



Behaviour & Attendance Policy (Sixth Form)

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Chair of Governors:	<i>John Andrews</i>	

TCOLC Sixth Form is committed to creating a safe, respectful, and inclusive learning environment that promotes academic excellence and personal development. To achieve this, we have established the following Behaviour and Attendance Policy, which outlines our expectations for student behavior, attendance requirements, and the consequences of non-compliance.

Our Behaviour and Attendance Policy aims to create a positive learning environment that fosters academic growth, personal development, and responsible citizenship. At TCOLC we aim to educate our young people by providing them with a wealth of opportunities that that builds each student's character. All behavioural and pastoral programmes are designed to develop the character of the students, in line with the four TCOLC Character Pillars.

It is important for all students, staff, and parents/guardians to familiarise themselves with this policy and adhere to its guidelines for the benefit of the entire college community.



Section 1 - Behaviour & Expectations

At TCOLC Sixth Form we have high expectations for both ourselves as an institution and our students. This document aims to clarify what we can expect from each other.

TCOLC Sixth Form will provide:

- A varied and rich programme of study with courses that are taught by subject specialists.
- A friendly and caring environment
- Support staff, including a form tutor and Sixth Form mentors.

- A pastoral programme that will enable you to develop study skills and strategies for independent learning.
- Support in progressing onto the next stage of your career (university/ the workplace/ apprenticeships)
- A variety of enrichment opportunities that will enable you to develop skills outside of the classroom and experience opportunities related to your chosen career path.
- Opportunities to work with students from other year groups in a mentoring/ support/ leadership capacity.
- Regular progress reviews and opportunities to meet and discuss with your parents/ guardian.
- Support for any special learning needs you have.

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all Sixth Form activities. This includes:

- Ensuring all lessons are delivered in accordance with the TCOLC Teaching and Learning policies.
- Using Class Charts to set independent work and to record submission.
- Using Class Charts to record positive/negative behaviours in line with the TCOLC Character Pillars
- Providing subject interventions prior to referring a student to the Sixth Form pastoral team

Our expectations of students:

- Attend and be punctual to all your timetabled sessions, maintaining high levels of attendance (minimum 96%). Adherence to the college attendance policy.
- Complete all work to a high standard.
- To not be a resistant learner (Appendix 1)
- To meet your deadlines for submitting work
- Show respect to all members of the college community.
- Communicate regularly with your subject teachers, regarding class work, independent study, deadlines, and absences.
- Act as a positive role model for younger students and behave professionally around the site.
- Respect others right to learn.
- Students will follow the college dress code (Appendix 2)
- To attend Period 6* sessions if directed to attend.
- E-Cigarettes/Vapes are not permitted on the college site.
- The use of mobile phones and headphones are restricted to Sixth Form areas of the college only. Personal devices should not be used on the corridor at all during the college day. Personal phone calls should be made outside the building if needed and not in corridors or learning hubs.

*Period 6 sessions are additional study periods that take place in the Sixth Form Study Centre from 3.20pm until 4.00pm. Students are directed to attend these by the Head of Year/Director of Sixth Form.

A failure to meet our expectations will result in students being subject to the college Pastoral Intervention Programme (PIP).

The Pastoral Intervention Process (PIP)

It is the initial responsibility of subject teachers and departments to act upon issues regarding attendance, lack of effort, poor standard of work etc. Subject teachers should attempt to resolve these issues within departments before referring the matter to the Sixth Form. Students will not start the PIP process unless the Sixth Form team are satisfied that departmental intervention has taken place. If departments want to refer the matter, then in the first instance they should contact the form tutor. If the tutor is satisfied that departmental interventions have been attempted and/or they have received multiple referrals about a student, then they should start the formal Pastoral Intervention Process. The tutor can also start the process for a failure to attend tutor-based sessions, negative behaviour logs or if student's attendance falls below 96%.

Stage One

A meeting will take place between the student and their Form Tutor to discuss the concerns that have been raised. Support will be offered to the student, for example a referral to the Sixth Form Mentor. If necessary, the student will be set specific targets and be placed on report. The report will need to be signed by subject teachers. The Form Tutor will monitor this report and the targets will be reviewed after two weeks. A letter will be sent to parents/carers. If targets are met, then the student will have passed stage one and a positive end of stage one letter will be sent to parents. If the targets have not been achieved, then the tutor informs the Head of Year, and the student will move into stage two. Students can have a maximum of two stage one reports. On the third occasion the tutor does not proceed through stage one but instead refers the student directly to the Head of Year who will begin the stage two process. During stage one the college may instruct the student to attend Period 6 sessions.

Stage Two

The Head of Year will invite parents/carers, student, subject teachers, and the Director of Sixth Form to attend a formal meeting. This is an opportunity to discuss why the student did not complete stage one and to determine what further support the college can offer. During this meeting further targets will be set in consultation with all stakeholders. Targets will be reviewed after two weeks by the Director of

Sixth Form. A stage two letter will be sent home accompanied by the copy of these targets. Failure to meet the stage two targets will result in the matter being referred to the college leadership team.

Stage Three

If a student is not able to successfully complete stage two of the PIP, the Director of Sixth Form will refer the matter to the Assistant Headteacher (Post-16). The Assistant Headteacher will arrange a formal meeting with parents/carers to review the case. The student will be given one final chance to demonstrate that they can meet the expectations of the Behaviour and Attendance Policy. If the student is unable to demonstrate that they can meet the college expectations, then the Assistant Headteacher will make recommendations to the Head Teacher that the student in question should be permanently excluded.

Early Intervention Programme

The purpose of the Early Intervention Programme is to identify any students who may be identified as needing extra support with the transition into Yr12 or into Yr13. Students will be identified at Yr12 transition interview, or in the case of a new student from their application form and GCSE APS. Students on the programme will start the PIP process at the start of the academic year, without the need for teacher referral. The intervention programme will cover the first 42 days of the academic year.

Serious Incidents

Serious breaches of conduct may result in either fixed term or permanent exclusion.

Serious Incidents include:

- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply or possession of an illegal drugs in school.
- Bringing an offensive weapon into school.

Fixed Term Exclusions

There may be circumstances where a student is excluded, for a fixed term, from the Sixth Form. Behaviour likely to lead to fixed term exclusion may include:

- Threatening behaviour
- Rudeness to members of staff
- Violence
- Bullying
- Vandalism
- Racism

- Deliberate disobedience and refusal to follow instructions.
- Repeated disruption to the learning process
- Behaviour deemed to undermine the good order of the school.
- Breaches of data protection e.g., unauthorised recording of individuals

Following a period of fixed term exclusion, parents/carers will be expected to attend a formal scheduled re-admission meeting with the Director of Sixth Form and Assistant Headteacher (Post-16).

Permanent Exclusion

The Headteacher may decide that permanent exclusion is necessary in the following circumstances:

- In response to a serious incident or persistent breaches of the Sixth Form Behaviour and Attendance policy
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.

Section 2 - Attendance

An excellent record of attendance demonstrates a student's commitment to their education. Students at TCOLC Sixth Form are full-time students and their attendance should reflect this. Attendance at all timetabled events is compulsory. It is also our expectation that students will attend all timetabled events punctually. A 100% record should be the target for all students, and we expect a minimum of 96% attendance.

On average, students drop one grade for every 10% of school lessons missed over the course of a year.

The procedures to follow when there is an absence from college are set out below:

Absences Known in Advance

In the event of planned absences we expect that a student's parent/carer to contact the sixth form administrator at least 24 hours before the absence is scheduled. In all instances the student and their parents/carers should first consider whether the absence is unavoidable.

Unforeseen Absences

Any unforeseen absence [e.g., illness] should be reported to the college, by a parent/carer, before 8.30am on the day of absence. This can be achieved by completing the absence form on the college website. The 6th form administrator will notify their teachers via email. A form must be completed for each day of absence. Reasons for absence will need to be detailed. The college reserves the right to challenge any reasons given and may contact parents/carers for verification. If the absence is due to illness, a doctor's note will be required after 7 days. Students are

not permitted to self-certify their own absence. All documentation is to be sent to the sixth form administrator.

Request for absence during Term Time

The taking of holiday in term time is detrimental to academic success. We will therefore do not authorise any holiday requests during term time.

Authorised Absence

Students should value their lessons and attendance to college. However, there are occasions when attendance is not always possible. What follows is a list of legitimate reasons for absence:

- A medical appointment that cannot be arranged out of school hours.
- A religious holiday
- A university open day or interview/career related interview
- Participation in an approved Extra-Curricular activity
- Attendance at a funeral of a close relative
- A Practical driving test. Theory tests can be arranged with more flexibility and so will not be authorised.

Evidence of the activity is required before absence will be authorised.

Unauthorised Absence

The following are not acceptable reasons for absence:

- Holidays
- Paid employment
- Leisure activities
- Birthdays/other celebrations
- Driving lessons
- Non-emergency medical/dental appointments

Any absences that are unauthorised will affect a student's overall attendance percentage figure.

Expected attendance levels and consequences

The college expects a minimum attendance of 96% to all timetabled sessions. Failure to meet this target will result in the following:

- Student Attendance and punctuality will be monitored weekly by Form Tutors, the college attendance officer, and the Head of Year. A failure to meet the expectations of the policy will result in a student being placed on the Pastoral Intervention Process (PIP).
- If a student's attendance is below 90% then they may be asked to pay for the cost of examination entries. This complies with ESFA guidance. The full policy can be read [here](#).

- If a student's attendance falls below the expectations of this policy, then access to Bursary funding may be denied or payments withheld. This complies with ESFA guidance.
- The college reserves the right to comment on a student's attendance record in university application references and employment references.
- If a student is absent for 28 consecutive days (4 calendar weeks) then that student will be withdrawn from the college role. This complies with ESFA guidance.

Concerning the above, it is noted that the college will consider the protected characteristics of each student when making decisions on attendance matters.

Fitness to study

TCOLC is dedicated to ensuring that every student has the opportunity to successfully complete their program of study. Nonetheless, there are instances where the complexity or severity of physical or mental health issue may hinder this outcome. In such cases, each student will be assessed individually, considering their unique circumstances and needs.

The college will explore all available support options and make reasonable adjustments in all aspects of college life to support the student with their participation. If the student is still unable to maintain their ability to study, then the college may, in consultation with the student and parents/carers, determine that the student should withdraw. The college reserves the right to make this decision unilaterally.

Appendix 1 – Performance Descriptors

Performance descriptor	How can you support your child?
<p>Ambitious</p> <ul style="list-style-type: none"> - Fully prepared, on time and equipped to face all learning challenges. - Completes independent work and homework. - Actively seeks out feedback and uplevels. - Takes lesson content further and shows initiative. - Offers new ideas. - Takes control of their own learning. - Always willing to discuss and answer questions. - Asks relevant, thought-provoking questions. - Supports the learning of others. 	<ul style="list-style-type: none"> - Enable creativity e.g. projects on areas that interest them, such as photography of their local area, writing short stories, choreographing a dance. - Explore the world with them; visit museums, art galleries, get out in nature. Discuss what you see. - Discuss aspirations and set ambitious goals together. - Encourage resilience; when they fail, try again. - Watch, read, and discuss the news together to promote critical thinking and link their learning to the wider world.
<p>Active</p> <ul style="list-style-type: none"> - Fully prepared, on time and equipped to face all learning challenges. - Completes independent work and homework. - Thinking and engaging with class activities. - Responds positively to feedback and uplevels their work to improve. - Shows they are actively listening to their teacher and their peers. - Always willing to discuss and answer questions. - Seeks clarification when unsure. 	<ul style="list-style-type: none"> - Encourage your child to attend a range of extra-curricular activities. - Ask your child open-ended questions about what they are studying in school. - Discuss aspirations and set ambitious goals together. - Encourage resilience; when they fail, try again. - Encourage regular reading and writing of different types of texts, both fiction and non-fiction. - Watch, read, and discuss the news together to promote critical thinking and link their learning to the wider world.
<p>Passive</p> <ul style="list-style-type: none"> - Fully equipped and on time. - Completes teacher-set homework. - Does not actively seek to contribute in lessons, but answers questions when asked. - Work is completed, but not always to the best of their ability. - Needs prompting to develop and uplevel their work to improve. - Doesn't seek clarification when unsure. 	<ul style="list-style-type: none"> - Relate daily life to a range of subjects; mental maths when shopping, reading a map when travelling, etc. - Ask your child about what they are studying in school and what questions they answered. - Encourage regular reading by having reading material and let your child see you reading them. - Ask to see your child's school work regularly. See if they have uplevelled in red pen. - Discuss aspirations and the importance of education. - Communicate with your child's teachers about their progress and ways to improve.
<p>Resistant</p> <ul style="list-style-type: none"> - Is not fully prepared, equipped or on time. - Needs many prompts to start and complete work. - Work is often incomplete, including homework. - Distracts the learning of others. - Does not always follow instructions. - Does not actively participate in lessons. - Often gives up when asked a question. - Contact home has been made about behaviour for learning. 	<ul style="list-style-type: none"> - Have a copy of your child's timetable and help them to organise their equipment the night before. - Encourage a healthy lifestyle; quality sleep, exercise, time away from screens, avoid sugary drinks etc. - Have a routine and quiet space for homework. - Discuss aspirations and the importance of education. - If your child is on report, monitor it daily and have regular conversations with them, their tutor and Head of Year. Reward your child for a positive report.

Appendix 2 – Dress Code

TCOLC Sixth Form Dress Code

TCOLC Sixth Form is a place of learning where we have high levels of ambition for all our students. We believe that the way we present ourselves to the outside world reflects both our character and the



community that we represent. TCOLC expects students to display high levels of both performance character and community character. Both traits are reflected in our dress code.

Community Character: TCOLC is a multi-cultural school, comprising of many faiths and religious backgrounds. We ask our students to dress in a manner that is appropriate for a community that includes students from 11-19 years of age and who represent a diverse community of religious beliefs.

Performance Character: TCOLC is a professional environment. Students in the main school are expected to maintain strict standards of uniform and staff are also expected to dress professionally. Sixth Form Students should remember that the college is a working environment. Students should dress appropriately for their day-to-day activities.

The college dress code is as follows:

- Wear your lanyard containing your college ID (photo visible) at all times around your neck (not in your pockets / bags), including when entering and leaving the building.
- The use of mobile phones and headphones are restricted to Sixth Form areas of the college only. Personal devices should not be used on the corridor at all during the college day. Personal phone calls should be made outside the building if needed and not in corridors or learning hubs.
- Dress appropriately for a professional environment:
 - No ripped clothing
 - No offensive messages / logos
 - No caps or hats to be worn inside the building.
 - No sports shorts.
 - Skirts and shorts should be knee length or lower.
 - All students should be dressed modestly. For example, no sleeveless tops, no backless tops or tops that show the navel.
 - No flip flops or sliders

- Dress Appropriately in the Sixth Form (Sports Teams and Work Placements)
 - Appropriate kit will be required when participating in physical education and sports sessions.
 - Appropriate and suitably dressed in accordance with the requirements of the activity and environment.
 - Ensure clothing is fit for purpose and not a health and safety risk or hazard to themselves and others.

- Dress Appropriately in the Sixth Form (Cultural Dress)
 - The college has no objection to the wearing of the Kirpan.
 - Our policy requires students wearing / intending to wear a Kirpan to inform the college of this and to not have it visible at any time.
 - Students can wear appropriate cultural/religious dress.
 - Further information can be obtained from the college on request.

This list is not exhaustive and individual judgements may be made by the Sixth Form Team at any point during the academic year.

Students that are judged to be dressed inappropriately will be asked to leave the premises and will be allowed to return once they have changed their clothing.