



King
Egbert
School

King Egbert Sixth Form Positive Attitude to Learning Policy

Ratified: 12 October 2022

Signature of Chair of Governing Body:



King Egbert School Mission & Ethos

At King Egbert School, we believe in:

- **Academic excellence for all**
- **Showing respect at all times**
- **Having high aspirations and personal goals that go beyond our time in school**

At King Egbert School, we are committed to providing outstanding education for all in a safe, happy and positive learning environment.

Academic excellence for all

Together, we strive for personal and academic excellence: King Egbert School wants the best outcomes for every member of our school community, whatever their background or role in our school.

Showing respect at all times

Our inclusive and diverse school community is one in which:

- every individual is welcomed, understood and valued;
- we respect each other and embrace our diversity;
- we actively promote fairness and social justice;
- our staff and students care about their community and together we all care about the wider world and our place in it.

Having high aspirations and personal goals that go beyond our time in school

Together, we are committed to educating, supporting and encouraging every individual to develop the skills and character that will help them become the best they can be and make a real difference in the world. We expect every member of our own school community to become active, successful members of the wider communities we are part of: Sheffield, the United Kingdom and the global community beyond.

Together, we are King Egbert School.



King
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The school reserves the right to amend this policy at any time in the academic year and to direct formal disciplinary procedures at any level, as appropriate.

The contents of this policy will be disseminated and shared with all students during their induction period and is available on line



Aims:

- Provide clear guidance of what is deemed to be positive attitudes to learning
- Promote positive relationships at all times and actively uphold the schools ethos of academic excellence, respect and aspiration
- Understand the need for support and guidance with the assumption that change is always possible
- Encourage staff and students to challenge unwanted and poor attitude to learning
- Provide a clear staged process for students, staff and parents where concerns are raised

Our school is based on the ethos as stated above and is built on mutual respect and honesty. We have extremely high expectations of our sixth form students to act as young adults and role models to those around them. Our sixth form students are given much greater freedom and with that comes the responsibility to conduct themselves in a professional manner inside the classroom. Our responsibility is to support students in taking responsibility for their own learning and development an essential skill needed in the world of work and at University.

The emphasis is on respect, trust and encouragement and assumes that changes to attitude to learning can always be made. Incidents of continually poor attitude to learning are extremely rare, and this approach is to support students understand exactly what is required of them so they are able to make positive changes.

Understanding what is meant by attitude to learning

Positive attitude to learning

As a developing young adult it is important that our students are able to have positive meaningful professional relationships with staff and peers. Positive attitude to learning is the way a student approaches their study and their involvement in school. Being polite, a good listener, a role model having empathy for others and always being respectful, even if challenging opinion and ideas. Doing the work that is asked, handing work in own time, communicating with staff when there are concerns or worries, asking questions, being inquisitive about learning are the building blocks of an excellent student and skills that will support them as they develop into adulthood. Positive attitudes to learning leads to the best possible outcome for the individual and a positive learning environment for everyone. Further guidance can be found in Appendix A KES sixth form attitude matrix

If students are struggling to achieve positive attitudes to learning the school will take active measures to support individuals to reform. Recognising the difference between needing support and the need for sanctions and acknowledging individuals grow and develop at different rates.



Poor attitude to learning

Attitudes that staff can find most frustrating are those that are low level, regular and disruptive. Poor attitudes in lessons may include:

- Being late to lessons or non-attendance (see separate attendance and fitness to study policy)
- Not arriving equipped to lessons
- Not handing homework in
- Using mobile phone when not sanctioned or in class
- Talking over the top of somebody / not actively listening to others
- Asking staff to repeat answers due to not listening
- Deliberate poor eye contact or body language

Intervention strategies to promote positive attitude to learning and behaviour may include:

- Moving students seats / lessons / supervised study
- Changes to deadlines / time limited extensions
- Talking / mentoring by appropriate student
- Career meeting with careers officer / external providers
- Supporting individuals with open days / work experience
- Creation of SMART targets
- One to one mentoring from staff member academic or pastoral
- Specific subject support
- Supporting them to get organised
- Parental involvement
- Additional supervised study
- Support individuals with revision techniques
- Placed on subject report

Unacceptable attitudes to learning

Attitude to learning that disrupts others learning. Examples of unacceptable attitudes in lessons may include:

- Disruption to learning, resulting in staff or students being distracted from learning in lessons
- Bullying and harassment (including bullying of any individual or harassment of an individual based on protected characteristics such as race, gender, ethnicity, disability, sexual orientation)
- Action likely to cause injury or impair safety to students and staff or property
- Plagiarising work / copying / cheating in exam situations – see separate plagiarism sheet



Framework of high expectation

| Our expectations of students | What you can expect from us | Example of Consequence |
|--|---|--|
| Complete all set homework on time and to a high standard | Homework will be marked in a timely manner and will provide you with high quality feedback to enable you to progress | Detentions within departments Movement into supervised study |
| Organise work and folders to a high standard | Provide you with appropriate learning resources Folder checks which will be graded | Form tutor / Head of Year to work with you to organise your work |
| Attend all lessons, registrations and enhancement promptly | Provide pastoral advice and guidance to support your post 18 applications Write accurate and personalised references for your future | Attend detentions with Head of Sixth |
| Conduct yourself in an adult manner. Including; following the sixth form dress code, communicating with staff positively, following school rules | Respond to you in an adult and positive manner Allow you to use the facilities | Referred to Head of Department or the Head of Sixth Form |
| Take responsibility for your own learning | Be explicit at the start of term with subject specific study skills to enable you to understand how to be independent | Be moved into compulsory supervised study |
| Ask for support when needed | Have an open door policy and offer specific revision sessions | Reflect your effort in monitoring data with a 3 / 4 / 5 |
| Communicate in advance about illness and non-attendance | Accurately report your attendance to employers and universities | Referred onto attendance report |
| Attend supervised study when required | Given specific work, support and structure during supervised study to support you in your progress | Referred to Head of Sixth Form and to be moved onto a contract |
| Check emails regularly | Email out opportunities about opportunities / work experience / university bursaries and scholarships | You miss opportunities |
| Share your thoughts with us inform staff of poor or discriminating behaviour observed | Conduct specific calendared student voice to look to evaluate and improve our provision Challenge peers and staff where appropriate | You miss opportunities Those displaying poor behaviour and attitude will be challenged fairly |



Three stages of concern

Attitudes to learning will be reviewed by Head of Year on a weekly basis and at more formal points such as monitoring. Incidence of extremely poor attitude to learning can omit stages. For example serious misconduct would jump to stage three. If a student is on report for both attitude to learning and attendance, a combined approach will be used.

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| Stage One – Initial attitude to learning concern and engagement required |
| Work not handed in or consistently handed in late – outside of formal monitoring |
| Any repeated and regular low level disruption as exemplified above |
| Formal monitoring indicated concern in two or more subjects or one BTEC subject (grade 4 or 5 for ATL) *if appropriate or 3's across the board |
| Information gathered and student informed of yellow stage and given copy of policy |
| Parent informed via email and letter |
| SMART Targets are constructed through engagement meeting during supervised study |
| Where appropriate three additional hours of supervised study are placed on students timetable |
| Student placed on yellow report for three weeks with clear end date |
| Student arrives to final meeting with evidence of improved attitude to learning |
| After three weeks if student is successful, student removed from yellow report and a phone call home / email to congratulate student and family |
| After three weeks if student is unsuccessful they progress to Stage two – Pastoral intervention with parent involvement |

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| Stage Two – Intervention Needed |
| Failure to comply with yellow monitoring and achieve SMART targets |
| Incidence of bullying harassment or victimisation of another person. (Staff or student) in lessons |
| Formal monitoring indicate significant improvements needed in two or more subjects or one BTEC subject (4 or 5 in ATL) |
| Parent informed via letter and meeting organised |
| Student and family invited to a meeting with Head of year and stage two is activated with orange report card |
| Set of action points are agreed between the family and staff to support the student in achieving a better attitude to learning more frequently. SMART goals and achievable targets are agreed. |
| Where appropriate additional six hours of supervised study are recorded on their timetable |
| Students placed on orange report for three weeks. Further subject information will be requested. Student mentored weekly by Head of year |
| After three weeks if student is successful, removed from report and Head of Year calls home to congratulate student and family |
| After three weeks if student is unsuccessful they progress to Stage three – Director of Sixth Form formal disciplinary procedure Disciplinary action |



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| Stage Three – Disciplinary Action |
| Failure to comply with orange monitoring and progress towards or achieving agreed targets |
| Continual and daily poor attitude to learning in lessons that has a significant effect on others learning. |
| Plagiarism / cheating in exams / tests. |
| Formal monitoring indicates that no improvements have been made. |
| Parent informed via letter and meeting organised |
| Student becomes full time and is required to be in school every day. |
| One off incidence may result students may be asked to go home for a fixed term exclusion. A decision to internally exclude students may able be taken. |
| Student and family invited in to a meeting with Head of Year and Director of Sixth Form and stage three is activated with red report card |
| Set of action points are agreed between the family and staff to support the student in attending more frequently. SMART goals and achievable targets are agreed. |
| Student is mentored by Director of Sixth Form weekly. |
| After three weeks if student is successful the Director of Sixth Form calls home to congratulate student and family |
| After three weeks if student is unsuccessful they progress to meeting with Director of Sixth Form, head teacher, governors, final formal written warning and repetition of stage three |
| After three weeks or before if contract is not met student will be asked to leave sixth form. |
| Appeal Stage 1 |

Appeal opportunity

A student who is permanently excluded, or the parent/carer of the student can appeal in writing to the Chair of the Governors through enquiries@ecgbert.sheffield.sch.uk

Students or parent/carer must make it clear that they are 'requesting an appeal to the decision to permanently exclude' using the Trust Appeals form on the College website. The request to appeal the decision must be received within 5 working days of receipt of the permanent exclusion letter.

An appeals meeting will be arranged within 10 working days of the appeal being received and the student and parents/carers will be notified of the date of the appeals meeting in writing.

Reporting behaviour:

It is imperative that students report poor attitudes to learning / plagiarism if it is affecting them. Students can report concerns to any member of staff within school and be assured that action will take place.

Depending on the nature it can often be reported anonymously through KES@confidential@ecgbert.sheffield.sch.uk

If you are on the receiving end of poor behaviour such as bullying or harassment there is help at hand. Our designated safeguarding and sixth form team are here to support. **See it say it STOP it.**



| Stage | Lead | Support | Student / advocate | Timeframe | Associated paperwork |
|--|---|---|--|---|------------------------------------|
| Yellow Initial concern and engagement required | Form tutor Head of Year if appropriate | Teaching staff /SEND | Student meeting | Three weeks Three weeks settling in period before we start monitoring | Yellow letter and target sheet |
| orange Intervention Needed | Head of Year Attendance officer if appropriate | Teaching staff /SEND | Student and parent / advocate | Plus three | Orange letter and target sheet |
| Red Disciplinary Action | Director of Sixth Form/Governor | Teaching staff /SEND | Student and parent / advocate | Plus three | Red letter and target sheet |
| Disciplinary Hearing and decision | Head teacher / Governor | Teaching staff /SEND / Any other | Student and parent / advocate / LEA | Must take place within 10 working days of the incident | Letter Appeal process explained |
| Appeal | CEO | | | Appeal must be requested within 5 days of the decision. | |

Other related policies can be found on our website

- Anti-bullying Policy
- Access Policy
- Attendance Policy
- Educational Visits Trip & Procedure
- Equality Policy
- Health & Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy
- Substance Misuse Policy
- Use of Reasonable Force Policy

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King Egbert Sixth for Code of Conduct

The following agreement is given to all students who join the Sixth Form at King Egbert School. It is produced with the best interests of individuals and our community in mind.

1. I accept the importance of having a positive, caring attitude towards my fellow students, staff and work and agree to act in accordance with all whole school and departmental policies. I will uphold the schools ethos at all times.
2. I agree to attend school at the required times and to arrive punctually for all sessions.
3. I undertake my responsibility to notify school promptly if I am unable to attend for any reason, by calling the Sixth Form Attendance Office. I accept that it is my responsibility to contact subject teachers and to catch up on any work missed promptly.
4. I understand that I should make medical/dental appointments in non-class time. Holidays should not be taken during term time.
5. I understand that it is my responsibility to arrange and attend all mentoring sessions.
6. I accept that work should be handed in on time in order to receive a grade and that failure to meet deadlines may result in work not being assessed which may affect my final grades.
7. I understand that smoking is not allowed in the building or in a proximity to the school which implies that I am a student at the school. This includes electronic cigarettes.
8. I am aware of the guidelines on the use of mobile phones and the dress code for sixth form students (detailed in the Sixth Form Student Planner).
9. I agree to check my school e-mail regularly in order to receive important messages. (Essential if you are receiving 16-19 Bursary Funding and during UCAS.)
10. I agree to respect the fabric of the building, the communal facilities and the resources provided by the school.
11. I agree that all library books and text books will be returned to the appropriate department by the deadline date
12. I understand that I must wear my lanyard at all times and not bring any unauthorised personnel into school.
13. I have read and understood the attendance and fitness to study policy

STUDENT PRINT NAME _____ Signature _____ Date: _____

PARENT PRINT NAME _____ Signature _____ Date: _____

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