

Ellesmere Port Catholic High School

Sixth Form Home School Agreement

Name:

Form:

Our Catholic Ethos

We are first and foremost a Catholic Sixth Form and everything we do is guided by Gospel values. Every day begins with an act of worship whether in assembly or during form time. We have a full time Chaplain who plays a key part in the spiritual life of our community alongside providing important support to our pastoral teams.

We have Mass in school once a week. The Chapel is open at all times for private prayer and reflection for all our community. All students have the opportunity to go on retreat which is an important aspect of life in EPCHS6.

Our Sixth Form has always been actively involved in fundraising events for Charities throughout the year and our Sixth Form Council lead the way on arranging these events. It is important you play an active role in the life of the school and as a member of the Sixth Form you must always remember that you are role models to our younger students and so your attitude and behaviour should reflect that of a young adult.

At EPCHS6th we believe in entering into a partnership with every single student. We believe in some basic principles. Everyone in the Sixth Form has the responsibility to help create a happy, learning environment. We want everyone to feel as though they are treated as an individual and a valuable person. We do not apologise for having high expectations and we expect all students to respond positively to the warm partnership existing between students and staff. On the rare occasion that we have concerns about progress and behaviour, students may be subject to our disciplinary procedures as detailed below.

Our values: What really matters to us

- Strong Catholic Ethos
- Ensuring every child is known
- High expectations of everyone
- Excellent leadership at all levels
- Excellent teaching
- Excellent behaviour and personal standards
- At the heart of the community

Aims:

- To enable each student to fulfil their potential;
- To support students as they assume responsibility for their own learning and behaviour;
- To ensure acceptable standards of behaviour;
- To maintain a safe and productive environment in which to work;
- To foster respect for self, others and property;
- To ensure that students are fully aware of Sixth Form procedures relating to student behaviour;
- To work in partnership with parents/guardians wherever possible;
- To ensure that the good name of the school is upheld.

What the 6th Form will offer me as a student:

1. The highest possible quality of teaching and learning.
2. An ethos based on learning, achievement, aspiration and student responsibility.
3. Access to 6th Form Study Area and Quiet Zone, free rooms, ICT equipment and other equipment/resources that might be necessary for my course and contribution to the school.
4. Involvement in community service activities to help develop leadership and interpersonal skills.
5. Educational visits and talks to enhance the curriculum and develop positive relationships within the school.
6. Access to Information, Advice and Guidance.
7. Access to pastoral care to support my educational and personal development.
8. Guidance to Post 18 opportunities.
9. Individual tutor mentoring sessions to support academic progress.
10. Recognition and reward for effort and progress.
11. Support and strategies to ensure that progress is made towards target grades.
12. Social events to balance the academic demands of the 6th Form.

Student Agreement**As a student, I will do my best to:**

- Be aspirational and strive to achieve my targets and goals.
- Be fully committed in terms of my work ethic, time management and personal organisational skills.
- Maintain an excellent attendance and punctuality record.
- Co-operate with the teachers.
- Attend daily registration and all timetabled lessons, including General RE and PE.
- Attend re-sit Maths and English lessons where required.
- Attend all intervention sessions as and when required both during the school term and in the school holidays.

- Attend additional literacy and numeracy sessions where necessary.
- Put my studies before any part time job.
- Bring the equipment I need each day.
- Take responsibility for my learning.
- Prepare fully for lessons.
- Complete all classwork and home learning.
- Keep organised folders and files.
- Make effective use of my study periods.
- Register during every study period in the main study area.
- Adhere to the Sixth Form dress code and be tidy in appearance.
- Behave responsibly in the Sixth Form study rooms.
- Use my mobile phone responsibly – using it only in the study areas and not in the corridors or in classrooms.
- Keep the study rooms clean, tidy and free of litter.
- Be a positive role model for the school community.
- Respect the school environment and the local community.
- Be responsible for taking communications to and from school and home.
- Be polite and show respect to others and their belongings.

Sixth Form Uniform Policy

We expect all our students to have very high professional standards and uniform is no exception to this. Sixth Form is about preparing you for the world of work and so it is important that all students have high and appropriate standards of personal appearance. Our uniform policy has been put together with our Sixth Form Leadership team.

Dress Code

- Tailored black skirt fitted to the waist, just on or below the knee. No lycra skirts allowed.
- Black tailored pinafore dress, just on or below the knee.
- Full length black tailored trousers, fitted to the waist.
- Black jacket (blazer) - no colouring or non-textile materials.
- White blouse or shirt.
- Sixth Form tie navy blue with the school crest.
- Flat black/brown shoes – no trainers, pumps or working boots.
- Black, dark navy or flesh coloured tights with skirts or black socks with trousers. Fashion patterned tights are not permitted.
- Outside coats/jackets/hoodies are not allowed to be worn inside school.
- Discreet jewellery, which may include a necklace, bracelet, watch, ring and one pair of stud earrings through the ear lobe. Facial piercings are not allowed.
- Discreet use of make-up.
- Appropriate hair style which includes natural hair colour and hair length no shorter than a number 2. Hair should be tidy with one natural colour.
- No visible tattoos are permitted.

Sixth Form – e-safety regulations

The online world is integral to how our students study and apply for universities, apprenticeships and employment. The main Sixth Form study area has a number of computers with Internet access.

A copy of our ICT Acceptable Use policy for students is below.

- I will only access the system with my own login and password, which I will keep secret;
- I will not access other people's files;
- I will only use school IT facilities for school work and homework, research and applications for Post-18 opportunities;
- I will not insert or connect to the school network any computer or media storage devices from outside school unless I have been given permission;
- I will only e-mail people I know, or my teacher has approved;
- The messages I send will be polite and responsible;
- I will not give my home address or telephone number, or arrange to meet someone unless my parent, carer or teacher has given permission, or I am over 18 years of age;
- I will report any unpleasant material or messages sent to me;
- I understand my report would be confidential and would help protect other students and myself;
- I understand that the school may check my computer files and may monitor the Internet sites I visit;
- I will not use my own digital device in school unless given permission by a teacher or member of staff;
- I understand that misuse of the computers or internet will be dealt with severely and that misuse may constitute a breach of UK law as well as this policy.

Sixth Form Behaviour Policy

Rationale:

The Sixth Form Disciplinary procedure is designed to enable students to achieve their maximum potential and to treat them as young adults by adopting practices reflective of those in the workplace. It works in conjunction with the whole school discipline policy and other policies where appropriate. Every attempt will be made to resolve difficulties informally and at an early stage to ensure students remain in the Sixth Form and succeed in their chosen courses. Formal disciplinary procedures for managing students will only be used when informal strategies have failed or in the case of a serious incident.

Misconduct includes:

- Disruptive behaviour in class or in the study rooms.
- Continued defiance and/or failure to follow EPCHS 6th rules.
- Harassment and bullying.
- Physical or verbal abuse of other members of the school community, student or staff.

- Mischievous allegations against other students or a member of staff.
- Cheating and plagiarism.
- Dangerous driving on school premises.
- Vandalism including graffiti.
- Inappropriate behaviour during an extra-curricular activity, while on a study visit or approved Sixth Form activity.
- Failure to comply with the school's policy on smoking, alcohol or drugs.
- Possession of an offensive weapon.
- Failure to comply with the strategies previously put in place in order to facilitate change/success.

Informal disciplinary procedures:

The efforts of staff at EPCHS are directed towards helping students and every attempt will be made to resolve difficulties informally, and at an early stage, to ensure students succeed.

As part of the informal disciplinary procedures students will receive:

- Clear guidance on the effort and behaviour expected of them at the beginning and throughout their course.
- A timely and clear indication on each occurrence when their effort or behaviour is not appropriate or sufficient, in order that they are aware of what is expected of them and the steps needed to remedy the situation.
- Discussion or 'quiet chat' by form tutor or subject teacher to indicate that their progress or behaviour needs attention and counsel the student as to the improvement required.
- At this stage there is the option by both form tutor/subject teacher to raise their concerns in a phone conversations home.

1. Staged/Formal approach to behaviour

Stage 1

| Reasons | Action |
|--|--|
| <ul style="list-style-type: none"> • Failure to respond to repeated informal disciplinary procedures (see above). • Failure to complete assessments/class work/home learning to the required standard. • Inappropriate behaviour. • Inappropriate behaviour that results in an SLT call-out. • A student may be placed directly onto Stage 1 for a single, more serious misdemeanour. | <ul style="list-style-type: none"> • Detentions set by class teacher/subject leader. • Formal Verbal warning 1 • If necessary Formal Verbal warning 2. • Formal meeting with student and HOY to discuss issues. • Action plan to address problems and set date to review progress. • Parents/guardians will be contacted by phone to discuss the issues. |

Stage 2

| Reasons | Action |
|--|---|
| <ul style="list-style-type: none"> • Failure to address the issues that led to stage 1. • A student may be placed directly on Stage 2 for a very serious misdemeanour. | <ul style="list-style-type: none"> • Detention set by SLT. • Formal Written Warning 1 - Letter home to inform parents/guardians of the issues and the actions being undertaken. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Parents/guardians invited to discuss the issues with HOY. • Action plan to address problem set and date to review progress will be fixed at the meeting. |
|--|---|

Stage 3

| Reasons | Action |
|--|--|
| <ul style="list-style-type: none"> • A student who fails to address the issue(s) that led to them being placed in Stage 2. • For a number of very serious misdemeanours. | <ul style="list-style-type: none"> • Final Written Warning 2. • Parents/guardians are invited to attend a meeting with HOY and Deputy Head/Head teacher. • Reasons for being placed on Stage 3 explained and student asked to withdraw from the Sixth Form. • Support and guidance will be provided for a move to another educational institution, apprenticeship or employment. |

Sixth Form Attendance Policy

Rationale:

The Sixth Form Attendance procedure is designed to enable students to achieve their maximum potential and to treat them as young adults by adopting practices reflective of those in the workplace. It works in conjunction with the whole school attendance policy and other policies where appropriate. Every attempt will be made to address attendance issues informally and at an early stage to ensure students remain in the Sixth Form and succeed in their chosen courses. Formal disciplinary procedures regarding attendance will only be used when informal strategies have failed.

Attendance concerns:

- Attendance falling below the school target of 95%.
- Attendance becoming erratic.
- Patterns of absence emerging.
- Pupil obtaining an increasing number of unauthorised absences.

Informal disciplinary procedures

The efforts of staff at EPCHS are directed towards helping students and every attempt will be made to resolve issues regarding attendance informally, and at an early stage, to ensure students succeed.

As part of the informal disciplinary procedure students will receive:

- **Clear guidance** on the percentage attendance expected of them at the beginning and throughout their course.
- **A timely and clear indication** if their attendance falls below the required percentage, in order that they are aware of what is expected of them and the steps needed to remedy the situation.
- **Discussion or 'quiet chat'** by form tutor or a member of the Sixth Form Team to indicate that their attendance needs attention and advise the student as to the improvement required.
- At this stage there is the option by both form tutor/member of the sixth Form Team to raise their concerns in a phone conversations home.

Staged/formal approach to attendance:

Absence phone call

| Reasons | Action |
|--|--|
| <ul style="list-style-type: none">• First day absence phone call to be made by SFT to those pupils who have <u>not</u> contacted school to report an absence.• Pupils who are absent for two consecutive days and are identified as PP or PA will receive a phone call home from SFT. | <ul style="list-style-type: none">• Call noted on Arbor (Communication log – Attendance call). |

Identification stage

| Reasons | Action |
|---|---|
| <ul style="list-style-type: none">• Identification of pupils with attendance at school target of 95%. | <ul style="list-style-type: none">• Attendance Officer to send email home to identify attendance percentage as 95%. |

Stage 1

| Reasons | Action |
|--|---|
| <ul style="list-style-type: none">• Attendance falls to 93%. | <ul style="list-style-type: none">• Truancy call home.• Stage 1 letter sent to parents identifying attendance as 93%.• Formal meeting with student and HOY to discuss issues.• Action plan set out actions to address issues and set date to review progress. |

Stage 2

| Reasons | Action |
|--|--|
| <ul style="list-style-type: none">• Failure to address the issues that led to stage 1.• Attendance falls to 91%.• Attendance becomes erratic.• Pupil has an increasing number of unauthorised absences. | <ul style="list-style-type: none">• Formal Written Warning 1 – Stage 2 letter sent home to inform parents/guardians of the issues regarding attendance and request for a meeting with HO6th and HOY.• Medical evidence requested if absences are related to illness or medical appointments.• Action plan to address problem set and date to review progress will be fixed at the meeting. |

Stage 3

| Reasons | Action |
|--|--|
| <ul style="list-style-type: none">• A student who fails to address the issue(s) that led to them being placed in Stage 2.• Attendance falls below 85%.• Pupils have 5 unauthorised absences in a term. | <ul style="list-style-type: none">• Final Written Warning 2 - Letter home to inform parents/guardians of the serious issues regarding attendance and the actions being undertaken to resolve the issues.• Parents/guardians are invited to attend a meeting with HOY, HO6th and Head teacher.• Reasons for being placed on Stage 3 explained in meeting with parents/guardians.• Pupil placed on an Absence Management Report which will be reviewed on a fortnightly basis. Parents will be informed of the outcomes of the review meeting. |

Sixth Form Punctuality Policy

Rationale:

The Sixth Form Punctuality procedure is designed to enable students to achieve their maximum potential and to treat them as young adults by adopting practices reflective of those in the workplace. It works in conjunction with the whole school punctuality policy and other policies where appropriate. Every attempt will be made to address punctuality issues informally and at an early stage to ensure students remain in the Sixth Form and succeed in their chosen courses. Formal disciplinary procedures regarding punctuality will only be used when informal strategies have failed.

Punctuality concerns:

- Five or more lates.
- Punctuality becoming erratic.
- Patterns of poor punctuality emerging.

Informal disciplinary procedures:

The efforts of staff at EPCHS are directed towards helping students and every attempt will be made to resolve issues regarding punctuality informally, and at an early stage, to ensure students succeed.

As part of the informal disciplinary procedures students will receive:

- Clear guidance on the effort and behaviour expected of them at the beginning and throughout their course.

- A timely and clear indication of the consequences of poor punctuality, in order that they are aware of what is expected of them and the steps needed to remedy the situation.
- Discussion or 'quiet chat' by form tutor or a member of the Sixth Form Team to indicate that their punctuality needs attention and advise the student as to the improvement required.
- At this stage there is the option by both form tutor/subject teacher to raise their concerns in a phone conversations home.

1. Staged/Formal approach to behaviour

Stage 1

| Reasons | Action |
|--|---|
| <ul style="list-style-type: none"> • Student is late to school. | <ul style="list-style-type: none"> • Student is on automatic late gate detention for an hour after school. |

Stage 2

| Reasons | Action |
|---|--|
| <ul style="list-style-type: none"> • Student accumulates five lates. | <ul style="list-style-type: none"> • Student is placed on two hour SLT detention. • Conversation takes place with HoY. |

Stage 3

| Reasons | Action |
|--|--|
| <ul style="list-style-type: none"> • Student accumulates ten lates. | <ul style="list-style-type: none"> • Formal Written Warning 1 - Letter home to inform parents/guardians of the serious issues regarding punctuality and the actions being undertaken to resolve the issues. • Phone call home to discuss the punctuality issues. |

Stage 4

| Reasons | Action |
|--|---|
| <ul style="list-style-type: none"> • Student accumulates fifteen or more lates. | <ul style="list-style-type: none"> • Parents/guardians are invited to attend a meeting with HOY and Head of the 6th Form Head. • Student placed on Punctuality Management Report which will be reviewed on a weekly basis. Parents will be informed of the outcomes of the review meeting. • If punctuality issues continue student and parents will be required to attend a meeting with the Headteacher to discuss next steps. |

I have read, understood and agree to adhere to the following with regards to the 6th Form:

- The student agreement
- Uniform policy
- Behaviour policy
- Attendance policy
- Punctuality policy
- E-safety policy

Student Signature: Date: / /

Parent/guardian Signature: Date: / /

Head of Year Signature: Date: / /

Signed on behalf of the Governing Body.



(Chair)

Governor Committee

School Community

Internal Lead

Head of Sixth Form

Date:

October 2019

Date for Review:

July 2020