JCoSS Sixth Form Addendum to the Behaviour for Learning Policy: Sixth Form Conduct

Last Review: October 2026

Next Review: By end of Spring Term 2027

Committee; Inclusion

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Introduction

At JCoSS, our Sixth Form Conduct Policy is a synthesis of our core Jewish values, rooted in menschlichkeit and pluralism, our Behaviour for Learning ethos, and clear, practical frameworks for managing conduct and learning.

This policy outlines the standards of conduct expected of Sixth Form students and the interventions and support systems in place to maintain a respectful, safe, and focused learning environment.

This policy should be read in conjunction with the JCoSS Behaviour for Learning Policy, Behaviour Addendum for ASC students, Anti-Bullying Policy, Equal Opportunities and Anti-Racism Policy, ICT Acceptable Use Policy, the JCoSS Deadline Policy for Cambridge Technical Students and the Restraint Policy.

1. Ethos

Our ethos is rooted in menschlichkeit — the aspiration to be a good and ethical person. In the Sixth Form, students are viewed as role models and are expected to exhibit leadership through their conduct and learning habits.

2. Expectations of Sixth Form Students and Parents

Students

Students within the Sixth Form are considered to be aspiring young adults. They should set standards of good conduct for the rest of the school and be able to make informed choices about their conduct. Students are expected to:

- Maintain attendance to school and lessons above 95%

- Be punctual to all commitments, including: Tutor time, supervised study, lessons, Jewish Education and Kvutzah. Students are expected to be punctual 95% of the time.
- Take personal responsibility for their learning and conduct in and around the school.
- Complete all work on time and engage productively in lessons and study periods.
- Take a purposeful and productive approach to independent study periods.
- Dress according to the Sixth Form appearance code.
- Set a positive example for younger students.
- Be a mensch

Parents

We seek to work together with all parents in the best interests of our students, according to the policies and values to which parents and students have committed by joining our Sixth Form. We hope and expect that parents will:

- Support the school's policies and decisions on conduct, even when they may not agree with them.
- Communicate constructively with staff.
- Attend meetings when requested.
- Maintain a respectful tone, in writing, person and on the phone. Communication may be terminated if it is not reasonable, respectful and courteous.
- Ensure that students adhere to school expectations including conduct, punctuality, appearance, and attitude.

Upon entering the Sixth Form in Year 12 all students and parents will sign a Sixth Form Home/ School Agreement which they must uphold during their two years in the Sixth Form (see Appendix **A**).

3. Attendance

This part of the policy should be read in conjunction with the JCoSS attendance policy.

- Students in the Sixth Form are expected to have full attendance and punctuality - all aspects of the JCoSS Sixth Form timetable are compulsory. Where attendance falls below 95%, the school may set an attendance target for the student, withdrawing their place in the Sixth Form if this target is not met.

- Students in the Sixth Form are usually able to leave the school-site during non-contact times (break, lunch and periods for which they haven't been timetabled) ***from after the first Half-Term holiday of Year 12 onwards***.
- Permission to do so will only be granted to those with 95% attendance and punctuality or above.
- It is a privilege to be earned, not a right.
- Students who truant or intentionally miss timetabled sessions of any sort will not be awarded this privilege or will have the privilege withdrawn for a half-term (or longer for persistent offenders).
- Absence from non-timetabled compulsory activities that hasn't been authorised in advance or supported with medical evidence will be sanctioned with an SLT detention., Repeated absence or persistent absence from detentions will result in escalating sanctions in line with this and the JCoSS Behaviour for Learning policies.

4. Rewards System (R1–R7)

The JCoSS Rewards System celebrates students who exemplify menschlichkeit and high standards in learning and conduct.

Reward Levels:

- R1–R2: In-class praise, written feedback, reward points.
- R3: Handwritten postcards sent home recognising excellent academic or behavioural effort.
- R4: Student of the Month – nominated by faculties/ Heads of Year; name displayed publicly and a certificate/points awarded.
- R5: Headteacher's Commendation – 25 achievement points, certificate, entry in commendation book.
- R6: Access to exclusive events (e.g. reward trips) for students with strong behavioural records.

- R7: Leavers' Celebration Event Award – nominations for students with outstanding overall contribution.

Points are logged on the MIS (Arbor) and reviewed weekly. Tutors, HoY, and SLT monitor trends.

5. Sanctions and Consequences (C1–C7)

Students are expected to follow instructions, including adhering to our Behaviour for Learning policy, (alongside which this policy must be read and to which students in the Sixth Form are subject).

The sanctions outlined in the Behaviour for Learning Policy, Consequences Ladder and this policy will be deployed if students fail to meet expectations; this ensures a consistent and fair approach to behavioural issues. Sanctions follow the structure below, alongside the Intervention Stages outlined in this policy:

- C1: Warning/reminder
- C2: Logged warning
- C3: Removal + 30-min lunch detention + home contact
- C4: 5+ in one weekly category → 60 min after school detention
- C5: multiple categories/repeated removals → 90min after school detention
- C6: persistent escalation → Internal Isolation and/or Suspension
- C7: serious/persistent behaviour → PSP and/or Suspension/ and or withdrawal of place
- C8: most serious behaviour → Permanent Exclusion/ withdrawal of place

Persistent breaches result in escalation and lead to higher levels on the 'ladder'. A single incident can trigger a consequence higher up on the ladder, without having to go through the lower stages. Logging and MIS reporting are expected for all incidents.

6. Behaviour Intervention Stages

Where poor behaviour is repeated, alongside sanctions, a structured and supportive approach will be taken to ensure that students' behaviour in the Sixth Form is monitored closely and meets the expected high standards. We use a staged approach to give students the very best opportunity to learn and improve.

Where we have concerns over the historical behaviour record of a student joining the Sixth Form, they may be asked to start Year 12 at Stage 3. This may be due to the number or nature of their behaviours or logs.

Stage 1: Concern is raised; two-week green report issued by HoD/ HoF/ HoY; monitoring begins and a checklist (Appendix B) is started by issuing staff via Sixth Form Administrator:

This stage will usually address issues around the C1/ C2/ C3 level. Persistent or more serious issues may result in intervention starting at Stage 2.

- Academic concerns should be raised with the Head of Department (HoD) or Faculty (HoF), and the Form Tutor (FT) and Head of Year (HoY) should be notified. Academic concerns may be handled using the Academic Intervention process outlined in this policy.
- If the concern regards a wider Sixth Form element, e.g. Attendance, Supervised Study, low-level disruption, or is across more than one subject, the concern should be raised with the HoY. The FT or HoY will then speak to the student and may pass any concerns to the HoY 12 or 13 for further discussion with the student. The student's behaviour will then be monitored via a 2 week 'Green Report' by either HoD, HoF or HoY.
- Parents will be informed.
- Withdrawal of privileges such as, but not limited to, 'non-contact' periods or freedom to leave site (after the October Half Term in Y12).

- The completed report must be returned to the Sixth Form Administrator at the end of the two-week monitoring period.
- If the monitoring period is deemed successful by the HoD, HoF or HoY, it will come to an end.

- If concerns persist, the situation will be escalated to Stage 2.
- A one hour or ninety-minute detention will be issued in cases where a student has failed to meet expectations, deadlines or failed to attend a lunch detention.

Stage 2: HoY/ DHo6th/ Ho6th involvement; two-week amber report; support offered; parental contact

This stage will usually address issues around the C3/ C4/ C5 level. Support will be offered to the student. The support will be tailored to both the circumstances and the individual student, and may involve:

- Meetings with the Head of Year to discuss an action plan, including the stetting of targets that must be met.
- Withdrawal of privileges such as, but not limited to, 'non-contact' periods or freedom to leave site (after the October Half Term in Y12).
- Parents / carers will be informed to alert them to continuing concerns.
- Report to be returned to Sixth Form Administrator by student when complete.
- If poor conduct persists, Stage 3 will be initiated.

Stage 3: Head of Sixth Form issues red report; Behaviour Contract initiated

This stage will address issues around the C6/ C7/ C8 level, or where conduct hasn't improved following implementation of the previous stage(s) of this policy.

- The student will attend a formal meeting with parents, Head of Year and/ or Deputy/ Head of Sixth Form, and will be given a verbal warning.
- The student will be placed on a Red Report card.
- A behaviour contract will be drawn up, outlining expectations of the student and next steps, including withdrawal of place in the Sixth Form, should these expectations not be met.
- Timeframes and a review meeting will be scheduled at the meeting.

Stage 4: Final warning; Deputy Headteacher Red Report; Pastoral Support Plan initiated

This stage will address issues around the C7/ C8 level, or where conduct hasn't improved following implementation of the previous stage(s) of this policy.

- The student will attend a formal review meeting with the Head of Sixth Form and Headteacher and receive a written warning.
- Parents / carers will be asked to attend the meeting.
- A Pastoral Support Plan will be drawn up
- This may entail notification of Withdrawal of Place or Permanent Exclusion, should misconduct continue.

Stage 5: Permanent exclusion/ withdrawal of place may be enacted following persistent or serious breaches

This stage will address persistent issues, or where conduct hasn't improved following implementation of the previous stage(s) of this policy.

- The Headteacher will review the case with the Head of Sixth Form. If no improvement has followed Stage Four, the student may be permanently excluded/ have their place withdrawn from JCoSS Sixth Form.
- Parents and student will be invited to meet the Headteacher to discuss this.

These stages apply in serious or escalating circumstances, with discretion for earlier advancement based on context.

Suspensions and Permanent Exclusion/ Withdrawal of Place

There may be exceptional circumstances in which a student can be suspended from Sixth Form for a fixed term.

- Behaviour likely to lead to suspension may include: Threatening behaviour; Rudeness to members of staff; Violence; Bullying; Vandalism; Racism; Deliberate disobedience; Repeated disruption to the learning process; Behaviour deemed to undermine the good order of the rest of the School and/ or Sixth Form.
- Following a fixed term exclusion, parents or carers will be expected to attend a formal readmission meeting.

The Headteacher may decide that permanent exclusion/ withdrawal of place is necessary. Reasons may include, but are not limited to:

- Allowing the student to remain in the Sixth Form would be seriously detrimental to the education or welfare of others in the school;
- Persistent and defiant behaviour including phobic, sexist or racist bullying;
- Serious actual or threatened violence against a student or member of staff;
- Sexual misconduct;
- Supply or possession of an illegal drug or legal high;
- Carrying an offensive weapon;
- All other steps to encourage the student to obey the required Sixth Form rules / meet our behaviour expectations have failed.

Exclusion or withdrawal of a Sixth Form place may occur at any time for a single serious incident without recourse to the earlier stages of the student Behaviour Intervention procedure. Individual circumstances will be considered at all stages.

7. Academic Intervention Stages

Academic Intervention mirrors the behaviour framework, focused on supporting students and improving learning and progress.

A student may be identified as underachieving in one or more subject areas on the basis of:

- Academic data
- Failure to meet academic, engagement and Home Learning expectations (after each reporting stage)
- Head of Year, Department or Faculty referral or teacher referral.

Individual subjects will monitor student performance and inform parents where necessary, if the concern is in a single subject. This process may be supported by the Head of Year. If the JCoSS Deadline Policy for Cambridge Technical Students is triggered, this process may be adopted alongside it, at the discretion of the Head of Vocational Studies or Head of Sixth Form.

Where concerns exist across two subjects or more, the following process will be employed:

Stage 1 – meet Head of Year; monitoring report

- The student will meet with the Head of Year 12 or 13 and be placed on an academic monitoring report for two weeks. The report will monitor behaviour, attitude to learning, Home Learning, independent study and attainment.
- A letter will be sent to parents informing them of this decision and inviting them to attend a meeting.

Stage 2 – review and decide next steps

A review meeting will be held with the Head of Year to assess progress. A decision will be made in the meeting as to which of the following courses of action will be followed:

- The student comes off report if a significant improvement has been made and the student is meeting expectations.
- The student remains on report for another two weeks, at the discretion of the Sixth Form Team, if necessary.
- The Head of Year organises another meeting with parents if no improvement has been made and a verbal warning is issued (Stage 3 is automatically triggered).

Stage 3 – further monitoring; weekly meetings with HoY; Learning Contract

- The student continues with report after the meeting and meets with their Head of Year once a week for four weeks.
- A Learning Contract is issued, with clear responsibilities outline through target-setting
- A letter will be sent to parents informing them that failure to improve may result in the loss of the student's Sixth Form place.

Stage 4 – Formal warning; Pastoral Support Plan

- If improvement is not significant after four weeks, the Head of Year will arrange a meeting with parents, the Deputy/ Head of Sixth Form and/ or a Deputy Headteacher to discuss future options.
- A Pastoral Support Plan is created to ensure clear expectations, support and consequences.
- A formal written warning is issued which may result in loss of place at JCoSS Sixth Form.
- A meeting is scheduled four weeks later.

Stage 5 - Withdrawal of Place

- The Headteacher will review the case with the Head of Sixth Form. If no improvement has followed Stage Four, the student may have their place at JCoSS Sixth Form withdrawn.
- This stage applies in serious or escalating circumstances, with discretion for earlier advancement based on context.

The withdrawal of a Sixth Form place is not the same as a formal permanent exclusion as defined under the Education Act 2002. Sixth Form education is non-compulsory, and students are offered a place subject to meeting expectations outlined in the school's policies. The school reserves the right to withdraw a place based on behaviour, academic performance, or breaches to school policies its policies, following the intervention and review processes set out in this policy addendum. While this process is not classified as a statutory exclusion, the school is committed to ensuring it is fair, proportionate, and in line with its legal duties.

8. Mobile Phone, Technology Use and Students' Cars

Mobile Phones and Technology Use

Mobile phones and other devices must not disrupt learning or compromise safety. Students in Years 7-11 have to 'pouch' their phones. Sixth Form students will be permitted to retain the use of their phone in the Sixth Form area only.

Rules:

- Devices may only be used with explicit staff permission in classrooms for educational purposes.
- Phones seen or heard without permission will be confiscated.

Sixth Formers may use their phones within the Sixth Form area, but nowhere else (phones should be neither seen nor heard in the canteen, Sixth Form Cafe, or the school grounds)

Sanctions:

- 1st Offence: Phone confiscated and parent required to collect it from school the next day.
- 2nd Offence: Phone confiscated and parent required to collect it from school the next day.
- 3rd Offence upwards: Student is subject to lower-school Yondr pouch system (including all policy requirements)*.

Please note that if the phone's confiscation spans a weekend, the phone will not be returned, and these days will not be counted as part of the confiscation period. All confiscations include overnight periods – parents and students should be prepared for this eventuality, including ensuring that students have means to travel home without their phone.

* Persistent misuse may result in additional sanctions. The school reserves the right to hold devices in the school safe and to request parental collection.

Students' Cars

We do not govern parking in the local area, but seek to maintain good relationships with our neighbours and protect the reputation of the school. Students increasingly drive to school when they are members of the Sixth Form and we regularly remind them of where they must and must not park around the local area. We record students' car details to enable us to manage any incidents that may arise.

Armstrong Crescent and Westbrook Crescent are out of bounds.

If a student is found to have parked in either of these roads, we will manage the situation in the following way:

- The student will be asked to move their car immediately.
- The student may be asked to wait to speak to a member of the Sixth Form Team.
- The student can have their car key confiscated.
- Parents can be asked to come and collect the keys and car.

9. The Sixth Form Home/ School Agreement

All students and parents sign the JCoSS Sixth Form Home/ School Agreement, which formalises the commitment to:

- Attend punctually and consistently (target: 95%+)
- Complete all academic work to the highest standard
- Demonstrate maturity and respect
- Engage with enrichment, leadership, and volunteering
- Honour behavioural expectations and restorative processes
- Uphold the school's ethos in conduct, dress, and speech
- Be a mensch

Breach of this agreement may lead to withdrawal from Sixth Form following the outlined intervention stages.

10. Appendices

The following appendices support implementation of this policy and are provided as standalone documents:

Appendix A- Sixth Form Home School/ Agreement

The minimum expectation for all JCoSS Sixth Form students includes, but is not limited to:

- Menschlichkeit.
- Attending school and lessons punctually and consistently (95%+ attendance).
- Be in all lessons, timetabled sessions, study periods and tutor time punctually every day.
- Take advantage of the school's teaching and learning opportunities through developing and maintaining high personal standards in work, attendance, punctuality, dress and behaviour.
- Respecting others, school property, and the learning environment.
- Respond to academic and pastoral feedback in a positive way which demonstrates maturity and a want to improve.
- Take part in enrichment, super-curricular and other activities to support students' future plans and develop menschlichkeit.
- Give back to the school community through taking part in volunteering, mentoring and enrichment.
- Involvement in the programme of Careers Education and Guidance in order to take responsibility for, and make informed choices about, the future.
- Take responsibility for your learning and liaise with Sixth Form teachers and leaders regarding any issues or concerns.
- Completing all academic work (including Home Learning) on time and with care.
- Commit to completing all subjects chosen at the start of the academic year.
- Students will not be allowed to drop or change subjects after the agreed deadline (1st November).
- Taking responsibility for behaviour and working reflectively with staff.
- For students who fail to meet the above expectations and who do not respond adequately to the intervention strategies applied (see Behaviour and Academic Intervention Processes), we reserve the right to withdraw their place in the Sixth Form.

Signed: _____ (Student)
Signed: _____ (Parent)

Appendix B - Sixth Form Support & Withdrawal Process Graduated Intervention Checklist

This checklist ensures that all stages of intervention are completed and evidenced before a student's place in Sixth Form is withdrawn.

Stage	Action	Details	Date Completed	Evidence Attached
Stage 1: Concern Raised	Staff note dip in attendance, punctuality, academic progress or behaviour – monitoring begins	Informal conversations, initial staff notes, minor classroom concerns - report – parents informed		
Stage 2: Informal Warning & Support	Tutor/ HoY meets with student to discuss concerns; sets short-term goals	Notes of meeting; agreed targets; support offered (e.g. study support, mentoring) - parents informed		
Stage 3: Formal Meeting	Head of Year & HOKS5 invite student and parents/carers to formal meeting	Written record; clear warning of expectations; review date set – Behaviour/ Learning Contract issued		
Stage 4: Pastoral Support Plan	A written support plan is issued	SMART targets; timelines; consequences of continued non-compliance		
Stage 5: Review Meeting	Headteacher and HoKS5 review progress after 2–4 weeks with student and parents.	Progress recorded; plan adjusted or escalated as needed		
Loss of Place	If the PSP has not been successful, the student's place in the Sixth Form will be withdrawn	Headteacher's decision issued.		

Appendix C - Flowchart: Process for Withdrawing a Sixth Form Place

1. Concern Identified by member of staff
↓
2. Informal HoY Meeting
– Set short-term goals and tell parents
↓
3. Formal Pastoral Meeting w/parents and student
– Documented discussion, review schedule set, Behaviour/ Learning Contract issued
↓
4. Pastoral Support Plan; meeting w/parents and student
– SMART targets with timelines
↓
5. Review Meeting w/parents, Headteacher, HOKS5 and student
– Assess progress; if insufficient, escalate
↓
6. Final Warning Meeting
– Parents invited; risk of withdrawal discussed
↓
7. Panel Review of Evidence
– Senior staff consider if policy has been followed
↓
8. Decision & Right to Appeal
– Written outcome; appeal process available