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media</i>	<input type="checkbox"/>
16	Wilful and repeated transgression of protective measures in place to protect public health (PH) <i>Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.</i>	<input type="checkbox"/>

When students make the wrong choices, it is essential that they take responsibility for their actions and co-operate fully with any school investigation. Refusal to co-operate or to tell the truth when questioned is a serious matter of trust and safeguarding and such behaviour will not be tolerated, with serious disciplinary consequences.

Sixth Form students are expected to act as positive role models for younger students. Although we acknowledge that they may make mistakes, we also have high expectations of them as young adults and future professionals. It is hoped that for the majority of students this procedure will be irrelevant.