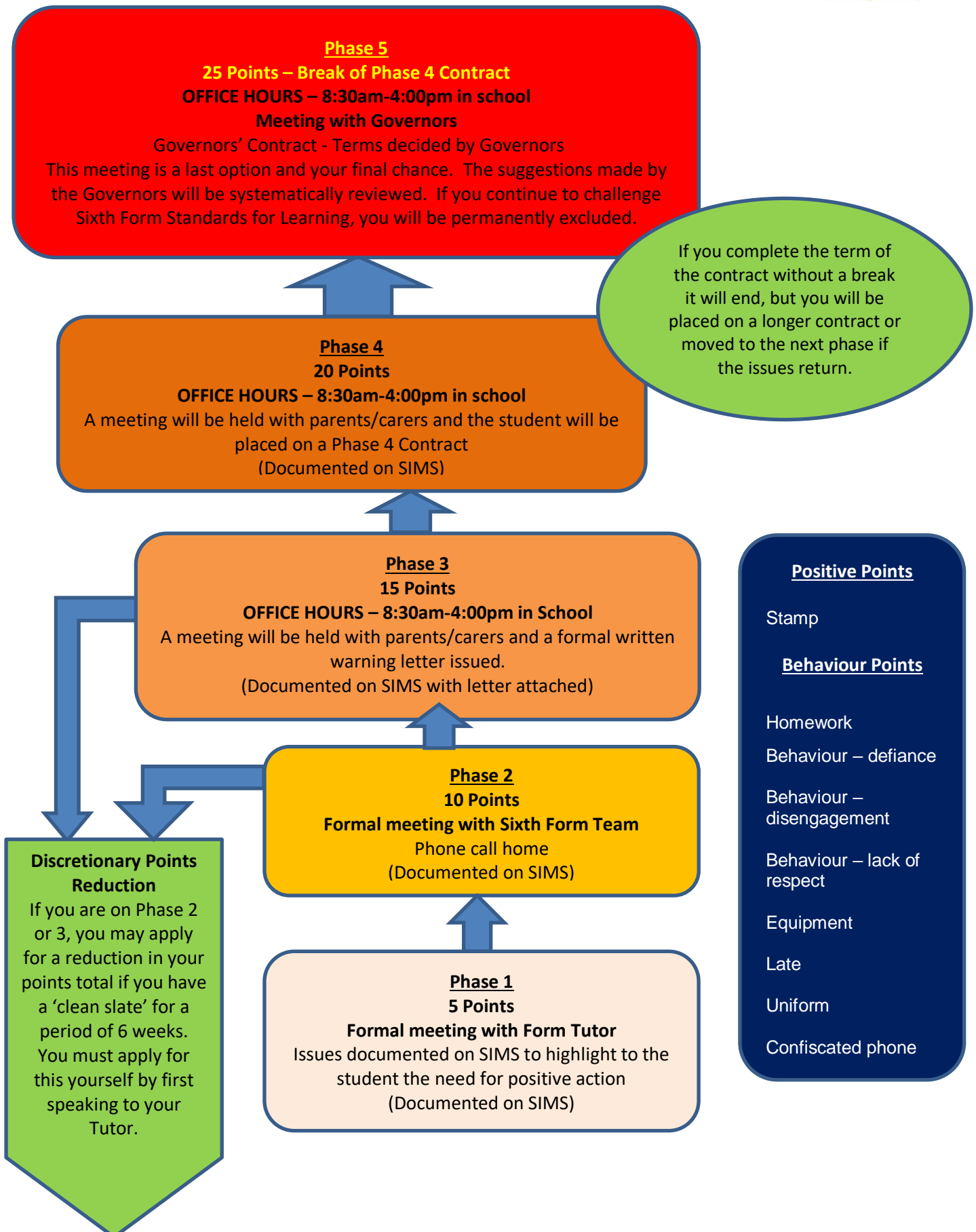


# BENTON PARK SCHOOL

## SIXTH FORM STANDARDS FOR LEARNING



## **Sixth Form Standards for Learning – Guidance Notes for Staff and Students**



History shows that there is a direct correlation between students who fall foul of the basic expectations and underperformance. All of the criteria are 'basics' that should be adhered to as a matter of course.

This policy is all about raising standards and expectations of students in the Sixth Form ensuring they have ownership whilst allowing the Key Stage 5 Leadership Team to effectively monitor and target students for intervention. Performance is much more than the end product in an assessment and this information is crucial when speaking to any student / parent or carer.

This system should unashamedly focus on the positive allowing those students consistently performing well to be highlighted within school and to those at home. The categories for negative points are there to simply highlight the area that needs attention.

**All points, both positive and negative should be awarded through ClassCharts.**

### **Positive Points**

These can be awarded for a range of reasons but should always be awarded to students going above and beyond what is normally required of them. If a student is awarded an ATL grade of 1 on an assessment point the number of achievement points they have from that subject / teacher should directly reflect this.

### **Negative Points**

These will be used to record all examples of unacceptable behaviour and instances where attitude to study is below expectation. Students who accumulate points will progress through the phases of the Standards for Learning procedure until they demonstrate acceptable levels of behaviour and a positive attitude towards their studies. Support will be provided at or before each stage is reached with the intention of guiding the student towards managing the behaviours and issues giving cause for concern.

### **Contract**

The terms of the contract will address the particular issues of each individual student. Accumulation of Negative Points will continue to be closely monitored as a means of demonstrating whether the student has made the positive changes necessary. If the student reaches the end of the term of the contract without a break, the contract will end but may be re-instated if problems reoccur.

### **Reasons for awarding Behaviour Points**

#### **Behaviour – Lack of respect**

This should be awarded for any student who does not portray a professional, considerate image; be that to staff, peers or any member of the school community.

#### **Behaviour – disengagement**

This should be for any student who the staff member feels has not approached the task they have been given with sufficient effort or quality. This should represent work that is well below the expected level, such as work that has not been finished, insufficient levels of work or inappropriate/limited note taking during a lesson.

#### **Behaviour – Defiance**

This should be awarded to any student that does not respond to instructions first time.

#### **Homework**

This should be awarded for any hand in date missed; either for coursework or homework.



### **Uniform**

This should be awarded to any student that the staff member feels falls foul of the dress code. The Key Stage Leadership do reserve the right to remove these should more than one be given on the same day for the same infringement should it not be something that is rectifiable within the day. One behaviour point for that day will remain.

### **Equipment**

This should be awarded to any student that arrives at a session without having a piece of equipment or kit that they should have, including any required course texts.

### **Late**

This should be awarded to any student arriving to your lesson after all others have arrived and/or within three minutes of the bell. A similar system operates within the tutor base. Students who are late (arriving at the tutor room after 8:30 am) should also be awarded one of these. If a student can provide evidence to support a legitimate reason for their lateness, a point should not be awarded.

### **Confiscated phone**

This should be awarded to any student that uses their phone inappropriately in a lesson or public place in school.

### **Phase 1**

This occurs when a student has accrued 5 points. At this point there should be a meaningful conversation with form tutors, examining what has happened up to this point. An action plan of how these can be addressed in order for the student to move forward should also be collaboratively created. This should be recorded on SIMS as an INTERVENTION ("PHASE 1 –") with the accompanying notes. This should include an overview of the meeting and the action points discussed.

### **Phase 2**

Phase 2 will occur after 10 points have been accrued and will require a meeting with AFE or KH. This will follow the same format as Phase 1 with the meeting minutes and action plans recorded under interventions ("PHASE 2 –"). Students should be made fully aware of the necessity to see an improvement given the level of points that have been accrued. At this point patterns should be examined (certain lessons / staff etc). A phone call should be made (with date and time recorded) to ensure parents are aware of the current circumstances and implications for the future should no improvement be seen.

### **Phase 3**

Phase 3 will occur after 15 points have been accrued. Students' parents will be invited in to meet within a week to formally discuss the situation. During this meeting, the reasons for points being accrued will be discussed with the student and their parent/s and a joint action plan will be developed. Students will be placed on office hours and will be required to be in school from 8:30am to 4:00pm. This will mean any non-contact lesson will take place in X58 to ensure supervision and meaningful work takes place (subject staff will be asked to support this by supplying sufficient appropriate work). A copy of the 'Action Plan' and 'Student Conduct Warning Letter' will be sent home and attached to SIMS under linked documents and the minutes from the meetings will be recorded under interventions ("PHASE 3 –"). Form tutors (if possible) should attend this meeting.

### **Phase 4**

Phase 4 will occur after 20 points have been accrued. This will be a secondary parental meeting where all the issues, patterns and classwork (if appropriate) will be examined again. At the end of the meeting a sixth form contract will be signed and a copy retained by the student, parent and school with one also being electronically logged on SIMS. It should be made explicitly clear to the student at this point that their place at Benton Park Sixth Form is in jeopardy and they are in a very serious position. Form tutors (if possible) should attend this meeting.

### **Phase 5**



This occurs when either a student reaches 25 points or fails their contract conditions. A Governors meeting should take place. This will be with the student, Key Stage Leader, SLT representative and a Governor. The meeting will mimic the Phase 4 one with all appropriate information being given to all parties but with the direct stipulation that a failed contract at this level will result in the student leaving as a permanent exclusion.

### **Discretionary Points Reductions**

A student at any phase except on contract may appeal for a points reduction if they have had no points for a period of 6 consecutive weeks. If successful, 5 points will be removed, moving the student down one phase. Students will not be prompted to do this; they are responsible for appealing and monitoring time frames. A maximum of two successful appeals will be allowed in one year. Students moving down the pyramid will only be put on a contract for that phase if problems reoccur.

### **End of Year**

Points are re-set at the end of each year, although the concerns around exam performance at the end of Year 12 may result in a review meeting at the start of Year 13.

### **How will this system be monitored?**

The system should provide extremely useful data for a range of purposes.

**Teacher** – As a subject teacher the expectation is that you will apply this system in a fair, consistent way. This system is in place to allow Leadership staff to support the classroom teacher with both positive and negative occurrences.

**Form Tutor** – Form Tutors will administer the system and monitor their groups. Form tutors will get a report EVERY Monday that will allow them to have detailed conversations with students and home. Used correctly this will both inform and empower tutors.

**Director / Subject Leadership** – This should allow a clear indication of how a student is performing in your area (and can be contrasted with other subjects if necessary). The reports generator by the Key Stage Leadership should help focus conversations with staff both individually and at a department level.

**Key Stage Leadership** – The production of reports and using this information to target intervention will become a key part of the role. Staff will be constantly kept updated about the phase on the system that any student is on. This will be part of a weekly email to Sixth Form staff. Key Stage staff will ensure a consistent and effective communication line with home.

**Senior Leadership** – The system will form part of the weekly conversations had at line management meetings. All Senior Leaders will be made aware of the students who are part of the system to allow them to support all staff in conversations with students, staff and home.

### **Reviewing the system**

The data generated by the system and student / staff feedback will form part of a review on a half termly basis to examine effectiveness and suitability for purpose.