

Behaviour Policy: Understanding, Supporting & Responding to Behaviour

1. Introduction – Guiding Principles for Understanding Behaviour

1.1 William Morris Sixth Form has a clear set of expectations: attend all lessons punctually, behave respectfully and commit fully to learning. These expectations allow us, as an institution, to work collaboratively with our students so that they are able to make the most of their **learning** opportunities in order to **achieve** their potential and be **empowered** to make a positive difference to the world around them.

1.2 WMSF adopts a whole-sixth form approach to understanding, supporting and responding to behaviour. We recognise that positive behaviour is key to academic achievement, and inseparable from safeguarding, the well-being of students/staff and all other aspects of learning.

1.3 The guiding principles of understanding, supporting and responding to behaviour at WMSF are:

- A recognition of the importance of well-being and relationships in shaping positive outcomes for students. Only where young people feel included, respected, safe and secure, where their achievements and contributions are valued and celebrated, can there be the development of good relationships.
- A positive ethos and culture are essential to developing good relationships and positive behaviour in the classroom, the sixth form site and the wider community.
- A positive ethos and culture can only be achieved if all members of the sixth form community work together to develop and maintain positive relationships across the whole sixth form community.
- Professionals should have the flexibility to develop creative approaches to enthusing and engaging learners, and for developing effective responses to

the learning needs of their students, while operating within a framework that ensures no learner is left behind.

- Active engagement with parents and carers ensures any potential barriers to positive behaviour for learning are removed and collaborative approaches can be implemented. Parents and carers are more likely to promote positive behaviour when they feel part of the sixth form's community and work alongside them as equal partners.

(See Appendix A for the guiding principles in practice.)

1.4 This policy aims to provide:

- staff, students and parents/carers with a clear set of expectations for behaviour at WMSF
- a clear framework for working with students, parents/carers and other staff members in order to support students to achieve these expectations
- a clear set of guidelines for staff working with students and parents/carers and other staff members to create and maintain a positive learning environment within the classroom, the sixth form site and the wider community
- a clear process for students, and their parents/carers, in the event of a serious behaviour incident which may result in a fixed- or permanent exclusion.

1.5 Associated Policies, Procedures and Protocols:

- Attendance Policy: Supporting and Responding to Attendance
- Child Protection & Safeguarding Policy
- Fitness for Study Policy
- Bursary Policy
- Progression & Retention Policy

2. Scope

2.1 The Understanding, Supporting & Responding to Behaviour Policy applies predominantly to 16 – 19 year-old students who are funded via the Educational Skills Funding Agency (ESFA).

2.2 In relation to behaviour for learning, it applies to behaviours exhibited at the sixth form and during independent study time, including learning expectations off-site. In relation to harmful behaviours, it applies to behaviours exhibited at the sixth form and also off the sixth form premises such as public transport, outside local shops and shopping centres, the city centre, online, including social media.

2.2 Specific accountabilities of parties are:

- The Principal holds ultimate accountability to ensure a safe and supportive environment for all students
- The Vice Principals & Assistant Principals have responsibility to ensure that procedures and processes are in place to support positive behaviour and to improve behaviour where it does not meet the expectations of the sixth form
- All staff members have responsibility for applying the procedures and processes to support good behaviour

3. Supporting positive behaviour for learning (BfL)

3.1 Positive behaviour for learning is supported through a clear and simple set of expectations that are required of all those involved in the learning process:

- **Attend all lessons**
- **Behave respectfully**
- **Commit fully to learning**

	What it looks like
Attend all lessons	Students and teachers are ready to start learning at the time the lesson starts and students maintain good attendance to their lessons (96% minimum).
Behave respectfully	Students, teachers and support staff use language that is appropriate and respectful.

	<p>Interactions between students, teachers and support staff are based on mutual respect.</p> <p>The behaviour of students, teachers and support staff contribute to a positive climate for learning.</p>
Commit fully to learning	<p>Students, teachers and support staff can access the necessary materials and resources for learning.</p> <p>Students, teachers and support staff have the necessary knowledge and skills to support learning.</p> <p>Students and teachers have completed the required independent work to support learning.</p>

These expectations are shared with students from the point of enrolment, with parents/carers and are continuously referred to throughout a student's time at the sixth form.

3.2 All new students and their parents/carers are required to sign a learner agreement to ensure they are fully aware of the sixth form's expectations and their agreement to adhere to them. If students are unable to demonstrate they are able to meet these expectations during the sixth form's induction period they will forfeit their placement with immediate effect.

3.3 Positive behaviour for learning is promoted through a culture of high expectations and high support. All students not meeting the sixth form's expectations are challenged and where additional support is required, this is put in place by internal and/or external support systems. It is also supported through competitions between Houses over the course of the academic year.

4. Responding to good behaviour

4.1 Positive behaviour for learning is an expectation of all students at the sixth form. Only where students behave in a way that is deemed 'over and above' or where improvements have been made, should good behaviour be rewarded. This is to ensure high expectations are maintained throughout the sixth form.

4.2 Rewards are aimed at improving self-esteem through recognition. Examples include, direct contact with parents/carers, logging behaviours that are 'above and beyond', commendations from senior staff members and reward assemblies.

4.3 Where students have behaved in a manner that goes 'above and beyond' staff should log this on Edulink so it is visible to the student, their parents and other staff members.

5. Responding to behaviour for learning concerns

5.1 Behaviour for learning concerns must be challenged immediately by staff members and it is everyone's responsibility to do so. Challenging behaviour must be carried out with the student directly by speaking to the student and reinforcing the sixth form's expectations.

5.2 Responding to behaviour in the classroom model:

- **Immediacy:** as soon as an undesirable behaviour is witnessed it is challenged.
- **Voice:** friendly, calm but purposeful. No shouting.
- **Expectations:** depersonalise by reinforcing the WMSF expectations. E.g. "To be a WMSF student you are expected to..." "The WMSF expectations are that..."
- **Discretion:** Speak to the student quietly or out of earshot of other students. Asking a student to go outside during the lesson to speak with them should be a last option as this highlights there is a problem.
- **Inconvenience:** Inconveniencing students enables them to see a clear link between their behaviour and the teacher's action. E.g keeping them in during break or after the lesson to complete the missed work & to speak with them.
- **Solutions:** Dialogue with the student should focus on what actions need to change or be put in place for the undesirable behaviour to change.

5.3 Parents/carers must be notified where there is persistent behaviour for learning concerns and this is logged on Edulink so the concern is visible to the student, their parents/carers and other staff members. This is the responsibility to the staff member identifying the concern. For example, if a student is persistently late to their GCSE

English lesson, it is the responsibility of the teacher to challenge this and log it on Edulink.

5.4 It is reasonable that low-level behaviour for learning issues be dealt with by the teacher as part of their professional responsibility. Where there are concerns regarding the ability of a teacher to carry out this duty, it is the Curriculum Area Leaders or Subject Leader's responsibility to support the member of staff in their team and to ensure the appropriate training is carried out.

6. Responding to behaviour for learning at a whole-sixth form level

6.1 Throughout the academic year, there are frequent and regular data entry points that capture both academic progress and indicators of a student's behaviour for learning. The data generated is used to identify those students who may need additional support in order to meet the sixth form's expectations.

6.2 The data analysed includes:

- Attendance
- Punctuality
- Behaviour logs
- Attitude to learning scores

6.3 Students who have demonstrated they are exceeding the sixth form's expectations, for example, having above 96% attendance, graded as having outstanding attitude to learning in multiple subjects, will have their achievements logged on Edulink. Where this is consistent, their parents will be sent electronic letters of commendation from the Leadership Team and recognition will be given in half-termly assemblies.

6.4 All students who are not meeting the sixth form's expectations will be placed on a Behaviour for Learning stage. This operates as a process of escalation from 1 - 3, so that if a student continues to not meet the sixth form's expectations, they will be escalated to the next stage.

6.5 Example behaviours that would warrant a student being placed on Stage 1: Behaviour for Learning;

- Below 92% attendance overall or below 80% attendance in one or more subjects in a data collection period.
- Persistent lateness – over 100 minutes or 10 instances of lateness in one data collection period.
- Internal truanting or missing extended periods of lessons without a valid reason.
- Failure to submit work to an acceptable standard in more than one subject or in the same subject on more than one occasion in the same half term.
- Refusal to follow instructions in more than one subject or in the same subject persistently, such as continuing to use phones/listening to music in lesson when asked not to.
- Repeat behaviour in lessons that risks the safety of other students (but not as serious as those outlined in Section 9), such as not wearing goggles in the science lab when required.

6.6 Stages are issued at leadership level at each data entry point. This is communicated with the student and their parents/carers via an electronic letter sent home through Edulink and a Behaviour Log added to the student's Edulink.

6.7 In order to ensure students are appropriately supported to meet the sixth form's expectations, a member of staff is assigned depending on the level of need.

- High need: Senior Leadership Team
- Medium need: Middle Leadership Pastoral Team
- Low need: Personal Tutors

Examples of support that are likely put in place include, regular meetings with their assigned member of staff to set achievable targets, parent/carer meetings, referral to counselling, signposting to external support.

6.8 Where there are any safeguarding concerns that emerge as a reason for not being able to meet the sixth form's expectations, these are reported on My Concern or directly to the Designated Safeguarding Lead.

6.9 If a student continues to demonstrate they are unable to meet the sixth form's expectations after being placed on a Stage 3 and they are unable to make a

success of their courses despite ongoing support, they will be issued with a fixed-period or internal exclusion, or supported to find an alternative provision that better suits their needs.

6.10 If the Sixth Form reaches a decision, after consultation with the student and parents/carers (if applicable), that a student should withdraw then this will be actioned. In these situations, the Sixth Form would always assure students and their parents/carers that the best interests of the individual student and their welfare are at the centre of any decisions made.

7. Responding to difficult behaviour

7.1 Difficult behaviour, in the Sixth Form context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the Sixth Form. It generally:

- interferes with the pupil's own and / or other pupils' learning;
- disrupts the day to day functioning of the sixth form, making it a less safe and orderly environment;
- is less likely to be responsive to the usual range of interventions identified within the Sixth Form behaviour policy.

7.2 It should also be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage.

7.3 Where difficult behaviour occurs in the classroom it is expected that staff respond using diffusion and de-escalation strategies (see Appendix B). Where this is not possible or not having the desired impact, the Edulink Callout must be used so a member of leadership can assist.

7.4 Speaking with a student outside the class is a suitable diffusion and/or de-escalation strategy. However, removal from a classroom is a serious sanction and is not to be used by the classroom teacher. Serious sanctions are only to be issued by the Senior Leadership Team when a student's behaviour is considered harmful and are outlined in the section below. If a member of staff feels a student needs to be

removed from a classroom they are required to activate the call out button on Edulink.

7.5 Where it is agreed a student should be removed from the classroom, but the incident is not serious enough to warrant an exclusion, they must be able to continue their education in a managed learning environment. Appropriate actions must be in place to reintegrate the student back into the classroom as soon as is deemed appropriate.

7.6 Where difficult behaviours have been exhibited there must be communication with the parent/carer and the concern logged on Edulink by the member of staff dealing with the concern.

7.7 Where there are persistent incidents of difficult behaviour this may warrant a fixed-term or internal exclusion (see Section 9).

8. Responding to harmful behaviour

8.1 Harmful behaviour in the Sixth Form context encompasses behaviour that is generally:

- physically aggressive towards adults or other pupils
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including destruction of property and the environment
- self-harming

A more comprehensive list of behaviour that are considered harmful can be found under reasons for exclusion (Section 9).

8.2 De-escalation should be employed when faced with harmful behaviour, making use of the strategies outlined in Appendix B.

8.3 If the behaviour could be criminal or poses a serious threat to a member of the public, then the police will be informed.

8.4 The Designated Safeguarding Lead allocates a member of the safeguarding team to lead the investigation. This allocated member of the safeguarding team will

investigate the incident and assess the risks. The member of the safeguarding team will consider the proportionality of the response.

8.5 The aims of any investigation and any interventions will be:

- to make sure the alleged victim is safe and take immediate steps to prevent any harm or further harm occurring.
- to stop the harmful behaviour
- to make it clear that the behaviour is unacceptable.
- to support the victim and to change the alleged perpetrators behaviour.

8.6 If any allegation appears to involve illegal activity then the incident will be reported to the police.

8.7 The alleged perpetrator(s), victim(s) and witnesses will be interviewed and statements taken. Parents/carers of all parties involved will be informed of the allegation. Following any investigation, the sixth form will review what has happened and decide on the most appropriate and proportionate course of action.

8.8 Sanctions may be put in place and external agencies may be involved depending on the seriousness of the incident.

9. Use of reasonable force and restrictive intervention (restraint)

9.1 The guidance produced by the Department for Education (July 2013) "Use of Reasonable Force" has been used to directly inform the following section of this policy.

9.2 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

9.3 Sixth Forms generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking

a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

9.4 Sixth Form staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

9.5 All members of sixth form staff have a legal power to use reasonable force. This power applies to any member of staff at the sixth form. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a sixth form organised visit.

9.6 Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

9.7 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

9.8 Reasonable force can be used to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a sixth form event or a Sixth Form trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight on or around the sixth form site;
- restrain a student at risk of harming themselves through physical outbursts.

9.9 Reasonable force cannot be used to:

- punish a student – it is always unlawful to use force as a punishment.

9.10 In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

9.11 Force cannot be used to search for items banned under the sixth form rules.

10. Searching, Screening & Confiscation

10.1 Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

10.2 Headteachers, and the staff they authorise, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in the section above, or any other item that may cause harm to the individual student or any other member of the sixth form community.

10.3 Designated staff at the sixth form have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.

11. Exclusion (fixed-term & permanent)

11.1 Where there is a serious breach or persistent breaches of the Sixth Form's behaviour policy or when the education or welfare of the student or the wider sixth form community are at risk of harm, the decision to exclude a student will be taken.

11.2 Examples of behaviours considered serious include, but are not limited to:

- Physical assault towards a member of the sixth form community
- Verbal abuse and/or threatening behaviour towards a member of the sixth form community
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against a member of the sixth form community based on protected characteristics or gender
- Inappropriate use of social media or online technology
- Bullying
- Sexual misconduct

For a more detailed list, see Appendix C

11.3 Exclusion is the most serious sanction available at the Sixth Form. We follow the statutory guidance published by the Department for Education: '**Exclusion from maintained Sixth Forms, academies and pupil referral units in England**'.

11.4 Only the Principal can issue an exclusion. However, in the event that the Principal is not available a Vice Principal can agree to an exclusion on their behalf.

11.5 When establishing the facts in relation to an exclusion, the decision of the Principal must apply the civil standard of proof, i.e., 'on the balance of probabilities...', rather than the criminal standard of 'beyond reasonable doubt'.

11.6 A **fixed term exclusion** is an exclusion from Sixth Form for a specified amount of time. Only the Principal, or Vice Principals in the absence of the Principal, has the authority to exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed-term periods, but this must not exceed 45 days in a single academic year.

11.7 Parents/carers have the right to tell the Governing Body what they think about the exclusion. This is called making representations. If the exclusion is fewer than 5

days in one term, the Governing Body must consider any representations, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

11.8 The decision to **permanently exclude** a student will only be taken in response to a serious incident of behaviour, or persistent breaches of the sixth form's behaviour policy, and where allowing the child to remain in Sixth Form would seriously harm the education or welfare of the student or others in the Sixth Form. The student and the parent have the right to appeal a decision to permanently exclude by writing to the Clerk to Governors.

11.9 In excluding pupils, the Sixth Form will take account of the following factors before making a decision:

- The possibility of discrimination on the grounds of disability
- The possibility of discrimination on the grounds of ethnicity
- Special educational needs
- Language fluency
- Age and maturity
- Other mitigating factors

12. Recording & Reporting

12.1 Low level behaviour for learning concerns, interventions and sanctions are recorded on Edulink, the sixth form's student, parent, teacher portal. All allegations of harmful behaviour, interventions and sanctions are recorded using My Concern the sixth form's system for recording and managing all safeguarding concerns.

12.2 The Senior Leadership Team (SLT) and Board of Governors will receive a termly Behaviour Report and Safeguarding Report.

Key Documents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension and Permanent Exclusion guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)

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Appendix A

The Guiding Principles in Practice

Always empower, never disempower:

- Help students to verbally express themselves.
- Avoid battles for power with students as behaviour will generally deteriorate when they feel more helpless.
- Classroom discipline is necessary, but should be done in a way that is respectful, consistent, and non-threatening.
- Allow students the opportunity to develop their own solutions in the first instance

Always provide positive regard:

- As consistent caring adults, Sixth Form staff have the opportunity to help students build trust and form relationships.
- Communicate using positive language – focus not on the negative past, but in terms of the positive future.
- Use positive behavioural supports and behavioural intervention plans.
- When speaking to parents and carers or making notes on SIMs about a concern, remain objective and do not use emotive or personalised language.

Maintain high expectations:

- Maintain the same high expectations of all students through consistent rules and consequences.
- Maintain predictable routines and behaviours so students know what to expect.
- The solutions will differ depending on the student and the context, but the framework in which behaviour interventions operate must remain constant.

Check assumptions, observe and question:

- Realise when you are making assumptions, and instead talk with the student and ask questions.
- Make observations about the student's behaviour and be fully engaged in listening to their response.

Be a relationship coach:

- Help develop students' social skills and support positive relationships between them and their parents and carers.
- Build professional relationships that are not solely based on academic outcomes.
- Model respectful, non- threatening relationships

Provide guided opportunities for helpful communication:

- Maintain open communication and relationship building with parents and carers.
- All behaviour interventions require communication between members of staff, parents and carers and the student.
- Unilateral communication about behaviour should be avoided as much as possible, for example, sending a letter home in place of verbal communication.

Such approaches help to identify and address the impact of students' experiences on learning and behaviours, ultimately leading to improved educational outcomes.

(Source: Washington State's Compassionate Schools Initiative)

Appendix B

Strategies for De-escalation

The student should be given physical space and time to recover and respond to requests.

Where de-escalation has not been possible and difficult or harmful behaviour continues, they should be guided / supported from the situation to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation.

Staff should always stay with the student, but at a safe distance (this is usually at least an extended arm's length away from them).

Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

Simple de-escalation phrases:

1. **Name** (*Use the pupil's name*)
2. **I can see there's something wrong** (*acknowledge their right to their feelings*)
3. **I'm here to help** (*tell them why you are here*)
4. **Talk and I'll listen** (*it may be possible for staff to find out how the situation has developed, or how it may be resolved*).
5. **Come with me and we can.....**(*give them an 'out' to withdraw from the situation*)

Appendix C

Exclusion Code	Pupil Exclusion Reason	Example
OW	Use or threat of use of an offensive weapon or prohibited item	<p>Carrying or bringing onto the Sixth Form site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns,</p> <p>Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property</p> <p>Use of an offensive weapon</p>
LG	Abuse against sexual orientation and gender identity	<p>Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)</p> <p>Homophobic, biphobic and transphobic bullying</p> <p>LGBTQ+ graffiti</p> <p>LGBTQ+ taunting and harassment</p> <p>Swearing that can be attributed to LGBT+ characteristics</p>
DS	Abuse relating to disability	<p>Derogatory statements or swearing about a disability</p> <p>Bullying related to disability</p> <p>Disability related graffiti</p>

		Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	<p>Sharing of inappropriate images (of adult or pupil)</p> <p>Cyber bullying, abuse or threatening behaviour online, especially that relating to protected characteristics</p> <p>Organising or facilitating criminal behaviour using social media</p>
PH	Wilful and repeated transgression of protective measures in place to protect public health	<p>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 students or adults, or any other deliberate breach of public health protective measures which the Sixth Form has adopted.</p>
PP	Physical assault against student	<p>Fighting</p> <p>Violent behaviour</p> <p>Wounding</p> <p>Obstruction and jostling</p>
PA	Physical assault against adult	<p>Violent behaviour</p> <p>Wounding</p> <p>Obstruction and jostling</p>

VP	Verbal abuse / threatening behaviour against student	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability, bullying related to hate crime
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse

		Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
DM	Damage to property	Damage includes damage to sixth form or personal property or property of local residents Vandalism Arson Graffiti
TH	Theft	Stealing Sixth Form property Stealing personal property (student or adult)

		Stealing from local shops Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behaviour Disobedience Persistent violation of sixth form rules Raising of fire alarms falsely Persistent failure to observe acceptable standards of behaviour (including by moving through the BFL stages).

*The examples are to be used as a guide and are not an exhaustive list.

Responsible Staff	Mary Berrisford / Julia Brown / Matt Jenkins
Approving body	Governors
Review date	June 2024
<i>All policies are available to stakeholders either on the Sixth Form website or upon request from the Sixth Form Office.</i>	