

Post-16 Relationships Policy

Ethos, values and aims

The Post-16 Relationships Policy operates in alignment with the ethos, values and aims of the main school Relationships Policy with a small number of minor adjustments to ensure it is appropriate to the post-16 context.

As students have made the positive choice to join Post-16, significant behaviour incidents are rare in our setting but, if they occur, the whole-school policy applies.

Post-16 students are expected to act as role models around school and in return they will be treated as adults, with time taken to explain the rationale for a decision and care taken to ensure that conversations and discussions are held in an appropriate setting.

Students and parents/carers should be aware that in signing up to Post-16 the student is agreeing to abide by the Post-16 Relationships Policy and dress code at all times.

The information below should be read in conjunction with the whole school Relationships Policy. The guidance is straightforward common sense and as such it will not be laboured in a post-16 setting but may be a useful reminder in some situations.

Expectations of post-16 students:

Our rules and expectations are linked directly to the **Personal Best Values** at Ilkley Grammar School.



We strive to model and teach students to be **Responsible, Resilient** and to have **Courage** at all times.

In classrooms and Post-16 study areas, this will include, but not be limited to the following:

- Arriving on time
- Having all required equipment with you
- Having iPads (in Post-16 this includes your tablet or laptop) charged in preparation for learning
- Wearing full post-16 dress code
- Demonstrating readiness to work and learn

- Engaging with learning as soon as you enter the classroom
- Trying to overcome challenges in lessons
- Asking for help and support if you need it
- Having the **courage** to **respectfully** challenge others if they do not support a positive learning environment

In addition in a post-16 setting students are expected

- To be proactive and show initiative in the face of academic and other challenges
- To set their own SMART (specific, measurable, relevant and timebound) targets
- To spend a minimum of 15-20 hours a week on independent study (at home and at school)- the general expectation is that for every lesson there is at least 1 hour of independent study.

Around IGS, this will include, but not be limited to the following:

- Wearing full post-16 dress code, correctly at all times
- Moving to lessons without delay
- **Respectfully** challenging others if they do not demonstrate our Personal Best values around IGS
- Always challenging or reporting incidents of bullying or if someone is not being **kind**

We strive to model and teach students to be **respectful**, demonstrate **kindness**, and show **pride** at all times.

In classrooms, this will include, but not be limited to the following:

- Being polite and show **respect** to everyone
- Completing all work set to a high standard, taking **pride** in presentation and making full use of learning time
- Taking **responsibility** for your actions, understanding that negative behaviour affects others right to learn
- Behaving safely, so as not to put other students or staff at risk
- When dismissed, leaving the classroom in a calm and orderly manner

Around IGS, this will include, but not be limited to the following:

- Being polite and showing **respect** to everyone
- Following staff instructions
- **Respecting** everyone's right to learn; moving quietly around IGS, always on the left-hand side, and on designated stairwells
- Looking after IGS, treating the building and environment with **respect**
- Only eating and drinking permitted food/drink in designated areas and at social times
- Placing all litter in the provided bins
- Not chewing gum
- Follow the policy on mobile phones (*detail below*)

ClassCharts in Post-16

ClassCharts is used on a daily basis in Post-16 as in main school but with an adjusted interface appropriate to the post-16 context.

Students who were in Year 11 at IGS use the same login as in Year 11 (the 365 account). Students new to IGS will need to see the Post-16 Office for your 'Pupil Code' and then visit (<https://www.classcharts.com/student/login>) to log in.

- ClassCharts is where teachers will typically record any homework they have set for you and you can also record when you have completed it.

- ClassCharts is where rewards (positives) and sanctions (negatives) are recorded. If you receive too many sanctions it may result in study support session on a Thursday afternoon. Study Support sessions are received for missing deadlines and poor attendance. This is ultimately a supportive system to ensure that students develop good habits and always get work produced on time and to a good standard.
- A ClassCharts Login will be provided to Parents so they can celebrate your success and support you with your organisation.
- All ClassCharts information is visible to teachers, tutors, student support managers and parents.

ClassCharts rewards



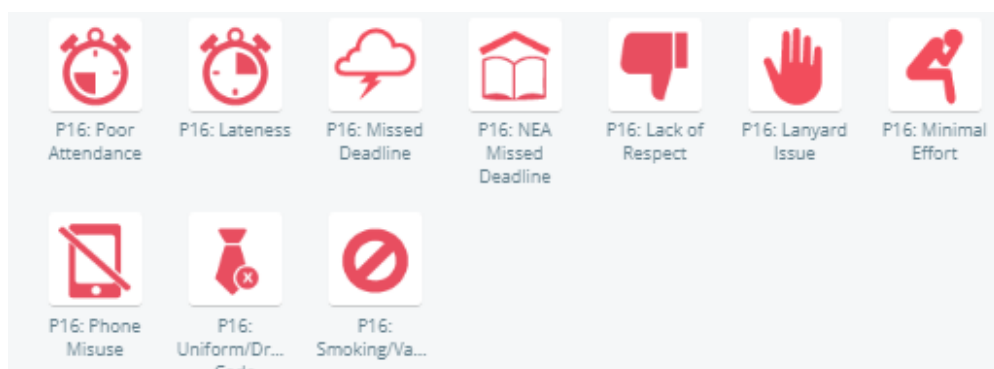
Rewards for outstanding conduct/commitment to learning

The post-16 rewards system will operate in broad alignment with main school policy, appropriate for a post-16 context, but in principle we believe that post-16 students should receive recognition for consistently outstanding role-modelling, conduct and commitment to learning, this includes weekly nominations for the Head Teachers Award.

ClassCharts sanctions

Sanctions are rare in a post-16 context, however, failure to meet the agreed expectations does sometimes result in sanctions. It should be noted that ‘positives’ and ‘negatives’, appropriate to the post-16 setting, are recorded on ClassCharts. Missed sessions with no appropriate reason will always generate study support on a Thursday.

ClassCharts sanctions are as follows



Academic concerns

Teachers will use ClassCharts to record day-to-day academic concerns using the range of concerns above. More general academic concerns will be reported at each Assessment Point. Any teacher who has a wider academic concern at other times will liaise with the Year 12 Learning Leader or the Year 13 lead who is likely to organise a meeting with you. If concerns persist, parents will be informed, and support plans may be put in place to ensure successful outcomes.

Disruptive behaviour:

If a student deliberately and persistently disrupts a lesson they will be sent to the Post-16 Centre where the level of disruption will be assessed and appropriate action taken. Actions will range from study support, timetabling of additional Supervised Study, contact with home, to, in extremely rare cases, time spent in Reflection, temporary or permanent removal from a lesson, or a fixed term suspension. If there is disruption in the library you may be asked to leave and rights of use may be removed.

Failure to complete homework/meet deadlines:

Missed deadlines will be recorded on ClassCharts and catchup will take place in Study Support on a Thursday unless a student completes the work before then. However, if a student is genuinely struggling with work and requires support, there are departmental catch-up sessions and the Student Achievement Managers are available to provide extra support e.g. organisational support, mentoring, etc. If these support mechanisms are not successful it may be necessary to place a student on a learning behaviour contract in which case contact will be made with parents/carers. Some students may have their curriculum day lengthened to 4pm in Period 7 if there are concerns about academic progress.

Unauthorised absence/truancy

If a student is unexpectedly absent from a lesson the teacher will press On Call and a member of staff On Call will make attempts to locate that student. Due to the increased flexibility in Post-16 regarding on and off-site learning the Post-16 Hub team/attendance officer may decide to phone home immediately if a student is unexpectedly absent. The following sanctions apply in the event of unexplained absence/truancy:

- Day absence: at least 1 hour Study Support and/or additional timetabled Supervised Study.
- Lesson truancy: at least 1 hour Study Support and catchup plan agreed and/or additional timetabled Supervised Study.
- Persistent absence will result in an attendance contract and may lead to a parental meeting.

Lateness

Lessons: ½ hour Study Support or timetabled Supervised Study for three late marks over a 2-week cycle.

Failure to follow the IT code of conduct

If an incident is not covered by ClassCharts it will be referred directly to the Post-16 Office for investigation, potentially leading to additional timetabled Supervised Study, time spent in Reflection, and very rarely exclusion. In serious cases sanctions will be applied according to the whole-school behaviour policy

Mobile phones

Mobile phones are a fact of life in the modern workplace and central to student social lives but that does not mean that there should be no boundaries at all as regards their use in Post-16. Being a Sixth Form student brings responsibilities and opportunities for growth and this is reflected in the extended phone privileges sixth form students have. Sixth Form students must be responsible in the way they role model their phone usage. Students are allowed to use their mobile phone on F Floor in the Post-16 areas and in other Post-16 study spaces during study periods. During Supervised Study mobile phones should only be used for listening to private music and are not an acceptable alternative to an iPad or Laptop for working purposes. Social usage of phones is allowed during breaks and lunchtimes but not in Supervised Study.

Around school post-16 students must follow the whole school policy of no visible mobile phones at except in post-16 study areas and outside areas at lunchtime and breaktime. Phones and air pods/headphones must specifically not be visible during circulation times, i.e. when all students are moving around the site, entering or leaving lessons. Misuse will trigger a negative on ClassCharts. Misuse will be monitored by the Post-16 team and 5 negatives will result in a Formal Conversation with the Post-16 team. This may ultimately result in phone privileges being suspended and/or confiscation if a student is unable to behave responsibly and demonstrate respect for the whole school culture.

Mobiles phones should not be visible during post-16 lessons at any time and students must come to lessons prepared with a charged laptop/iPad as phones are not an acceptable alternative. During periods of extended independent work in lessons post-16 students must ask the permission of a teacher if they wish to listen to music on their phones.

Alcohol/drugs/weapons

Immediate placement in 'Reflection' and likely fixed term suspension, or a potential permanent exclusion, as per our whole-school behaviour policy.

Support Plan (exemplar)

Support Plans are used in Post-16 on the rare occasion that a more structured approach is required as a result of persistent and ongoing issues relating to behaviour, attendance and independent study.

A support plan will typically follow the format below but will be adapted to meet the needs of each individual case

Date:

Dear

Our next step as a school is to place you on a support plan which sets out formally the basic academic expectations of a post-16 student at IGS both in and out of lessons and monitors how you are doing each day. The requirements set out in the support plan are not optional but are in line with the core expectations we have of all students. Please see below the details of the plan:

1. Any unavoidable absences to be reported to school by 8.30a.m. of the morning absence providing the reason (attendance of over 95% is expected from all students)	
2. Excellent attendance and punctuality to lessons and PBT	
3. All classwork and homework deadlines to be met or extensions discussed and agreed in advance with your teachers.	
4. Supervised Study periods may be added to your timetable. All Supervised Study periods must be attended punctually	
5. Productive use of independent study time – including 'blank periods' – you should not be spending more than part of a 'blank' study period in F Hall.	
6. Period 7 will be added onto your timetable, extending your curriculum day to 4pm	
7. To arrive to all lessons/study periods fully equipped to learn	
8. To engage fully in lessons/homework as evidenced by regularly asking questions/providing answers	
9. If ill-health means that you must leave school early, then you must first obtain permission from the post-16 office and, if possible, collect work for any lessons that will be missed. You must then sign out using the school system	
10. To secure commitment to learning grades of Excellent or Good in each lesson, as judged by your teachers	
11. You must ensure emails and ClassCharts are checked at least daily	
12. Provide evidence weekly to your teachers that you are catching up on any work missed (if appropriate)	
13. Provide evidence to teachers that you are revising for the summer examinations	
14. Full engagement with any revision/support lessons provided in each subject	
15. Attend catch-up/after school detention as required with no requests for changes	

You will need to meet weekly with an agreed member of the post-16 team to discuss how you are doing. If, at any review point, you fail to meet any of these criteria then we will need to meet formally to discuss next steps. I need to let you know that if any of these core expectations are consistently not being met then there is the possibility that you may have to be removed from roll.

We hope that this structure and clarity, which can operate like a checklist, will help you to work more productively for the remainder of year 12, enabling you to secure the best Next Steps options possible. Please note that the expectations in this Support Plan are in line with the basic expectations of all students.

The Post-16 Team