

## **Bishop Walsh Catholic School Sixth Form Behaviour Policy**

**Ratified: June 2023**

### **Philosophy:**

Bishop Walsh Catholic School is committed to ensuring the right of every individual in our school to develop their full potential in our Catholic community. Our Mission Statement is rooted in the words and actions of Jesus, whose greatest commandment was, 'Love God and your neighbour'.

Our wish is to create a caring Catholic community, where all members work together to build positive relationships based on mutual respect and forgiveness. We recognise that the most powerful means of teaching good behaviour is to model Gospel values of love, peace, forgiveness and honesty in our dealings with each other. Our behaviour as teachers should avoid labels, condemn behaviours but not pupils, and anticipate, pre-empt and manage behaviour before it becomes a problem. Our aim is to be approachable and to support each other by being consistent.

Sixth Form Behaviour Expectations Students within the Sixth Form are considered young adults who should set a model of good behaviour for students in younger years. As such, they are considered to be able to make informed choices about their conduct and meet all sixth form expectations. Our aim is to have firm but fair discipline in a relaxed, caring and friendly atmosphere.

A student may lose their place in the Sixth Form if expected standards of behaviour attendance or punctuality are not met. For the purpose of this policy, lateness to lessons and tutor time, as well as incorrect uniform, will be managed as unacceptable behaviour. Sixth Form students are allowed access to mobile devices and technology but ONLY in the Sixth Form area.

### **Stages**

The Sixth Form Disciplinary Process is a clear, tiered approach which aims to support students to make good choices regarding their behaviour and learning. The process escalates from Stage 1 Monitoring to Stage 5 where a student may be asked to leave the Sixth Form if they have continually failed to meet the commitments as laid out in the Home School Commitment. The process ensures all relevant parties are involved including students, parents or guardians and staff.

#### **Stage One**

Tutor, teacher(s), Head of Dept, Head of Year

- In the first instance, low level Sixth Form learning, uniform, behaviour, attendance and punctuality issues will be dealt with by the class teacher and will often involve a conversation between the teacher and student or a telephone conversation or meeting with the parent or guardian.
- Where a student is repeatedly failing to meet the Home School Contract within a specific subject, a concern will be raised with the Head of Department for their

ensuring that the Sixth Former meets his or her commitments.

- Where a student is repeatedly failing to meet the Home School Contract with regards to their uniform, attendance and punctuality to school/form/lesson, a concern will be raised with the Head of Year for their support in resolving the issue and ensuring that the Sixth Former meets his or her commitments.
- An afterschool detention can be issued in situations i.e. when the lesson has broken down due to the behaviour of a student after previous warnings. The member of staff should clearly identify on SIMs what actions they have taken prior to the after school detention being issued.

### **Stage Two**

If the intervention of the Head of Department does not resolve the situation the relevant Head of Year will be informed.

Head of Year will

- Issue a letter to parents/carers to alert them to concerns and detail the improvement plan
- Tailor support to meet student's needs, e.g. study skills, organisation skills, time management, mentoring, or other appropriate intervention
- Place students on a two-week report and monitor it. Following a two-week period a formal review will take place with the student and a decision made to remain on this stage or progress.
- Remove the privilege to leave school during the school day
- If all or most of the logs are for a single subject, the Head of Year will work with the relevant Head of Dept on the improvement plan and communication with parents/carers.

### **Stage Three (Disciplinary stage)**

Failure to meet targets identified on the report:

If there is no improvement the student will attend a second formal meeting with the Head of Sixth Form and the Head of Year. Parents/carers will be invited and expected to attend the meeting. Parents/carers and student will be told that this is a disciplinary meeting and that no improvement could result in a permanent exclusion. A letter detailing this will be provided. The student will remain on report and monitoring will take place over two weeks.

### **Stage Four (Final disciplinary action)**

Within 2 weeks of stage three if there has been insufficient improvement the Head of Sixth Form and Principal will communicate (letter, phone call or meeting) with parents/carers and the student. Appropriate disciplinary proceedings will be decided by the principal, one of which may be a decision to inform the student leaves Sixth Form. A careers interview will be offered to the student.

### **Serious breaches of conduct**

Serious breaches of conduct may result in either fixed term or permanent withdrawal from Sixth Form and managed as above in the behaviour policy.

### **Permanent withdrawal from Sixth Form**

The Headteacher may decide that permanent exclusion is necessary because:

have been exhausted

- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.

### **Immediate Permanent** withdrawal from Sixth Form

This follows for;

- Serious actual or threatened violence against a student or member of staff;
- Sexual misconduct;
- Supply or possession of an illegal drug in school;
- Using or being under the influence of drugs or alcohol;
- Bringing an offensive weapon into school;
- Racist, homophobic, sexist or discriminatory language or behaviour.

### **Malpractice**

According to JCQ: "Malpractice, including maladministration, means any act, default or practice which is a breach of the regulations that apply to the exam or assessment being taken. This can involve centre staff as well as students."

Examples of candidate malpractice (this list is not exhaustive):

- the alteration or falsification of any results document, including certificates;
- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of technology to aid the copying);
- allowing work to be copied, e.g. posting work on social networking sites prior to an examination/assessment;
- the deliberate destruction of another candidate's work;
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language);
- failing to report to the centre or awarding body the candidate having unauthorised access to assessment related information or sharing unauthorised assessment related information on-line;
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be assessment related by means of talking, electronic, written or non-verbal communication;
- making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio;
- allowing others to assist in the production of controlled assessment, coursework, non-examination assessment or assisting others in the production of controlled assessment, coursework or non-examination assessment;
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials);
- misuse of artificial intelligence (AI) such as ChatGPT
- being in possession of unauthorised confidential information about an examination or assessment;

notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations);

- the inclusion of inappropriate, offensive, obscene, homophobic, transphobic, racist or sexist material in scripts, controlled assessments, coursework, non-examination assessments or portfolios;
- impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment;
- plagiarism: unacknowledged copying from, or reproduction of, the work of others or published sources or incomplete referencing;
- theft of another candidate's work;
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, airpods, mobile phones, smart watches or other similar electronic devices;
- the unauthorised use of a memory stick or similar device where a candidate uses a word processor;
- facilitating malpractice on the part of other candidates;
- behaving in a manner so as to undermine the integrity of the examination.

### **Dealing with Suspected Candidate Malpractice**

a) Internally Marked NEA, Controlled Assessment or Portfolio Assignment: If a member of staff suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give a verbal or written statement before any final decision is made.

If the candidate accepts that malpractice has occurred and has not yet signed a candidate declaration, they will be given the opportunity to repeat the assignment. If the malpractice is proven following the investigation, centre staff may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

If malpractice is discovered after a candidate has signed a declaration this will be reported to the Awarding Body

b) Externally Marked Examinations: If a member of staff suspects a candidate of malpractice during an externally marked examination, the candidate will be informed and an investigation will be undertaken by the Exams Officer. All cases of suspected candidate malpractice will be reported to the Awarding Body in accordance with JCQ regulations and requirements.

As part of the investigation the candidate will be:

- informed of the allegation made against them
- informed what evidence there is to support the allegation
- informed of the possible consequences should the malpractice be proven
- given the opportunity to consider their response to the allegation
- given the opportunity to submit a written statement
- informed of the Awarding Body outcome

... .. procedure should a decision be made against them

### **Sanctions for Candidate Malpractice**

Where a candidate has been reported to an Awarding Body for suspected malpractice which is subsequently proven, the following sanctions may be imposed (the list is not exhaustive and sanctions can be combined):

- Warning: the candidate will be issued with a warning that if the offence is repeated within a set period of time, further specified sanctions will be applied
- Loss of marks for a section: the candidate loses all the marks gained for a discrete section of the work. A section may be part of a component or a single piece of controlled assessment if this consists of several items.
- Loss of marks for a component: the candidate loses all the marks gained for a component
- Disqualification from a whole qualification: the candidate is disqualified from the whole qualification taken in the exam series or academic year
- Disqualification from all qualifications taken in the exam series: if circumstances suggest, the above penalty may be applied to other qualifications
- Candidate debarred: the candidate is barred from entering one or more examinations for a set period of time. This penalty may be applied in conjunction with any of the other penalties above if the circumstances warrant it.

### **Right to Appeal – Candidate Malpractice**

A candidate may appeal against sanctions imposed on them. Appeals will be made by the centre on behalf of a candidate and conducted in accordance with the JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures and Awarding Body Procedures.

### **Rewards**

It is essential that all students regardless of ability, are given the opportunity to operate within the rewards framework. When students achieve above our expectations it is important to us that they are recognised and rewarded. Within Sixth Form, staff are asked to praise students on a regular basis. This includes speaking to parents/careers by phone or via text, sending praise letters home or giving verbal praise to a student when they have achieved. For outstanding achievement, the following strategies can be used to ensure our students know how proud we are of their efforts.

- half termly awards
- termly Outstanding Student Assemblies
- verbal praise offered by teachers in classrooms and assemblies
- praise cards or letters of achievement sent home
- offering non-uniform days or arranging some other special occasion for a particular group of students
- creation of Achievement Walls in Sixth Form
- articles in the school's newsletter giving details of participation and achievements
- student of the month award, supported with a monetary voucher (one per year group per month)