

Behaviour Policy

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Behaviour Policy

Lymm High School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, the support and interventions used to address poor behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles (see Appendix 1). Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.

The policy is based on the good practice outlined in Department for Education advice on behaviour and is in line with the duties set out in Schedule 1 to the Independent School Standards Regulations 2014 (academies).

1. Aims

Lymm High School believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social responsibility. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. Roles and responsibilities

2.1 School

The Governing Body is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated are reviewed from time to time. It will ensure that the policy is communicated clearly to the staff, pupils, parents and carers, via the website. The Governing Body will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Governing Body and will determine an acceptable standard of behaviour of all pupils. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour.

Staff, including teachers, support staff and volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination. All staff are expected to model the behaviour expected of pupils and take responsibility for behaviour in any part of the school. With the support of the Headteacher, staff are responsible for providing a positive learning environment

that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school. Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness. Staff have a responsibility to ensure that all pupils are listened to and supported, and that their views are taken into account.

The Governing Body, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

The Governing Body, Headteacher and staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all pupils to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination. This means that in accordance with the Equality Act 2010, the application of the behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion or sexuality.

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate pupils or colleagues. A response to behaviour may have various purposes including deterrence, protection and/or improvement. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report on behaviour, good or bad, to parents regularly: for example, via Class Charts and Progress Reports. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it.

We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed on walls in classrooms and other areas of school, as well as regularly reinforced via assemblies, tutor times and PHSE/Life programme lessons.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The school will put in place general and/or targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to,

that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An Individual Behaviour Plan, pastoral report and/or Provision Maps will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's SEND Policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see Section 5 of this policy.

Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the school, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

2.2 Pupils

Pupils are expected to take responsibility for their own behaviour and are encouraged to support their peers in behaving well.

They are expected to obey school rules, listen, follow instructions from staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or individual behaviour plans.

They have a responsibility to support the school's stance on bullying, prejudice, harassment, disruptive and unsafe behaviour by reporting any witnessed or suspected incidents either verbally or through written communication with key members of staff. Student can also use the confidential reporting system 'Tell Us.'

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated.

School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan.

Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly.

2.3 Parents

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour in school and outside of school. The school regards the relationship with parents and carers to be very important and it seeks to foster those relationships positively in order to maximise support

for their child. Parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour, and to raise with the school any issues arising from the operation of the policy.

Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child’s learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child’s behaviour and to adhere to any parenting contracts put in place. If a child receives an after-school detention, parents are expected to support the school. Please see ‘detentions’ below for specific guidance.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, to attend a reintegration interview at the school with their child.

3. School rules that apply at all times to all pupils

- Arrive promptly for school and for each lesson.
- Follow all instructions from staff in the school, without argument.
- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school.
- Coats should not be worn inside the school buildings.
- Food must only be eaten in the canteen or outside; pupils must not take food onto the corridors or other indoor areas
- Rude, derogatory, defamatory language towards groups with protected characteristics will not be tolerated.
- Be considerate of your peers and the extended community. Move quietly and sensibly around school. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways or when in other public places.
- Be polite and respectful to people and their belongings at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Bring the correct equipment to each lesson.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Gambling is not allowed on school property.
- The following items are not allowed in school under any circumstances:
 - Alcohol and drugs including “legal highs”
 - E-Cigarettes / vapes, cigarettes
 - Matches or lighters
 - Chewing gum
 - Weapons of any kind or instruments/substances intended to be used as weapons

- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Any other illegal item
- Unauthorised electronic or recording devices
- BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon
- Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The following behaviour is regarded as completely unacceptable and will result in disciplinary actions, possibly in suspension or exclusion, depending on the circumstances:

- persistently unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- refusal to follow instructions from any member of staff, and especially pastoral and/or senior staff
- verbal abuse to staff or another pupil
- serious actual or threatened violence against another pupil or a member of staff
- any form of bullying, including cyberbullying
- using online platforms and/or social media irresponsibly (for example: identifying staff or students of the school without their permission; posting images or video of staff or students online without their permission; or bringing the reputation of the school into disrepute)
- serious misuse of mobile phones (see Section 3.1)
- indecent behaviour
- vandalism / damage to property (n.b. if a student deliberately causes damage to anything in school, then they may be asked to contribute towards the cost of any repairs).
- smoking on school premises, including e-cigarettes / vapes
- supplying, possessing or using an illegal drug or other substances, including solvents or "legal highs",
- theft
- sexual harassment, online sexual abuse and sexual violence (including sexualised language)
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- abuse in intimate personal relationships between peers
- upskirting
- initiation / hazing or other intentional humiliating behaviour
- carrying an offensive weapon
- arson
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy / lateness
- refusal to take part in screening / searching
- possession of items prohibited under the school rules as set out above.

Please refer to the Sixth Form Code of Conduct in Appendix 3 for more details about expectations of Sixth Form students.

3.1 Mobile phones and other electronic devices

Pupils in Years 7-11 are expected to turn off their mobile phones and any other electronic device and store them safely in their school bag when they arrive on the school site. They should not turn them on again or use them until they leave the site at the end of the day. The only exception to this will be if a member of staff gives explicit permission for a device to be used in a lesson for a specific purpose (e.g. for a learning activity).

If phones or other electronic devices are seen without permission having been given, they will be confiscated until the end of the day. Repeat offences will lead to detentions and could result in the device being confiscated for a longer period and/or until parents come into school to collect it. Similarly, if headphones (e.g. airpods) are seen, they will be confiscated along with the associated phone.

Students in Years 12 and 13 may use their devices for the purposes of private study and in the Upper or Lower Hex, or if they are given permission from a member of staff to use them in a classroom. They should not be used whilst moving around the main school site.

If pupils need to make an urgent phone call during the school day they should use a school phone in Student Services.

Mobile phones or other devices should never be used to access social media platforms during the school day.

Using phones to photograph or record anybody without their knowledge (including / especially school staff) is a serious matter and is likely to result in suspension.

Likewise, it would be a serious matter were a pupil to use a mobile phone to record instances of misbehaviour of other pupils (for example, attempting to record a fight or other altercation). This would likely result in suspension.

3.2 Drugs and Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

The school will not tolerate drug use of any sort on school property or during off-site school activities. This includes solvents and any other substance that can be misused or harmful, including 'legal highs'.

The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. Pupils are likely to be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing or taking drugs.

Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

4. Malicious accusations against staff

We aim to build strong and positive relationships with pupils. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff.

If, after investigation, the accusation is deemed to be false or malicious (i.e. a deliberate act to deceive) then serious sanctions are likely to be applied to the student which could result in permanent exclusion.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Lymm High School wants to make sure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. This includes any form of cyberbullying.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and our [anti-bullying policy](#) is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying is made, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether suspension or exclusion is appropriate in light of the circumstances.

6. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students.

Sanctions are issued with respect to the seriousness and frequency of the behaviour. The Typical Consequences Chart in Appendix 2 sets out the kinds of sanctions that can be expected for some of the most common examples of misbehaviour.

For more information on the school's use of suspensions and exclusions, please refer to our [Suspension & Exclusion Policy](#).

Lymm High School operates using the following disciplinary measures:

6.1 Detentions

Most detentions are conducted during school hours, but there will be occasions when pupils are required to attend detention after school – typically when students have already failed to attend lunchtime detentions.

All detention notifications are made via Class Charts, either on the app or through the Class Charts website. For after-school detentions, parents will receive 24 hours' notice.

Please note that parental consent is not required for detentions, including after-school detentions. We will not re-arrange any after school detention unless there are exceptional circumstances. Inconvenience to families does not constitute an exceptional circumstance and it is not the responsibility of school to organise transport home after a detention. If there is an exceptional reason why a student cannot attend an after-school detention, parents must contact school before breaktime on the day to discuss the issue.

6.2 Isolation

Pupils who have breached the school behaviour policy in more serious ways may be placed in isolation away from other pupils for a limited period.

On occasions, pupils may be withdrawn from their lessons or part of a lesson if required to assist in an investigation, or when withdrawal would act as a preventative behavioural measure or for their own or others' health and safety or well-being. In such cases, withdrawal is not recorded as a sanction.

Isolation is a serious sanction. The decision to withdraw a student temporarily from his/her school routine will be made reasonably and proportionately in all cases.

Within the Isolation Room, pupils will be supervised and permitted to eat and drink at designated times and visit the toilet when necessary. At all times pupils will be treated with respect and dignity.

6.3 Step Out

On occasions, as an alternative to suspension or isolation, students may be directed to attend a different school as a 'step out'. This would ordinarily be for a maximum of 2-3 days.

6.4 Off-site direction

Off-site direction is a temporary, time limited measure which can be used by schools to help improve behaviour. Please see our 'Suspension and Exclusion Policy' for further details.

7. Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on

whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

When considering a behavioural sanction for a pupil with SEND, the school will consider whether the pupil was unable to understand the rule or instruction and whether they were unable to act differently at the time as a result of their SEND.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

8. Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- vapes, e-cigarettes, tobacco and cigarette papers
- fireworks, flares, 'bangers' or similar
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. (Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes / vapes confiscated in school will be destroyed.

9. Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself);
or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Lymm High School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned.

Such serious incidents involving the use of force will also be recorded by the school.

10. Attendance

Regular attendance at school is required by law, and Lymm High School takes attendance very seriously. There is a register taken twice daily and at the start of each lesson, and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's [attendance policy](#).

11. Uniform and appearance

The intention of the uniform policy is to promote pride and responsibility in our students in preparation for adult life. It should also ensure equal opportunity without extremes of fashion. Correct school uniform must therefore be worn at all times on the school site and when travelling to and from school.

Uniform expectations are as follows:

- Official school blazer. Blazers must be worn to and from school and during the school day, at full arm length, sleeves not rolled up. Staff may allow students to remove blazers during lessons but they must be worn when moving around the school.
- Clip-on school tie, crest below knot.
- Optional school jumper: regulation only, no cardigans. Jumper must be worn untucked.
- White shirt (long or short sleeve) with collar. Shirts must be tucked in and buttoned at the neck with the tie attached properly. (Coloured or 'visible' t-shirts are not to be worn underneath, under garments should not be visible).
- Plain black formal full length trousers that hold a crease. Jeans or canvas trousers are not acceptable nor are designs which are exceptionally baggy or tight, or classed as jeggings, skin tight, or worn very low on the hips or as a 'fashion item'.
- Plain black belts can be worn through belt loops of trousers. No large buckles, studs or embellishments.
- Black, white and red checked kilt. Length no shorter than 2" above the knee, not to be rolled up.
- Tights are to be worn in half-terms 1-5 with skirts. Footless tights or socks worn over tights are not acceptable.
- Tights should be plain black opaque (no patterns) and should be no less than 40 denier.
- Socks should be black – and knee length if worn with skirts in half-term 6.
- Plain and polishable full shoes (no extremes including size of heel). No boots, trainers, skate shoes, canvas shoes, logos or open toed shoes. Any shoe laces to be black. See school website for examples of acceptable/unacceptable styles.
- Dark coloured coats only. Leather or denim jackets are not allowed. No coats, hats, scarves or gloves to be worn in the school buildings. No hooded tops, coloured jackets/ sports jackets allowed.

- No hoodies may be worn over or under school blazers, only traditional coats to be worn over the top
- No jewellery apart from a plain wristwatch (n.b. smart watches are forbidden and therefore not to be worn).
- Hair should be neat and conventional with no extremes of style, tramlines or colour that draw attention. No haircuts shorter than a grade 2.
- Make-up must be discreet: for example, light and natural looking concealer make up may be worn. Nails must be short and unadorned. No gel, extensions or jewels. Clear nail varnish only may be used. Eyebrows and eyelashes should look natural, no eyelash extensions.
- No visible body piercing or tattooing is allowed.

Please see Typical Consequences Chart (Appendix 2) for details of typical sanctions for failing to wear uniform correctly.

Pupils not following the uniform policy will be expected to correct the issues immediately if possible. For example, pupils wearing excessive make up/nail varnish will be given wipes to take it off and pupils will be required to take piercings out and/or remove false nails.

If a uniform infringement cannot be corrected immediately, students will have their social time taken away (via detentions) until the issue is resolved. In extreme cases, students may be isolated until the issue is resolved.

Jewellery will be confiscated until the end of the week. Other items of clothing that are not permitted (e.g. hoodies) will be confiscated until the end of the day in the first instance but repeated instances will result in the item being kept until the end of the week and/or until parents come to collect it. Repeated incidents of failure to wear uniform correctly is likely to lead to more serious sanctions, including isolation or suspension.

If there is any reason for a student wearing any non-uniform item (e.g. a medical reason or because an issue cannot be corrected immediately) this should be agreed with the Head of Year or Student Services and a uniform card ('green card') will be issued.

Please note that a judgement about what is or is not ultimately acceptable as regards appearance, uniform, make-up or haircuts are left to the discretion of the Headteacher (who may delegate the power to a member of the Senior Leadership team).

12. Regulating pupil's offsite conduct

Pupils are ambassadors for our school, even when off school premises, and we expect them to act accordingly.

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school (e.g. cyberbullying) will be disciplined by the school. This also applies to pupils who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;

- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

13. Rewards policy

Lymm High School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Pupils thrive on positive praise, encouragement and recognition for their hard work and efforts.

Staff are encouraged to praise and reward pupils regularly on an informal basis: for example, verbally, with written comments, telephone calls home, or with Hall Points via Class Charts.

There are also opportunities for pupils to be rewarded more formally, such as by the Headteacher, in assemblies, access to rewards trips, 'golden ticket' draws or at Celebration or Awards Evenings.

14. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe in Education statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. These measures can be found in the Child Protection and Safeguarding Policy p14-17. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

15. Interrelationship with other school policies

In order for the behaviour policy to be effective, clear links with other school policies, such as Anti-Bullying Policy, Online Safety Policy, Acceptable Use Policy and SEND policy have been established.

16. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaint procedure see our [Complaints Procedure](#).

This policy will be reviewed annually.

Appendix 1

Behaviour Principles

The following principles have been approved by the governing body and outline the principles behind this behaviour policy:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Suspension and Permanent Exclusion Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Typical Consequences Chart

The table below outlines the typical consequences for some of the more common breaches of the school rules. It is important to note that these are merely *typical* consequences and each incident will be dealt with individually, taking into account the specific circumstances and any mitigating or aggravating factors – including the extent to which a pupil has repeated the behaviour.

Example of behaviour	Typical consequence	Notes
Following a warning, a pupil continues to: <ul style="list-style-type: none"> • Cause low-level disruption and/or prevent learning from taking place • Be off task / not engaged in own learning • Make insufficient effort • Be otherwise uncooperative 	Class teacher detention / conversation (10 minutes)	A warning will usually be issued for low-level misbehaviour of this kind before any sanction is issued.
<ul style="list-style-type: none"> • Continuation of behaviours outlined above even after a class teacher detention has been issued. This will lead to student being 'exited' to another classroom.* • Failure to attend a class teacher detention • Inappropriate uniform ** • Eating on corridors • Behaviour in a lesson that is unsafe (e.g. in a practical lesson) • Poor behaviour at social times: e.g. overly boisterous behaviour or being in areas of school that are out of bounds • Dropping litter • Arriving late to form or arriving late to a lesson (i.e. arriving after the second bell for period 3 & 5 or arriving later than the majority of other students to periods 1, 2 or 4) • Mobile phone or other electronic devices visible or not switched off during school day *** 	Lunchtime detention (30 minutes)	* If a student receives two or more exits in one day, they may be placed in isolation the following day. ** If uniform can be corrected immediately (e.g. shirt tucked in or earrings removed), it should be. This includes using alternatives provided by the school where possible (e.g. shoes). If this is not possible (e.g. unacceptable haircuts or false eyelashes that can't be removed) the student may be sent home to correct the issue or placed in break/lunchtime detentions (or isolated) until the problem has been corrected. *** For first offences, phone will be confiscated until the end of the day with detentions typically given for the third incident in a half-term. Further incidents may see phone confiscated until parents/carers can come into school to collect the phone.
<ul style="list-style-type: none"> • Failure to attend a lunchtime detention • Truancing lessons* • Persistent failure to follow uniform policy 	After-school detention (50 minutes)	If a student has truanted more than one lesson, the sanction is likely to be escalated; for example to an extended after-school detention and/or isolation

<ul style="list-style-type: none"> Failure to attend an after-school detention 	<p>Extended after-school detention (1 hr 20 minutes)</p>	<p>If students do not attend this detention or they attend and do not meet our expectations resulting in a 'failed detention' this will be escalated to the student being placed in isolation.</p>
<ul style="list-style-type: none"> Failure to attend extended after-school detention* Smoking/possession of cigarettes / e-Cigarettes or vapes or being in the presence of others smoking/vaping Persistent or serious non-compliance with staff instructions and/or blatant refusal to follow the school behaviour policy Refusal to follow instructions from, or walking away from, a member of the pastoral or senior leadership teams 'Failed exit' – i.e. refusal to comply with instruction to be exited from a lesson and/or not co-operating fully with staff once classroom is left Refusal to hand over a phone or any other banned item ** Persistent breaches of behaviour policy and/or serious non-compliance 	<p>Isolation</p>	<p>* Failure to attend extended after-school detention will result in isolation but the detention will still need to be served</p> <p>** Pupil will be expected to hand the item over before returning to lessons</p> <p>Suspension is most likely to be used where a pupil has failed to meet the expectations of the Isolation Room. In this instance, the pupil will be expected to complete a full day in isolation upon their return from suspension.</p>
<ul style="list-style-type: none"> Verbal abuse directed towards teacher or about a teacher Racist/homophobic/sexist or otherwise prejudiced behaviour and/or use of language Bullying (all forms, including cyber-bullying) Violent, threatening or dangerous behaviour Non-compliance with expectations in Isolation Room Serious breach of mobile phone policy Refusal to cooperate with a search (see 6.1 search and confiscation) Setting fire alarm off 	<p>Internal exclusion (i.e. 8am-4pm in isolation) or suspension</p>	<p>Internal exclusion is used as an alternative to suspension and will generally be used where possible. Parents will be expected to attend a meeting on the morning before a student enters the isolation room.</p> <p>Suspension is most likely to be used where a pupil has failed to meet the expectations of the Isolation Room. In this instance, the pupil will be expected to complete a full day in isolation upon their return from suspension.</p> <p>For incidents warranting a sanction of more than one day, a combination of internal exclusion and suspension may be used.</p>
<p>Serious one-off breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Examples of this might include:</p> <ul style="list-style-type: none"> Serious actual or threatened violence against another student or a member of staff Sexual abuse or assault 	<p>Permanent exclusion</p>	<p>Please see Suspension & Permanent Exclusion Policy for more details.</p>

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Possessing, using or supplying an illegal drug• Carrying an offensive weapon• Arson• Serious and/or persistent prejudiced behaviour (e.g. racist or homophobic abuse)• Serious and/or persistent possession and/or supply of prohibited items | | |
|---|--|--|

Appendix 3 – Lymm High Sixth Form Code of Conduct

LYMM HIGH SIXTH FORM

CODE OF CONDUCT

A TTENDANCE

Students to attend all timetabled classes, morning tutorials, supervised study periods and Life programme sessions, arriving punctually, and to notify us of any absence.

B EHAVIOUR

Students to always act as polite and mature role models within the school, showing respect to others and school property and to wear the appropriate business dress.

C OMMITMENT

Students to participate in all aspects of school life, to do their best to achieve their full potential and take responsibility for meeting deadlines for the submission of their work.

MINDSET

VISION

We aim to develop students who understand why they are studying at Sixth Form, who set themselves aspirational goals for their future and can develop action plans to achieve these

E FFORT

We aim to develop students who complete at least 24 hours of study outside of the classroom per week and build on the work set by teachers by completing their own proactive independent study

The following are the skills that are essential for success at Sixth Form.

We expect our students to develop these skills, with support from teachers and tutors over the first year.

A TTITUDE

We aim to develop students who demonstrate appropriate behaviour and have the resilience and accountability to respond to a challenge or difficulty in a positive manner

S YSTEMS

We aim to develop students so that they have organised systems in place whereby they manage their learning effectively, using self-reflection and time management

P RACTICE

We aim to develop students who have effective methods of learning that involve active engagement in lessons, reviewing and consolidating subject knowledge outside the classroom and possessing the skills to apply content in exam situations



The Aims of the LHS Code of Conduct

The Code of Conduct seeks to help Lymm High School Sixth Form remain a disciplined and supportive community in which all members, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe and supported.

The objectives of this code of conduct are:

- to ensure that all members of the Lymm High School Sixth Form - sixth formers, staff, parents, carers and governors - understand their role in contributing to the creation of a safe, stimulating, encouraging and academic atmosphere
- to make clear the standards of attendance, behaviour and commitment that Lymm High Sixth Form expects from sixth formers
- to outline how sixth formers will be praised and rewarded when they reach these standards
- to outline likely consequences in cases where sixth formers fail to meet expectations
- to give clear guidance on how the characters and minds of our sixth formers can be nourished to develop and grow into proactive young citizens, who have an understanding and respect for the behaviours needed to live in a multi-cultural, tolerant and well-ordered society
- to continue to raise achievement so all of our young people leave with the skills and qualifications needed to be successful in the future

Rights and Responsibilities

Sixth form students have certain rights and privileges that younger pupils in our school do not. For example, sixth formers will have the following privileges:

- the opportunity to wear business dress
- be allowed off site for lunchtime
- be allowed to study from home if they have no lessons or SSP periods during period 5
- have their own study areas and social area – the Hexagon and N block study rooms
- have their own bistro and access to hot drinks and vending machines
- be allowed to bring mobile phones and use them responsibly in the sixth form areas
- be allowed to lead and organise societies and enrichments

At the same time, it is expected that all sixth formers must:

- come to all lessons, supervised study periods (SSP), assemblies and registration on time, all the time and every day
- use study periods effectively by utilising the spaces provided in school, including the Upper and Lower Hexagon and N block study rooms
- attend study groups as directed by faculties
- complete all assignments to the very best of their ability and meet all deadlines set
- complete at least eight hours of independent study per subject per week; this is the equivalent of two hours of work per one hour of taught lesson time
- provide their own resources, paper, files and study materials
- be polite and respectful to all other students and staff at all times
- never distract or prevent others from learning
- listen carefully and follow staff instructions at the first time of asking
- act as role models to the lower school students
- keep their mobile phone hidden and turned off at all times, except when in the sixth form areas

- always wear business dress
- respect and care for our school site and report any concerns to the sixth form Student Services
- participate in a range of enrichment activities beyond the classroom
- park cars/mopeds in the designated Sixth form car park only
- only ever eat food in designated areas

Our non-negotiable expectations of attendance, behaviour and commitment are explained in detail below. Students should read these conditions carefully before signing the student contract so that they are fully aware of the systems used in our sixth form.

Attendance

Lymm High School Sixth Form recognises that good school attendance plays an essential part in academic and personal development for post-16 students. Students are expected to attend all lessons, including supervised study periods and registration each morning, aiming to achieve at least 96% attendance each year. We will work with students and their parents/carers to ensure that each student attends school regularly and punctually. We do provide information about attendance and punctuality when asked to provide references for UCAS and other applications. We also reward students with excellent attendance and punctuality through prize draws and postcards home. It is crucial that students see the link between attendance and academic achievement and therefore we:

- do not allow holidays during term time
- expect students to inform us of any planned absences (e.g. university open days, hospital appointments and interviews)
- expect notification via Class Charts from a parent/carer in the event of illness – before 8.25am on the day of illness

We encourage all students to use their time wisely and attend each day from 8:25-3:10pm each day. In the event of students having a non-contact period P5, they can leave the school site at 1:15pm. Students are only able to take on paid work, make routine appointments or have driving lessons, during their afternoon non-contact time.

If a student is unwell this must be reported to school each day by a parent/carer by 8am via Class Charts, it is the student's responsibility to ensure they catch up on any work they miss. For any other absences e.g. unavoidable appointments, exceptional family circumstances, please report this to school.

If there are any concerns over a student's attendance and/or punctuality, they will be required to meet with either their tutor or their Head of Year; a letter will be sent home and the student will be subject to a period of monitoring for at least two weeks. If this does not generate sufficient improvement in attendance, there will be a further meeting with their Head of Year, the student will lose the right to leave site in the afternoon and will be required to report to N106 instead. If concerns over attendance remain after a further monitoring period, then the staged process outlined in the 'Failure to Meet Expectations' section towards the end of this code of conduct will apply.

In accordance with 16-19 funding guidance regulations 2023-24, students will be withdrawn from their programmes of study if they do not return to learning after being absent for 4 weeks. Also in

accordance with the EFSA funding guidance, students will lose their right to free examination entry if their attendance falls below 85%, or if it means they have not completed necessary work.

Behaviour

Sixth form students are young adults who expected to be role models for the younger students. They have also made a conscious decision to continue with their studies at Lymm High Sixth Form and have signed the contract stating that they have read and accepted the expectations outlined in this code of conduct. It is therefore expected that there should be no disruption of any kind within lessons and that behaviour around school should be exemplary. Expectations of behaviour are, quite rightly, significantly higher than in the main school: as a result, sanctions are likely to be more serious and applied more swiftly than they might be for students in years 7-11. This includes the use of fixed term and permanent exclusions where students do not meet expectations.

Please see the whole-school policies on behaviour, drugs and exclusions & appeals for further details on typical consequences for certain incidents, particularly more serious incidents such as those involving illegal substances, violent conduct or refusing to comply with staff. For less serious incidents, the whole-school policy acts as a guide but the approach taken towards sixth form students will be a little more flexible than that in the main school. However, the following points ought to be highlighted:

- As in the main school, low level misbehaviour in class will bring a warning. If misbehaviour continues, a negative point will be awarded on Class Charts and a student may be exited from the lesson. The key difference here is that sixth form students exited from lessons will be sent to the sixth form area rather than another classroom.
- Any student exited from a sixth form lesson (including SSP lessons) will also be isolated in the sixth form area for the following day. Parents will be informed if this happens.
- Any student found smoking/vaping or to be in the presence of smokers/vapers on, or near, the school site will receive multiple lunchtime detentions and parents will be informed.
- Refusal to co-operate with an instruction to be exited or cases repeated exits from lessons will likely result in a fixed term exclusion followed by a readmission meeting with parents and an action plan being drawn up.
- Sixth form students who persistently fail to meet the expectations laid out in this code of conduct will be subject to the staged process outlined in the section 'Failure to Meet Expectations'.

Expectations in the Upper and Lower Hexagon and N Block Study Rooms

All students will have the following features on their timetable:

- *Lessons*: typically 8 or 9 hours of lessons per fortnight per subject, with subject teachers
- *Supervised Study Periods (SSP)*: 4 x SSP sessions per week will feature on students' timetables and during these periods students must attend the Upper Hexagon and register with the member of staff on duty
- *Study periods*: where students do not have a timetabled lesson or supervised study period, they are able to choose where they study or, if this falls after lunch, they are able to go home. Students are welcome to use the Library, Upper Hexagon or N block study rooms, or they may choose to relax with friends in the Lower Hexagon. Students are advised to use these periods wisely as work can quickly pile up and any student underperforming may have these non-contact periods withdrawn. Students are free to study in the free rooms available during these times, are allowed to use headphones and may use the time to work in groups.

The Upper Hexagon is permanently staffed, students are expected to work in silence; the use of mobile phones or headphones is not allowed and such items will be confiscated if seen. Students will be asked to leave these areas if they are unable to follow these expectations and additional consequences will be applied in line with those used in the event of a student being exited from a subject lesson (please see section on behaviour for more details on this).

Commitment

Sixth form Independent Study / Homework Policy

As a full time student at Lymm High Sixth form, all students are expected to undertake a significant amount of study outside lessons. This additional study is essential if students are to achieve or exceed their target grades, and will help the preparation for university study.

Homework is set in order to:

- reinforce and consolidate work covered in lessons
- encourage independent and reflective learning
- develop a deeper knowledge and understanding
- prepare students for future lessons or assessments
- promote an interest and joy in learning
- enable teachers in to make a judgement about students' progress and level of attainment.

Homework will be varied in terms of tasks but it will always be relevant to students' courses, with vocational courses often constituting on-going work on students' assignments. We recommend that for each Level 3 qualification (AS, A2, BTEC, applied qualifications) students should study for a minimum of at least **eight hours per week, per subject** outside of lessons; this is roughly the equivalent of two hours independent study for each one hour of taught lesson time in most cases.

Students will be supported with the increased demands on their time through our tutorial sessions, and we certainly do not expect students to be fully independent from the moment they join us in Year 12. Much homework will be structured, but it is **important for students to realise that they are also expected to use their time outside lessons to review their notes, revise material covered in lessons and develop their understanding by reading around the subject.** Even if this is not specified explicitly by teachers every week, students must understand this and organise their time accordingly.

During periods in which there are examinations or controlled assessments, homework will normally be to revise, with the major emphasis being on completing past exam questions to fully prepare students for external examinations.

Where homework or lack of effort in lessons becomes a consistent issue, the staged process outlined in the 'Failure to Meet Expectations' section of this policy will be applied.

Academic Support

Supervised Study Periods

We monitor the academic performance of all our students carefully and where subject staff feel that students are not making the expected progress, or feel they need additional supervised study support, students will be entered for **additional supervised study periods**. This process runs from our SharePoint system and allows staff to set the task and upload relevant resources, the number of additional hours a student will need to complete the task and to receive instant feedback on the progress they are making towards this. This allows excellent communication between subject staff and the sixth form team and enables students to be closely monitored and supported. Students will also receive coaching and mentoring during this time, to prevent further issues arising in the future.

Reports

Each student will be given a target grade in each subject and this is the minimum grade we expect them to achieve. At each progress point subject staff will report on their progress towards this grade and they will receive the following:

An estimated grade – this is the grade we expect them to achieve at the end of the year if they continue to work as they currently are. This may be any grade and may or may not be accompanied by a '+' or '-' symbol which determines how secure each estimated grade is.

An attitude towards learning grade – this will indicate the student's attitude towards learning in each subject in accordance with the following (n.b. the minimum expectation is a Grade 2):

Grade 1 = Outstanding attitude to learning

Grade 2 = Good

Grade 3 = Inconsistent

Grade 4 = Inadequate

Those students with grade 3s or 4s will be picked up by the sixth form team for additional monitoring and support.

Where students are not making the required progress towards their targets, they will be subject to the following academic support system:

Academic Intervention	
Concern	Action
Concerns in one subject re work ethic. This may include failing to hand in homework on time, and / or completing work which falls short of our expectations.	Subject teacher conversation. Negative point awarded on Class Charts which will identify the concern raised by staff e.g. Lack of effort. In the event of late homework the student will be given 24 hours to hand this in.

<p>Concerns in one subject regarding work ethic remain, with student showing little or no signs of improving. This may include persistent failure to hand in homework (one subject).</p>	<p>Further conversation with subject teacher, and Head of Subject/Faculty informed. Negative point awarded on Class Charts which will identify the concern raised by staff e.g. Lack of effort. Student may be referred to 'office hours' which involves staying after school, led by sixth form team. Additional SSP lessons may be allocated to student's timetable. Parents will be contacted by the sixth form team.</p>
<p>Concerns in more than one subject regarding work ethic.</p>	<p>Repeated negative points on Class Charts. Student will meet with their Head of Year and parents will be informed. Assistant Head of Sixth Form meeting and parents informed. Academic report monitored by Head of Year. Student loses the right to leave school early.</p>
<p>Concerns in more than one subject regarding work ethic remain, Head of Year report is not adhered to.</p>	<p>At this point, the staged process outlined in the 'Failure to Meet Expectations' section of this code of conduct will apply. (N.b. depending on the severity of the issue in relation to homework and/or work ethic, this staged process may be applied sooner)</p>

Equipment, Dress Code and Appearance

Equipment:

Sixth formers are expected to have the right equipment for learning, including a bag, a pencil case, their own paper and appropriate storage folders.

Dress Code and Appearance:

The information below outlines the key aspects of the dress code policy.

All students are expected to wear either -

A school shirt and tie, accompanied by a black suit (matching jacket and trousers) and smart shoes.

OR

A school blouse, accompanied by a black jacket and skirt (not lycra or too short) or tailored trousers, black tights minimum 40 denier (if wearing a skirt), with smart shoes.

Students are also allowed to wear a black v-neck jumper under their jackets, this must not contain a logo of any kind.

Students following the BTEC Sport course must purchase the sport uniform, please see Mr Kerwin for further information.

The following are **not acceptable**:

- casual clothing such as T-shirts, sports shirts, sweatshirts
- jeans, leggings, jeggings, jogging trousers, track suits or any hooded tops
- short skirts
- drainpipe trousers

- stomach/cleavage on show
- trainers or canvas shoes
- flip flops, sandals or Ugg boots
- any facial or visible piercings
- visible tattoos

Sixth formers who do not follow the dress code will be asked to make amendments or sent home to change. Sixth formers will not be allowed into lessons until these expectations are met. Persistent failure to meet expectations will be dealt with under the staged approach outlined in the 'Failure to Meet Expectations' section of this code of conduct.

Sixth Form Rewards

We recognise that students should rightly be rewarded where they demonstrate excellent:

- attainment
- progress
- attendance
- participation and contribution to enrichment
- contribution to the development of the wider local community
- leadership

The Sixth Form will issue rewards in several ways, including recognising achievement in lessons using the Class Charts 'positive' points system, sending postcards home, rewards breakfasts, celebration assemblies and on The Sixth bulletin.

Failure to Meet Expectations

This Code of Conduct sets out the expectations of sixth form students at Lymm High School. Failure to meet any of these expectations consistently will result in the following staged process being initiated.

Stage	Actions
Stage One	Meeting with Head of Year and/or Head of Sixth Form to discuss concerns. Parents will be informed and an action plan drawn up. Students will be reminded of this code of conduct and of the contract that they signed when they joined the sixth form.
Stage Two	If the terms of action plan are not being met and/or student continues to fail to meet the expectations set out in this code of conduct, there will be a meeting involving the student, parents and the Head of Sixth Form. This meeting will generate a letter to parents outlining our concerns and providing a clear written warning that the student's place in the sixth form is at risk should they continue not to meet expectations.
Stage Three	If expectations continue not to be met, there will be a meeting with the headteacher, where a final, written warning will be issued. If this warning is not heeded, then the student is likely to have their place at Lymm High Sixth Form withdrawn.

LYMM HIGH SCHOOL SIXTH FORM

Student Contract

The student contract summarises the key aspects of the Sixth Form Code of Conduct, which all sixth form students are expected to familiarise themselves with.

As a sixth form student at Lymm High School, you are expected to:

- Understand that, as a post-16 student, you have chosen to attend Lymm High School Sixth Form and are therefore subject to higher expectations than those of students in the main school.
- Accept greater responsibility for your own learning and follow the expectations for study time by setting aside the necessary time for independent study to support your work in lessons. This should be a minimum of 24 hours each week in addition to lessons, and must include effective use of both SSP and study periods allocated on your timetable.
- Attend all morning tutorials, assemblies, timetabled lessons and supervised study periods on time.
- Comply fully with the attendance and punctuality policy. If you know you will be absent, you must inform us in advance and make arrangements to complete any work missed.
- Be fully prepared for all lessons by having the appropriate resources.
- Meet all deadlines set for homework, and complete all homework to the required standard.
- Have an active involvement and make a contribution to the school and the wider community by contributing to at least one area of the extra-curricular life of your Hall, the school or wider community.
- Provide leadership and act as a role model for younger pupils in the school, following the policies on equality and respect, taking responsibility for the school environment and treating all other students and staff with respect at all time.
- Follow the policy on sixth form professional dress at all times and accept that you will be sent home should you attend school dressed inappropriately.
- Adhere to the policies on sixth form computer use and wider school e-safety policy.
- Comply with the terms of the permit policy for bringing cars and motorcycles onto site and at all times behave safely.
- Accept the behaviour policy and respond positively to guidance.
- Ensure you attend all examinations punctually and understand that you do not attend an examination (without good reason); you will pay the examination fee.
- Ensure that holidays are not taken in term time.

Please sign to show you have read the Code of Conduct in full and to indicate that you agree by its terms, including the clear understanding that your place in the sixth form may be withdrawn at any time if you do not follow the expectations contained in the Code of Conduct

Name: _____

Signature: _____

Date: _____