



The Becket Way: Promoting Positive Behaviour in the Sixth Form

(a guide for students, parents and staff)

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Introduction

The Becket Sixth Form core mission is to work in partnership with parents and carers to provide an outstanding Catholic Sixth Form education for all our young people. This means:

- inspiring and motivating young people to achieve their full potential academically, spiritually, socially and in a full range of Super Curricular and extra-curricular activities
- helping young people to grow in the gospel value of love
- practising our mission of Work Hard. Be Loving. Do The Right Thing, such as forgiveness and helping those in need, within our school community and in society as whole.

In order to achieve this mission, The Becket Sixth Form takes very seriously its role to develop a sense of discipline in our young people. Self-discipline, adherence to rules, work ethic, respect and high standards of behaviour are all attributes that will help our young people succeed in life; as such, our aim is to support and challenge our young people to have very high expectations of themselves. We believe that all students are capable of meeting these expectations.

Our aim is to establish a warm, caring, respectful and happy place where students can learn and reach their full potential. Students and staff alike should feel confident in their working environment, creating classrooms and independent study places where learning can flourish. This is why in our Sixth Form there are rules and expectations for all to follow; they are there to ensure that students are safe, happy and able to learn without distraction whether that be in the classroom, the quiet study area, LRC or in the common room. Everyone must follow these rules to support the learning for everyone.

The Sixth form behaviour system has been developed by researching the best practice in different schools. It is based on the principle that, once students know the rules and consequences, they can make the right choices for themselves and others. Our role as adults is to teach not just subject content, but also the nature of discipline. When young people thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them.

Ultimately our behaviour system is based on the principles of discipleship.

Solomon said that we should *love* discipline (Proverbs 12:1). First we should *teach* discipline (Proverbs 16:20), second we must *train* in discipline (Proverbs 29:19), third we must *test* for the discipline (Proverbs 8:10) and fourth, that we must *correct* imperfections (Proverbs 13:8). Jesus modelled this with His disciples and we aspire to do the same with our young people.

Paul Greig, Headteacher

Sarah Shenton, Deputy Headteacher

Earned Autonomy

Autonomy means to have the right or condition to self-govern. As a student gets older and moves on to Post 16 education the amount of autonomy they have in school increases; they have greater freedom to self-govern and make choices for themselves. This increased autonomy is important; it recognises that they are becoming young adults and therefore more independent in making the right choices to support their learning and academic studies. At the Becket Sixth all students start with full autonomy, a recognition that they have succeeded in their studies and have now moved on to join our Sixth Form.

Below is a list of the earned autonomy (increased freedoms) that the students have

- Choose how they use their free study periods effectively to support their learning
- Choose where they study - quiet study area, common room or LRC (Year 13)
- Choose a wider range of clothing in line with 6th form guidelines
- Choose to use their mobile phone or other electronic device during study periods, in the common room or in the quiet study area.
- Choose where they spend their lunch time, whether that be on school site or off school site
- Choose the Super Curricular activities that will support their academic studies post 16 and post 18
- Choose extra curricular activities to enhance their time in the Becket Sixth

We also give Sixth Form students greater earned autonomy with when they are required to be in the school building:

- **Year 12 students** will be able to leave the school site at 12.30 if they have no period 4 or period 5 lessons
- **Year 13 students** should attend tutor time and all lessons including Core RE, PSHCE and any extra-curricular activities. However, if they have non-timetabled periods they may leave the school site from 9.05 onwards.

This increased autonomy, however, is based on trust. Teaching staff and the Sixth Form pastoral team place a high level of trust in sixth formers in terms of attendance, punctuality, attitude to learning in lessons, conduct around school, handing in assignments etc. Students will have to work hard, be motivated and make positive choices regarding their learning to keep this trust and their earned autonomy.

Some students may experience difficulties with these increased freedoms and the high expectations still required of their studies. They may make wrong choices which impact on their effort and attainment in their A-Levels. If this is the case, a decision may be made by the Sixth Form team to take away earned autonomy for a set period of time. If this decision is made, it is made because we care for our students and want the very best for them. We are using "tough love" as we want them to attain the very best grades they can, so that they have many opportunities in the future. In particular, the increased freedoms that will be readjusted are: how and where they study during free periods, and when they leave the school site.

Students may not like the reduction in their earned autonomy, however most understand that it is in their best interests at that particular time, to ensure they get back on track with their studies. When earned autonomy is taken away from a student, a discussion will take place between the student, parent(s)/carer(s) and a member of the Sixth Form team to draw up a 6 week plan of intervention and

support. This may include a structured study support programme, allocated weekly mentoring sessions, study skills support or organisational help. If that plan is successful and the trust is re-established then the student will get full earned autonomy back.

The triggers for a reduction in earned autonomy are as follows

- Not attending lessons – attendance falls below 95%
- Not attending registration
- Not attending core RE lessons or other non-qualification lessons
- Being late to lessons/registration – more than one late to a lesson/registration in a week
- Failure to hand work in on time – 3 across all subjects within a term
- Identified concern of underachievement
- General poor behaviour in lessons or around school

The pastoral team will monitor data regularly to identify any students who may be close to one or more of the triggers above. Students will be informed that if they continue to make wrong choices in their learning and education that this may lead to a reduction in the freedoms of earned autonomy. This provides them with that final chance to increase their efforts to work hard and do the right thing.

Recognising student achievements and rewards

At Becket Sixth Form, we want our students to be proud of their achievements, both in terms of their academic progress and performance, but also, we recognise and value the many areas that students succeed in that go beyond their academic studies.

We reward students to recognise and appreciate their high standards of performance and have designed our praise and reward system to try and allow all students, regardless of their talent or ability to perform highly.

At the end of the year, Year 12 have a formal awards evening which sees awards given for in one or more of the following categories;

- Effort and attainment awards in all subjects.
- The Progress leader's Award for excellence in all areas of school life.
- Additional trophies and awards donated by former staff and students.

In addition to this we have a rewards system that celebrates and recognises students who work hard, be loving and do the right thing. This rewards system is shown on the next page and most work on a termly basis. .

CELEBRATING 'WORK HARD, BE LOVING AND DO THE RIGHT THING'

WORK HARD

100% Effort Prize Draw - Departments nominate students who have given 100% effort in their academic work. Students will receive a post card home and be entered in a prize draw.

Improving Progress Recognition - Students that demonstrate academic improvement will receive a letter home to commend them on their hard work and resilience, they will be invited to a Head of Year Breakfast.

Super Curricular award - One student from each form will receive the Super Curricular award for their hard work in extending their academic studies and an amazon voucher.

Progress Leader Award - Two students from Year 12 and Year 13 that demonstrate overall commitment to their studies and positive independent study skills will receive a certificate and cinema vouchers for themselves and a friend.

BE LOVING

Above and Beyond Award - a student/group of students will receive a memorable token to celebrate their contributions to the wider life of the school.

Kindness nominations - Students can nominate a fellow student who does an act of kindness, they can write their nominations and give it into Sixth Form student services. The nominated person will receive a kindness postcard home and be entered for the termly Kindness Award.

Faith Leadership – A student(s) who have contributed to developing the faith of others in and outside of the school community. They will receive a letter from one of the Parish Priests, thanking them for their work.

DO THE RIGHT THING

100% Attendance Prize Draw - Each half term students with 100% attendance will go into a prize draw.

100% attendance for full academic year - Letter from the Head Teacher to recognise this commitment to their studies (yearly)

No Lates to lesson Prize Draw - Each term students who have no logged lates will have their names entered for a prize draw.

No logged missed deadlines/unsatisfactory work - Each student who has no logged missed deadlines will have their name entered for a prize draw.

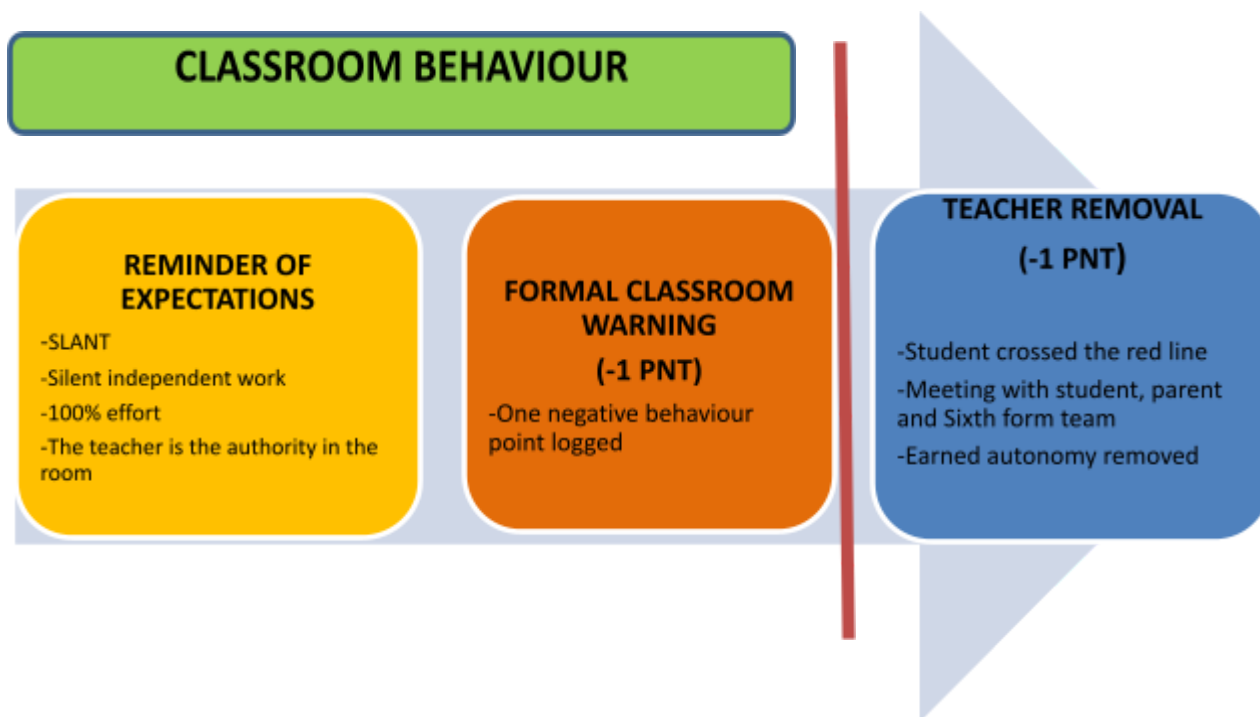
Prize Draws – There will be four prize draws each term in Year 12 and Year 13. These are for 100% effort, 100% attendance and No lates to lesson and no logged missed deadlines/unsatisfactory work. The prizes will be for vouchers from a variety of organisations

Expectations: Positive attitudes and learning habits

Sixth form Classroom Behaviour

In the Sixth Form students may occasionally receive a reminder of teacher expectations. However, as they mature and become more self-disciplined, most of the student/teacher contact will be positive and enthusiastic around their academic learning.

It is a rarity that a Sixth Form student's failure to meet expectations goes beyond a reminder. However, it is important that all staff and students know that there is a system in place which protects the learning in the classroom in the event of a student repeatedly not complying with the high expectations.



- **Reminder of expectations.** If a student is not meeting the behaviour expectations they will usually be reminded. The teacher/member of staff does NOT have to use the phrase 'I am giving you a reminder of expectations'; it may take the form of telling an individual student, group of students or the whole class what is expected in that particular lesson. There is no formal logging of this in any way. It is expected that with Sixth Form students this is all that is needed for them to make the right choice and work hard.
- **Formal classroom warning (-1 point).** If a student's behaviour does not meet the behaviour standards despite the fact they have been reminded of expectations, the teacher may issue a formal warning. This is logged on the school system and the student's record; it carries a negative point value of -1. The teacher will contact home at some point during the day via either an email or a phone call to inform about the poor behaviour.

- **Teacher Removal (-1 point).** On the rare occasion that a Sixth Form student's behaviour 'crosses the red line' of their teacher, the teacher will request for that Sixth Form student to leave the lesson so that learning can continue in the classroom and so that the authority of the teacher is upheld. Typically this will happen when a student has been reminded of expectations and given a formal warning already. However, it is important to note that the teacher has the authority in the classroom. They can request the student to leave immediately if their professional judgement determines that it is necessary to maintain their authority, the learning in the classroom, The Becket Way ethos, or the safety of other students. The circumstances that led to the teacher removal will be recorded on the school's behaviour log and the details can be requested by parents. A further negative point (-1) will be logged on the school system.

The teacher removal of a Sixth Form student is deemed to be serious, as we have very high expectations of their behaviour in school. The teacher removal of a Sixth Form student will trigger a phone call home which will be made by the Progress Leader or another member of the Sixth Form team. Both the student and parent will be invited to a meeting to discuss the poor behaviour with the teacher if appropriate.

In this meeting, a behaviour contract will be drawn up and the student will be expected to sign this contract before they return to the lesson from which they were removed.

In the rare event that a Sixth Form student is removed from a second lesson at any point during their studies, this will be escalated to a meeting with the Senior Leader linked to the Sixth Form Team, the student, 6th form Progress Leader and parent(s)/carers.

Any teacher removal from lessons will lead to the student's earned autonomy being taken away from them for a minimum of a six-week period and an intervention plan put in place.

Sixth form Homework expectations

Only part of the academic experience of the Sixth Former takes place in the classroom; a great deal more is covered by the individual students in their study periods or outside of school hours. It is expected that the minimum they should be doing outside of their lessons is:

3/4 hours per subject per week in Year 12

5 hours per subject per week in Year 13

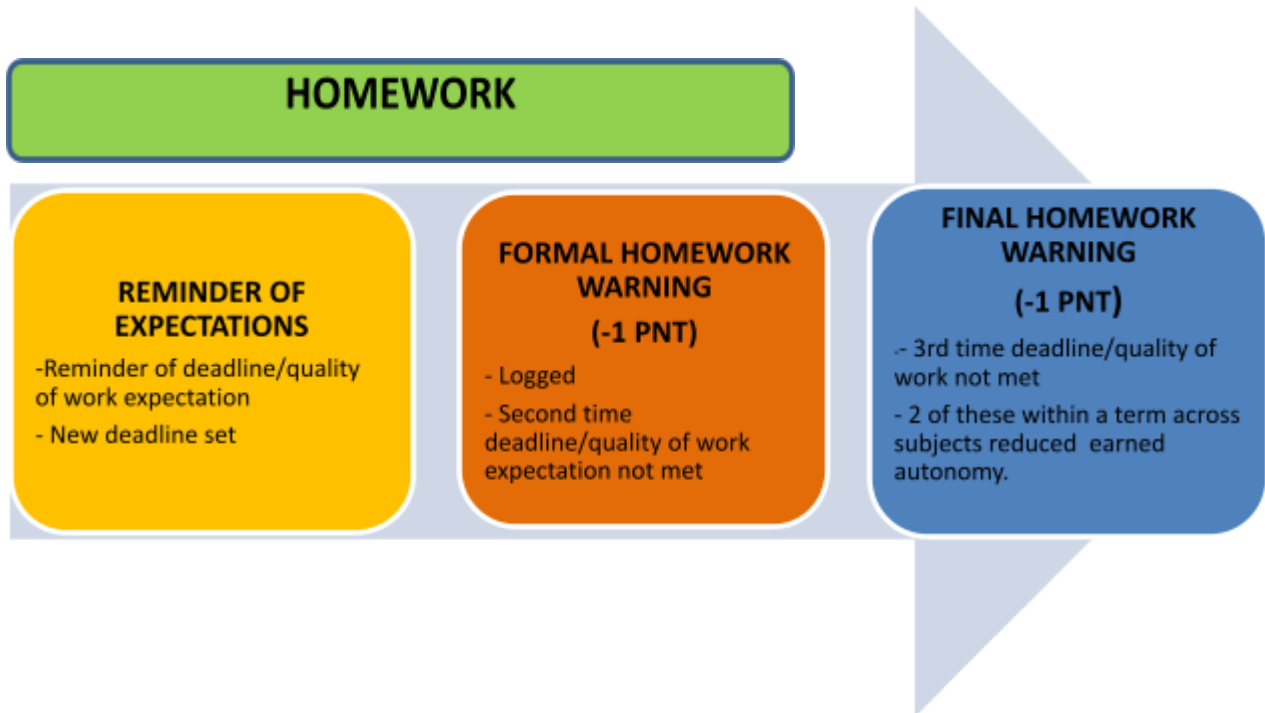
Some of this out-of-class study will be the completion of specific tasks set by the teacher; in addition, students will also be making their own notes; completing extension tasks, wider reading and revision; accessing the planned Becket super curriculum programme; and engaging in Becket Reads (Year 12). Homework will be set by teachers and is an essential part of the student experience as they develop their knowledge and skills.

Most Sixth Form students have a number of study periods each week. It is expected that they make the best possible use of them. **Students are** encouraged to use the Quiet Study Area, the Common room or the Learning Resource Centre to support their individual study periods.

Above all else, learning to manage deadlines is the key skill developed by those who go on to become successful school and university students. In the Sixth Form, tasks and deadlines are not timetabled for specific days, but are set as dictated by the nature of the course and the demands of exams. At times, there can be a build up of deadlines, with several pieces of work due at more or less the same time.

Tutors and teachers will work with students to help them develop mechanisms for managing this fluctuating workload, and students should feel reassured that if there are genuine reasons why deadlines cannot be met, then adjustments can be made as long as the student informs the relevant staff in advance.

For students who fail to submit work without any genuine reason, the following system is in place.



- **Reminder of expectations.** If a student fails to complete their homework the teacher will remind them of the expectations. The teacher may also specify a new deadline to the student. There is no formal logging of this reminder of expectations.
- **Formal homework warning (-1 point).** If a student fails to complete their homework, or to complete it to a satisfactory standard despite a previous reminder of expectations, a formal warning will be issued. This formal warning also entails a negative point (-1) being logged on the school system.
- **Final homework Warning (-1 point).** If a student fails to complete their homework, or to complete it to a satisfactory standard despite the previous formal warning, the teacher will log this as their Final Formal Warning for this term. Every further piece of homework that is not submitted by the student or is not to a satisfactory level that term will be logged as a Final Formal Warning. If a student receives two 'Final Formal Warning' across their A-Level studies within a term their earned autonomy will be reduced over a minimum of 6 weeks. If after 6 weeks the student has demonstrated that they are meeting all of their deadlines and to a satisfactory level, then earned autonomy will be reinstated.

Dress Code and Conduct

Dress Code and Conduct covers students' clothing in school; attendance; punctuality, and behaviour outside of lessons

Dress Code

There is no standard uniform in the Sixth form but students should remember that it is a formal working environment and dress in a way that does not detract from this. All clothing must also meet Health and Safety requirements. The dress code is outlined below:

None of the following are permitted in school:

- Offensive slogans on any clothing
- Flip-flops or sliders
- Very short skirts or shorts
- Any gym wear (including track suits, lycra leggings or shorts, football shirts or shorts)
- Ripped jeans
- Vest tops with very thin straps
- Crop tops that expose the midriff
- Hats/headwear, with the exception of that worn for religious or cultural reasons

If students are wearing hoodies, they are not permitted to wear their hoods up while in the school building.

It is important that all sixth form students **MUST** wear their ID badge with the provided lanyard around their neck so it is visible. This is a legal requirement.

The above is not an exhaustive list and the Sixth Form Team will make judgments based on their view of an individual's clothing. Any student who is deemed inappropriately dressed will be asked to go home to change.

Attendance and punctuality to school

- It is our expectation that students aim for 100% attendance during Year 12 and Year 13
- Medical appointments as much as possible need to be made outside of the normal school day
- If lessons are missed it is vital that the student takes responsibility for this and catches up with the work missed as soon as they are able to.
- Students falling below 95% without any valid medical reasons may have their earned autonomy reduced until there is an improvement
- All students are expected to be in school by 8.40 and attend registration at 8.40 with their form tutor
- Students arriving after 8.40 up until 9.00 should make their way to registration and will receive a late mark by the tutor
- Students arriving after 9.00 will need to sign in with Mrs Salisbury and will receive a late mark

Punctuality to lessons

- It is expected that students arrive on time to their lessons so that learning time is maximised
- If students arrive late to the lesson, students may be asked to stand outside until there is a convenient time for them to enter the room without disturbing the flow of the lesson
- Students who are late to lesson will receive a late mark which will be logged.

Mobile phones

Part of their earned autonomy is that Sixth form students are permitted to have mobile phones or other electronic devices (laptops) in school. Students are free to use these in the common room and the quiet study area as long as they are not disturbing the study of any other student. They should not be playing games on their phones during study periods.

During lessons, form time or assemblies, phones must be switched off and put away (unless the teacher specifically requests that students use their phones for learning purposes). They must also not be visible while moving around the main school site, always remembering that Sixth Form students are a role model to the younger students.

Any inappropriate use of a mobile phone on school grounds, for example accessing inappropriate sites, sharing inappropriate material or filming on the school site without permission, will result in serious disciplinary action such as a fixed term exclusion or, in the most serious of incidents, permanent exclusion.

Expectation in the Sixth Form Common room

In the common room, students may buy food, eat and chat during breaks and lunchtimes. During study periods, students are expected to work quietly and not to disturb the work of others. However, silence is not enforced in this area, and students may work together if they wish to do so.

Expectation in the quiet study area

In the quiet study area, students are expected to work independently and silently. They may use the computers provided but may not share computers. Students may be asked to leave this area if they do not respect the rules of silence and independence.

Serious Incidents and Red Lines for Fixed-Term Exclusion

While it is very rare in the Sixth Form for students to display serious behaviours it is important to have consequences in place in case it does occur. There are some behaviours which are non-negotiable and so serious in nature that no warnings need to be given before a sanction is issued. Examples include theft, physical assault, or criminal damage.

Following an investigation, a sanction may be issued by the Sixth Form Progress Leader and/or a member of SLT which could be isolation in our Reflection Centre, Fixed-Term Exclusion or Permanent Exclusion (more guidance on these can be found in the school's behaviour policy).

The issue of a fixed term exclusion for a serious incident is used in order to maintain and protect the culture at The Becket School. Students who demonstrate any serious incident (the list can be found on p.10 of the whole school Behaviour Policy) are crossing the school's red line and may receive a fixed term exclusion. The fixed exclusion issued can vary in length from 2 days up to 10 days; this will depend on the seriousness of the incident and/or the previous behaviour history of the student. In the most severe of situations, any of these behaviours may lead to a permanent exclusion. The decision to exclude will always be made by the Headteacher.

Banned items

The following items are not allowed in school:

- Offensive weapons, or items that could be used as offensive weapons (e.g. tools with a blade, craft knife, chemicals etc).
- Replica weapons.
- Any article that has no function in school and has the potential to cause injury or harm.
- Inappropriate sexual material.
- Lasers of any description.
- Illegal drugs or any substance known as a 'legal high'.
- Alcohol.
- Cigarettes and other smoking-related items.
- Any device/object that is deemed to be disruptive in school and has no function in school (e.g. fidget spinners, rubber balls, water balloons etc).
- Further items may be added to this list during the year and students will be informed of these through their tutors or Progress Leader.

Banned items will usually be confiscated. Depending on the seriousness, they will either be handed back to the students at the end of the day, kept in school for a parent to pick up or handed to the police

Bullying

- The school has a robust anti-bullying policy. The entirety of this policy is on our website and is available for students, parents and guardians to read.
- We take all allegations of bullying extremely seriously and always investigate.
- When the evidence substantiates an act or acts of bullying, the following sanction scale is used: