



6th Form Conduct Concern Policy

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1 Principles

AAS Sixth Form conduct policy reflects the increase in expectations that we have of our Sixth Form Scholars in terms of responsibility, independence and maturity. AAS Sixth Form is committed to creating an environment where exemplary conduct is at the heart of productive learning. Sixth Form Scholars will serve as key role models who epitomise the academy values and inspire others. AAS Sixth Form Scholars respectful and positive conduct will promote good relationships throughout the academy community, modelling at all times that good relationships are built on trust and understanding. Sixth Form scholars are expected to take responsibility for their conduct and maintain the highest standards. This includes modifying routines and habits where necessary. We will support all our Sixth Form scholars in developing a high level of individual and social responsibility as they ready themselves for the demands of competitive destinations and careers. This policy should be read in conjunction with the Astrea Behaviour and Culture Framework, the Exclusion Policy, the schools Inclusion Policy and the Anti-Bullying Policy.

2 Aims

- ★ To create a culture of exceptional conduct: for learning, for community and for life where all scholars feel safe, valued and respected, and learn free from the disruption of others.
- ★ To recognise, reward and celebrate excellent conduct.
- ★ To ensure that all scholars are treated fairly, shown respect and to promote good relationships.
- ★ To help scholars take control over their conduct and be responsible for correcting it when necessary
- ★ To be seen to be fair and consistent in managing conduct by scholars, parents/carers and staff.
- ★ To build a community which values kindness, care, respect, tolerance and empathy for others.
- ★ Provide opportunities for all to contribute and take leadership roles in the community whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths.
- ★ To ensure that all adults take responsibility for Sixth Form conduct.
- ★ To ensure that excellent conduct is a minimum expectation for all.
- ★ To support the mission, vision and values of the Trust and its establishments.

3 Roles and Responsibilities

The academy sets out clear and explicit expectations of all stakeholders, based on the Trust's values of Scholarship, Curiosity, Tenacity and the academy's values of Respect and Responsibility. We will hold all individuals, scholars, and staff to account for their contribution to the areas for which they are responsible. Specific roles and responsibilities are summarised in the AAS Sixth Form Scholarship Agreement. See Appendix 1.

4 Recognition and Rewards

Astras for Sixth Formers will be awarded for:

- ✦ Responsibility
- ✦ Respect
- ✦ Curiosity
- ✦ Tenacity
- ✦ Scholarship
- ✦ Clubs
- ✦ Volunteering

Scholars continue to benefit from universal offer for rewards :

- Astras
- Scholar of the week
- break with a cake
- Classcharts Gold Medallists (95% ratio and 97% attendance)
- Phone calls
- End of year rewards evening
- Astreanomical awards

End of year and Gold Medallist awards include:

Term 1: In house food reward and film/games/PS5

Term 2 & Term 3: A trip which may include go karting, Alton Towers, cinema, laser quest, trip to seaside, picnic in countryside etc.

5 Conduct Concern Process

Stage	Summary of stage	Staff Action	Scholar Action	Parent Action	Sixth Form Action
Stage 1: Informal Warning	<p>Triggered when: Conduct concerns arise. Examples on support/sanctions grid.</p> <p>Key Actions: Scholar issued a verbal warning and expectation made clear. Academy issues sanctions/support. See grid support/sanctions for examples. Concern recorded on Classcharts (Appendix 3) and, if needed, banned item details added to note.</p>	<ol style="list-style-type: none"> 1) Record concern on Classcharts. Issue verbal warning to scholar, discuss concern and make expectation clear. 2) Tutor to contact home to outline concern and expectations scholar must meet. Record on CPOMs. 3) Confiscate banned item where necessary, and hand in to PYL. 	<ol style="list-style-type: none"> 1) Scholar to act upon verbal warning and meet expectation. 	<ol style="list-style-type: none"> 1) Parent/carers to discuss with child. 	<ol style="list-style-type: none"> 2) Pastoral Year Lead (PYL) to monitor Classcharts and share daily, weekly, half-termly tracking data with tutors. 4) Tutors to have 24 hour follow up conversation re any concerns logged on Classcharts 5) Tutor to contact home to outline concern and expectation scholar must meet. Record on CPOMs.
Stage 2: Formal Warning & 2 week review	<p>Triggered when:</p> <ol style="list-style-type: none"> 1) 6 Conduct concerns in a ½ term. 2) 4 conduct concerns of the same category in a ½ term. 3) Disrespectful conduct (details added on Classcharts note). <p>Key Actions: Scholar to meet with PYL to set targets to be in met in 2 weeks. See sanctions/support grid for examples of concerns and types of support/sanctions.</p>	<p>Staff may:</p> <ol style="list-style-type: none"> 1) Meet with PYL and scholar to outline concerns and set targets. 2) Confiscate banned item, where necessary, and hand to PYL. 	<ol style="list-style-type: none"> 1) Meet with PYL and agree targets. 2) Act upon specific targets over 2 week review period. 	<ol style="list-style-type: none"> 1) Speak with PYL 2) Discussion with child when targets are set. 3) Discussion at end of 2 week review period with Scholar. 	<p>PYL to:</p> <ol style="list-style-type: none"> 1) Collate teacher conduct concerns recorded on Classcharts, 2) Complete Conduct Target Form Set targets/support/sanction/review date and inform parent (Appendix 4) 3) Review how scholar has met targets in 2 week period.
Stage 3 Final Review of place at AAS Sixth Form	<p>Triggered When: a scholar:</p> <ol style="list-style-type: none"> 1) Fails to make improvements following stage 2. 2) Is in possession of or brings banned item of a serious nature into Academy (see appendix 5) 3) Is involved in a serious incident. 4) Receives a 3rd suspension <p>Key Actions: Scholar & parents/carers to meet Principal and Head of Sixth Form. Scholar will either be permanently excluded or final targets/review date set.</p>	<ol style="list-style-type: none"> 1) Relevant staff member(s) who record conduct concerns may be invited to meeting. 	<ol style="list-style-type: none"> 1) Attend meeting to review final targets. 2) Scholar to act upon specific targets for a minimum of 2 weeks review period. 3) Attend review meeting at end of review period. 	<ol style="list-style-type: none"> 1) Attend meeting to review conduct concerns and set final targets. 2) Attend review meeting at end of review period (2 weeks or more). 	<p>Sixth Form leaders to:</p> <ol style="list-style-type: none"> 1) Review and collate stage 2 information/data of conduct concerns logged on Classcharts/ any period concerns of a similar nature. 2) Lead meeting with parent/carers & scholar and set final targets/review date. 3) Complete Final Review Form (Appendix 6) 4) Organise & lead review meeting.

Conduct Concern Process: Support and Sanctions Grid

	Lanyard/dress code	Banned item/Unsafe behaviour	Disruption	Disrespectful conduct
Examples	<i>Dress code issue (add note on Classcharts) Without lanyard</i>	<i>Banned item (Appendix 5) Food/drinks out of 6th form study area/dining area Uncovered hot drink Mobile phone/Headphone use outside permitted time/outside acceptable use</i>	<i>Talking on corridor Disruption in library/triage/study room/other lessons</i>	<i>Disrespectful/arguing with/abusive towards/defiant to a member of staff Disrespectful/abusive conduct towards another scholar Intentional misuse/damage to academy property/</i>
Stage 1	<ul style="list-style-type: none"> - Call home and agree if scholar can be sent home to change - Visit scholar boutique - Collect replacement lanyard from reception - Parents bring in appropriate wear - Removal of offending item - Tutor conversation with scholar/phone call to parent 	<ul style="list-style-type: none"> - Confiscation of banned item (see category 1 list). Scholar to collect by the end of the day. - Tutor conversation with scholar/phone call to parent 	<ul style="list-style-type: none"> - Verbal prompts/reminders - Asked to leave library/triage /study room/other lessons - Move seats for one off session - Tutor conversation with scholar/phone call to parent 	<ul style="list-style-type: none"> - Verbal reminder of expectations - Naming behaviour seen so scholars are clear on what is unacceptable - Tutor conversation with scholar/phone call to parent
Stage 2	<ul style="list-style-type: none"> - Sent home to change - Lanyard checks with PYL each morning for set period - Dress code checks with PYL each morning for set period - Parent meeting - Tutor conversation - PYL & scholar meeting. Completion of Conduct Target Form 	<ul style="list-style-type: none"> - Confiscation banned item (category 2 list). - Parent meeting - Tutor conversation - PYL & scholar meeting. Completion of Conduct Target Form 	<ul style="list-style-type: none"> - Volunteering - Change of study periods - Not allowed to use study time at certain times - Assigned seat for 2 weeks - Check list for what to complete during study period before and after each session with supervisor - Asked to leave lesson - Parent meeting - PYL & scholar meeting. Completion of Conduct Target Form 	<ul style="list-style-type: none"> - Apology to staff facilitated by PYL - Support in a conduct workshop - Volunteering to support staff/department/area of school effected by behavior - Parent meeting - PYL & scholar meeting. Completion of Conduct Target Form
Stage 3	<ul style="list-style-type: none"> - Dress code checks with Head of Sixth/Senior leaders - Suspension (recorded on CPOMS using AAS pack proforma) - Parent meeting with principal 	<ul style="list-style-type: none"> - Parent/carer to collect banned item after extended period - Serious breach of banned item list e.g. Knives, drugs, fireworks etc - Suspension/review scholar place (recorded on CPOMS using AAS pack proforma) - Parent meeting with principal - Permanent exclusion 	<ul style="list-style-type: none"> - Suspension (recorded on CPOMS using AAS pack proforma) - Parent meeting with principal 	<ul style="list-style-type: none"> - Suspension/review of scholar place (recorded on CPOMS using AAS pack proforma) - Parent meeting with principal - Permanent exclusion

6 Mobile phone/headphone use

Scholars will have some use of phones and headphones whilst in the Academy according to the acceptable use as outlined below. Phone and headphone use is only at the following times and only permitted in the sixth form study area.

Times:

- Before 8:40am
- At break 10:30 – 10:45am
- At Lunch
- After school from 14:50pm

Acceptable Use:

1. If a scholar needs to make a phone call, they need to have permission from the member of staff on duty
2. No photos or videos can be taken on site
3. No videos, music played (unless with headphones)
4. Phones/headphones used out of permitted times and Sixth Form study area will be confiscated and can be collected by scholars by at the end of the day

Appendix 1 – Scholarship Agreement



SCHOLARSHIP AGREEMENT 2023/2024

Our vision: To provide an exceptional, knowledge rich experience, which ensures all scholars succeed.

We believe that a great academy is simply one where everyone is united in a common goal to provide the best educational experience for the scholars and community we serve. We recognise that Astrea Academy Sheffield is in a truly privileged position, being an academy for the whole community and helping to shape the future of generations to come. This a partnership between academy, scholars, and families, holding the highest aspirations and working together to ensure every child and young person excels. We believe that this partnership is essential in achieving this aim. Our scholarship agreement sets out what you can expect from AAS Sixth Form and what we expect of you as a Sixth Form Scholar.

Sixth Form Scholars and parents/carers can expect the Academy to:

- provide a programme of study that opens doors to prestigious universities and competitive careers;
- teach a carefully sequenced knowledge-rich curriculum which is aspirational and delivered by exceptional teachers who are experts in their subjects;
- review class and independent work and give regular feedback in class and through Progress Review data;
- provide high quality independent study spaces and resources that allow scholars to focus and learn;
- encourage high standards of behaviour, a sense of personal responsibility and resilience so scholars can thrive in a community of likeminded individuals;
- provide a supportive, inclusive, and safe learning environment so that scholars can fulfil their potential academically and personally;
- offer unrivalled pastoral support through careful monitoring and systems that ensure the needs of all scholars are met;
- promote and support emotional, physical, and mental wellbeing;
- let parents/carers know about any concerns or problems that may affect scholar learning, behaviour or well-being and offer support when required;
- deliver a tailor-made enrichment/co-curricular programme and provide plenty of leadership opportunities

The Academy expects Sixth Form Scholars to:

- always model the Academy's values and ethos both within the Academy and in the wider community; treat all staff and fellow scholars with kindness and respect;
- to follow academy rules and instructions of academy staff, first time every time;
- have a relentless commitment to excellence in all lessons as well as in the study area and library;
- respect the Study Area – it must be used for work only during study times;
- commit to, a minimum of, 15 hours a week reading/private study/homework (and 3 hours of UpLearn for each relevant subject);
- complete all homework and all non-exam assessments by deadlines;
- bring all the required equipment, books and folders to lessons and maintain folders to the expected standard;
- have a personal attendance target of 97% or above;
- be punctual to the academy, to lessons and all supervised study periods – time is precious;

- make appointments outside of the academy day where possible. Any pre-arranged appointments must be communicated in advance to the Academy and evidence must be provided. If evidence is not provided the absence will not be authorised and will impact on the scholars overall attendance;
- attend any pre-arranged sessions of specific support, intervention or enrichment;
- arrange holidays outside of term time. Please note that term time holidays will not be authorised and have a significant impact on attainment;
- adhere to the Dress Code.

The Academy expects parents/carers to:

- support your child’s education, believing that your involvement is vital for their success;
- work in partnership with staff at the Academy;
- give your full support to the Academy and ensure your child always engages with support and completes sanctions where required;
- attend any meetings about your child’s education, progress and wellbeing;
- Support your child to attend any pre-arranged sessions of specific support, intervention or enrichment
- support your child to attend every day and work with the Academy to ensure your child has excellent attendance and punctuality;
- report scholar absence to the Academy by 8:30am;
- make appointments outside of the academy day where possible. Any pre-arranged appointments must be communicated in advance to the Academy and evidence must be provided. If evidence is not provided the absence will not be authorised and will impact on the scholars overall attendance;
- arrange holidays outside of term time. Please note that term time holidays will not be authorised and have a significant impact on attainment;
- ensure that your child has all necessary equipment and adheres to the Sixth Form Dress Code Policy.

By signing this agreement, you are acknowledging that you have read the above information and that you agree to support this partnership with your child and the staff at Astrea Academy Sheffield. I understand that my place as a Sixth Form Scholar at AAS Sixth Form will be reviewed if I do not meet these requirements.

Scholar name:	Parent / carer name:	Sixth Form Staff member name:
Scholar signature:	Parent / carer signature:	Sixth Form Staff member signature:
Date:	Date:	Date:

Appendix 2 – The Rules



Scholarship

Curiosity

Tenacity

Responsibility

Respect

Our Rules

Our rules for the classroom and around the academy are underpinned by the values that drive our organisation and which all members of our community seek to aspire to every day

Around and Beyond the Academy Rules

Classroom Rules

01

Arrive to the academy on time wearing our full academy uniform with pride and adhering to our dress code

01

Be polite and show respect for other people and the academy environment

02

Take responsibility for ensuring our site remains clean and tidy, placing all litter in bins

02

Arrive on time, fully equipped and ready to learn

03

Follow all staff instructions – first time, every time

03

Enter the classroom in silence, following the entry routine

04

Demonstrate positive social behaviours, avoid raising your voice and refrain from inappropriate physical contact with others

04

Follow all staff instructions – first time, every time

05

Ensure that you act as a responsible citizen, being respectful and supportive of all people in our community

05

Work hard, with maximum effort – never disrupting others

06

Always transition around the academy safely with pace and purpose

06

Consistently demonstrate pride in the presentation of your work

07

Ensure all mobile phones and electronic devices are turned off and that they are not seen, heard or used during the academy day

07

Always do your homework to the best of your ability and hand it in on time

08

Remember, you are an ambassador for the academy, and it is essential that you embody our values at all times.

08

Stand in silence at the end of the lesson and follow the exit routine

Appendix 3 – 6th Form Conduct Classcharts Buttons

- Talking on corridor
- Dress code issue (add note)
- Mobile phone use out of study area/permitted times
- Headphones use out of study area/permitted times
- Without lanyard
- Misuse/damage to academy property
- Littering
- Not signing in/signing out
- Banned item (add note)
- Other (add note)
- Stage 1 (add note with specific target and review date)

Appendix 4 – Stage 2 Formal Warning: Conduct Target Form

Conduct Target Form 'Stage 2: Formal Warning'

Name		Year/Form group	
SEND	K/E/NA	Date of Plan	
List those present in the planning meeting			
Attendance %			

What has prompted stage 2 'Formal Warning'?
<input type="checkbox"/> 6 Conduct concerns in a ½ term. <input type="checkbox"/> 4 conduct concerns of the same category in a ½ term. <input type="checkbox"/> Disrespectful conduct (details added to note on Classcharts).

Types of conduct concerns	Number	Identified by

*This term only

Has the scholar been in stage 2/stage 3 of the conduct concern process before?	Y/N
If yes, summarise below key issues, targets, time period of review/outcomes.	
Are there similarities between what has prompted the current stage 2 'Formal Warning' and prior concerns?	Y/N
If yes, outline the key similarities below.	

Agreed Support/Sanctions (See grid for options)
1.
2.
3.
4.
5.

Agreed Targets for the scholar	
1.	
REVIEW (only complete during review meeting) Comment:	Target: Met Y/N
2.	
REVIEW (only complete during review meeting) Comment:	Target: Met Y/N
3.	
REVIEW (only complete during review meeting) Comment:	Target: Met Y/N

Agreed actions for the pastoral lead /SLT
Agreed actions for teachers & school staff
Agreed actions for parents/ carer

We agree to follow the strategies, support the sanctions and meet the targets (**scholar only**) outlined in the Conduct Target Form and review this in 2 weeks:

School signature	Scholar	Date of review (Must be 2 weeks)
Parent contacted?	Y	N

Review: Has the scholar successfully met his/her targets?	
Y	N
Review: Will the scholar need to be moved into stage 3?	
Y	N

Appendix 5 – Banned Items

Category 1

- Mobile phones (should not be seen or heard) / personal tablet devices / earphones
- Chewing gum
- Glass bottles
- Cable ties
- Laser pens
- LED torches
- Energy Drinks
- Correction fluid (such as Tippex)
- Permanent marker pens

Category 2

- Cigarettes, cigarette papers, tobacco, snuff, matches or lighters (smoking paraphernalia)
- E-cigarettes (or liquids that are used in E-cigarettes)
- Aerosols other than for medical purposes (non-aerosol deodorants are permitted)
- Super glue
- Needles other than for medical purposes
- Alcohol
- Illegal drugs
- Knives, blades, cutting utensils or tools (hammers, screw drivers, multi-tools etc.)
- BB guns or catapults
- Fireworks
- Solvents or hazardous chemicals
- Offensive material (pornographic, homophobic, racist, extremist)
- Any items that is illegal to possess or carry, or inappropriate for the age of the scholar or the Academy environment

Appendix 6 – Stage 3 Final Review: Final Review Form

Final Review Form ‘Stage 3: Formal Review of place at AAS Sixth Form’

If the principal has decided the scholar is to be permanently excluded then the relevant paperwork will be completed.
The following form is only to be completed if the scholar is going to have a final targets and review date.

Name		Year/Form group	
SEND	K/E/NA	Date of Plan	
List those present in the planning meeting			
Attendance %			

What has prompted stage 3 ‘Final Review’?
<input type="checkbox"/> Failed to make improvements following stage 2 ‘Conduct Target Form’ must be completed & updated <input type="checkbox"/> In possession of or brings banned item of a serious nature into Academy (see appendix 5) <input type="checkbox"/> Involved in a serious incident Evidence and statements must be collated <input type="checkbox"/> Received a 3 rd suspension – automatic review of place.

Summary of what has led to stage 3 ‘Final Review of place at AAS Sixth Form’

Agreed Support/Sanctions (See grid for options)
1.
2.
3.

Agreed Targets for the scholar	
1.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	
2.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	
3.	
REVIEW (only complete during review meeting)	Target: Met Y/N
Comment:	

Agreed actions for the pastoral lead /SLT
Agreed actions for teachers & school staff
Agreed actions for parents/ carer

We agree to follow the strategies, support the sanctions and meet the targets (scholar only) outlined in the Final Review Form and review this in 2 weeks/or longer:

School signature	Scholar	Parent	Date of review *

*Review date must be a minimum of 2 weeks but can be longer