

Behaviour Levels (Sixth Form)

These levels are determined by the tutor, pastoral team, and/or SLT as a measure of overall behaviour for learning, and are first allocated in November of Y12 unless specific behaviours trigger the application of lower levels.

Level	Description / Indicators
A*	<p>Thriving- likely to impress whoever you interact with in school or beyond</p> <ul style="list-style-type: none"> • In addition to the behaviours outlined in A below - is an outstanding role-model in the school community and beyond. • Always punctual to sessions and with no unauthorised absences. • Outstanding learning behaviours, including using private study time wisely. • Courteous and appreciative in interactions with others. • A mediator and peacemaker when others are in conflict. • An advocate for the rights and interests of others
A	<p>Demonstrating consistent adult maturity</p> <ul style="list-style-type: none"> • Always follows instructions and fully compliant with the expectations outlined in the Sixth Form Learning Agreement. • High level of attendance to lessons (at least 96%), and with no unauthorised absence to lessons, registration and assemblies, and consistently arrives to school on time. • Demonstrates mature A Level standard behaviours for learning, indicated by Engagement Level A in more than one subject. • Consistently thoughtful and supportive of other students. • Recognising our interdependence on one another for our individual well-being and that of the school community. • Shares concerns with family, teachers and/or tutor about any challenges/obstacles faced.
B	<p>Beginning to show signs of adult maturity and meeting basic expectations</p> <ul style="list-style-type: none"> • Follows instructions and adheres to the Sixth Form Learning Agreement. • Typically, a respectful and positive member of the sixth form community, mindful of its diversity and polite in interactions with staff. • Attendance to lessons is above 90%. • Generally punctual to lessons, registrations and assemblies, with no sustained unauthorised absence to lessons, registration and assemblies. • If placed on the 8.30am sign in system, to support with punctuality, engages with this and signs in each before 8.30am at reception. • Meeting subject teachers' basic expectations with academic work, indicated by Engagement Level B in more than one subject, but with room for improvement to fully engage.

Level	Description / Indicators
C	<p>Causing concern in attendance, behaviours or social interactions</p> <ul style="list-style-type: none"> • There may be repeating issues covered by the sixth form Learning Agreement and the student is not responding to reminders. <p>This could include:</p> <ul style="list-style-type: none"> • Attendance to lessons less than 90%. • OR Attendance to registrations and assemblies as the student has missed more than two in a term, and not engaging well with 8.30am sign-ins. • OR Concerns may exist around punctuality as the student is consistently late more than once a week to lessons, registrations or assemblies and the 8.30am sign- in procedure expectations are not being met. • OR May be showing concerning behaviours for learning such as missed deadlines and poor use of study time, indicated by Engagement Level C in more than one subject and possibly repeating referral to twilight homework catch-up.
D	<p>Ongoing concerns in approach to academic work</p> <ul style="list-style-type: none"> • Concerns identified at Behaviour Level C are persisting and not responding to additional support. • OR No/not enough improvement in overall attendance figure to lessons, registration/assemblies. • OR Lack of engagement with additional support offered (if relevant). • OR May be showing concerning behaviours for learning such as missed deadlines and poor use of study time, indicated by Engagement Level D in more than one subject and possibly repeating referral to twilight homework catch-up clinic. • OR Alternatively Level D may be applied when a student disrupts others or shows a lack of respect for teachers.
E	<p>Significant ongoing concerns in approach to academic work</p> <ul style="list-style-type: none"> • Concerns identified at Behaviour Level D are persisting and not responding to additional support. • OR no improvement in overall attendance figure to lessons, registration/assemblies. • OR lack of engagement with additional support. • OR may be showing concerning behaviours for learning such as missed deadlines and poor use of study time, indicated by Engagement Level D in more than one subject and possibly repeating referral to twilight homework catch-up clinic. • OR if a student is escalated to a Behaviour Level E for significant concerns related to a breach of the learning agreement.