

Consequences Guidance

Recognition & Sanction Procedures

Consequences Guidance

Introduction

Introduction from Principal Assistant Headteacher & Head of Sixth Form

At Kings Langley Sixth Form we aim to treat all young people in a fair and consistent manner. It is the right for all young people enrolling at our sixth form, that they are able to enjoy their journey through sixth form, in a way that prevents any harm to their education, of the education of others. We also have a duty of care to ensure that all students are safe therefore we have a firm commitment to ensure that positive behaviour expectations are enforced and that the safeguarding of all young people is of paramount importance.

Our aim is for all young people in our sixth form to feel that their behaviour, conduct, attitude and contribution are recognised as positive contributors to the culture of our sixth form. As young people develop into young adults, the importance of positive reinforcement does not diminish, it is more important than ever. Young people need to feel valued, to feel acknowledged and to receive affirmation that what they are doing, what they are saying, and how they are acting, is having a positive impact not only on their own experience of life, but how it contributes to the wider community and society.

We recognise that the transition from Year 11 to young adulthood is not always easy and where possible, we look to encourage young people to make good decisions; giving recognition when deserved, and providing guidance and when poor decision making occurs so that they can learn from mistakes made. We strongly believe that mistakes have the power to turn you into something better than you were before and we reinforce this by acknowledging the consequences but also educating young people.

In addition to the published school behaviour policy this document outlines the consequences of student behaviour and conduct that we do not deem appropriate or safe within our sixth form but also an awareness of the impact it can have on the wider school community. Our aim is to treat young people with respect and in a mature manner which enables them to achieve educational excellence and for them to enjoy the student experience to its full extent.

Students are reminded of the sixth form code of conduct which provides the foundation for the consequences



Mr J. Tubb
Principal Assistant Headteacher & Head of Sixth Form

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Code of Conduct

At Kings Langley Sixth Form believe in encouraging our students to be mature, respectable, young adults. We want to promote an environment and culture of 'expectations' rather than having a long list of rules and 'you must not' however, it is important that we set the standards of expectation through a student code of conduct.

1. Show consideration and respect for others and for the school and sixth form environment.
2. Talk to all students, staff, visitors and members of the local community with respect and behave at all times, in an appropriate and courteous manner. Use language in written and verbal communications that is polite and respectful.
3. Be positive advocates and ambassadors of the school and sixth form, whether this is onsite or not. Instances of misconduct off the sixth form site on a sixth form activity or elsewhere, which brings discredit upon the sixth form or school may be treated as if they had taken place on the school site; this also applies to behaviour on social media.
4. Adhere to the school policies and be aware of the level of responsibility and accountability.
5. When using social media, behave in a courteous and honest way, respecting the privacy and feeling of others at all times; avoiding the use of names, contact details or images of other students, staff or visitors without their prior permission.
6. Be aware of meeting the legal obligations to the use of online and social media.
7. Dress in an appropriate manner, in line with the sixth form dress code.
8. Use mobile and digital devices in line with policy.
9. Smoking, e-cigarettes and vapes are not permitted anywhere on the school and sixth form site, including personal cars.
10. Equipment belonging to the school or sixth form must not be removed from the school site. Damage to property will be recovered when intentional, malicious or due to reckless behaviour.
11. Students bring in their own property at their own risk.
12. Students are not to have in possession; weapons or anything that can be used as an offensive weapon, alcohol, controlled (illegal) substances. Students are reminded that possession of these items could be reported to the police.
13. Participate actively and to the best of their ability in lessons and in the general life of the sixth form.
14. Attend punctually and attend all required activities including enrichment, supported learning sessions and compulsory workshops.
15. Complete assignments and independent study to the best of their ability and ensure that they are submitted as requested, by the stated deadlines.
16. Do not cause a distraction to others or disrupt the teaching and learning of the school and sixth form.
17. Adhere to the attendance policy of the sixth form including not taking personal appointments, paid work, or holiday during term times.
18. Seek permission from the Headteacher before making use of any school or sixth form logo or any other publicity material.
19. Seek permission from the Headteacher before broadcasting or publishing information about the sixth form or school, or members of the school and sixth form community. This also includes social media.
20. Abide by all school and sixth form policies and expectations including those relating to:
 - Equality, Diversity, Inclusion & Belonging
 - Health & Safety
 - Anti-Bullying
 - Acceptable Use
 - Assessment, Exams and Plagiarism (including exam board guidance and regulations relating to AI and ChatGPT)

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Consequences of Positive Behaviours

Praise, encouragement and recognition of achievement, contribution and positive behaviours are central to our philosophy. This is done through positive reinforcement, strong role modelling and affirmation, using recognition and rewards where appropriate.

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work.
- Good or outstanding pieces of work.
- Attainment or progress in one or more subjects
- Effort in class and/or for homework.
- Outstanding effort for achievement in extracurricular activities.
- Service to the sixth form, the school or local community.
- Consistently improved attendance and punctuality.

The sixth form will use the following methods of recognising positive behaviours:

- Recognition points reinforced within lesson through teacher discussion and positive language reinforcement.
- Contact home via telephone or email.
- Personalised postcards.
- Inclusion in the school newsletter.
- Key Stage 5 student of the week.
- Celebrated on our social media channels.
- Recognition in assemblies and form time.
- Celebration breakfasts and refreshments.
- KLS Colour Awards Diamond (reserved purely for sixth formers).
- Commendation letters from the Head of Sixth Form and/or sixth form team.
- Headteacher Commendation Awards.
- Chair of Governors Commendation Awards.
- End of year awards.
- Scholarship Awards*

*Each half term, up to eight students are selected to receive a scholarship award of £50 each. The money awarded can be spent by students on things to enhance their learning such as specialist equipment, books, courses, travel to university open days, clothing associated to their subject.

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Consequences of Undesirable Behaviours

The list of consequences presented here is not exhaustive and students are reminded of their adherence to the school policy for behaviour and other associated policies (acceptable use, etc.). The consequences listed here are in relation to common, daily behaviour and conduct of the sixth form community. Just because something is not listed explicitly here, does not mean that there are no consequences associated.

It should also be recognised that different situations may have individual circumstances and therefore, the Head of Sixth Form may enforce different actions to be taken.

Category	If this behaviour occurs...	The consequences are...	Which could result in...
Attendance to Sixth Form	Student attendance falls below 90%	Stage 1 monitoring programme initiated.	Escalation to stage 2 if no improvement made.
	Student attendance falls below 85%	Stage 2 monitoring programme initiated.	Escalation to stage 3 if no improvement made.
	Student attendance falls below 80%	Stage 3 monitoring programme initiated.	A review for personalised curriculum.
	Student is absent for more than 28 days consecutively with no medical evidence or intention to return.	Student is withdrawn from the sixth form.	N/A
Attendance (to lessons)	Student misses a lesson.	Student is expected to complete work from lesson in own time.	Student being required to complete this work in compulsory study (3.15-4pm) in the sixth form study room.
	Concerns over attendance to subject lessons (more than three occasions where student has not attended in a half term)	Stage 1 monitoring programme initiated.	Escalation to stage 2 if no improvement made.
	Student's attendance to a significant concern (more than five occasions where student has not attended in a half term)	Stage 2 monitoring programme initiated.	Escalation to stage 3 if no improvement made.
	Student attendance to subject lessons is sporadic.	Stage 3 monitoring programme initiated.	A review for personalised curriculum.
Independent Study	Student is not utilising independent study sessions (folders, MOOCS, UCAS, wider reading, etc.)	Stage 1 monitoring programme initiated.	Escalation to stage 2 if no improvement made.
	Student does not engage in independent study (folders, MOOCS, UCAS, wider reading, etc.) and is negatively impacting others.	Stage 2 monitoring programme initiated. Study sessions with KS5 Curriculum Leader.	Escalation to stage 3 if no improvement made.
	Absence of evidence for independent study and regular (folders, MOOCS, UCAS, wider reading, etc.), negative impact on others.	Stage 3 monitoring programme initiated. Study sessions with HOSF.	A review for personalised curriculum.

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Consequences of Undesirable Behaviours

Category	If this behaviour occurs...	The consequences are...	Which could result in...
Behaviour & Conduct	Follow school behaviour policy.		
ID Badges & Lanyards	Failure to wear ID badge and lanyard.	Pastoral Leader to issue student with temporary lanyard and ID card. Student has three days to return this or a £5 charge to be made. (£3/ lanyard, £2/ID card).	Pastoral Leader meets with student and contacts home to communicate safeguarding requirement. Off-site study could be removed in circumstances where it is regular.
	Persistent failure to wear and/or use ID badge and lanyard.	Pastoral Leaders contacts home and off-site study is removed until expectations is met consistently.	Pastoral Leader arranges a meeting with parent(s)/carer(s) with HOSF in attendance to discuss safeguarding and non-compliance concerns. Non-compliance monitoring programme initiated with further violations could result in removal from the sixth form. Off-site study removed.
	Mis-use of ID card / Scanning in for another student.	Pastoral Leader to log breach of safeguarding and issue a written warning to student via home. Off-site study removed for a period of no less than 1 month (more if more than one occurrence).	For repeated incidents or where incident is of significant concern, the HOSF to enforce misconduct and behaviour policy resulting in a potential suspension. Permanent removal of off-site study.
Dress Code	Dressed inappropriately (breach of sixth form dress code).	1st occurrence—form tutor to talk to student, referring to the student dress code and home-sixth form agreement. 2nd occurrence—form tutor to send student to Pastoral Leader.	Student may be required to go home to get changed. If this is not possible, the student may be required to remain in the sixth form centre under the Pastoral Leader supervision + off-site study removed until dress code followed.
	Purposeful non-compliance with the sixth form dress code.	Student to meet with the Pastoral Leader and HOSF. Stage 2 monitoring programme for behaviour and conduct initiated. Immediate off-site study removal.	Escalation to stage 3 monitoring programme.
Homework	Failure to complete homework / coursework / meet deadline.	1st occurrence—extension provided if appropriate .	Off-site study removed until submission of work.
	Homework / coursework / deadlines not being met.	Stage 1 monitoring programme initiated. Off-site study removed during monitoring.	Escalation to stage 2 monitoring programme.
	Persistent failure to complete homework/coursework/deadlines.	Stage 2 monitoring programme initiated. Off-site study removed during monitoring. Compulsory study sessions (3.15-4pm)	Escalation to stage 3 monitoring programme.
	Significant concerns as to completion of homework/coursework and disregard of deadlines.	Stage 3 monitoring programme initiated. Off-site study removed until further notice. Compulsory study sessions (3.15-4pm).	Where there is no progress, escalation to the intention review for personalised curriculum.

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Consequences of Undesirable Behaviours

Category	If this behaviour occurs...	The consequences are...	Which could result in...
Mobile & Digital Devices	Not following mobile phone and digital devices policy—1st offence.	Request from staff to follow policy.	Confiscation of device.
	Repeat of not following mobile phone and digital devices policy.	Confiscation of device. Stage 1 monitoring programme (behaviour & conduct)	Escalation to stage 2 monitoring programme.
	Disregard of mobile phone and digital devices policy, including refusal to hand over device.	Stage 2 monitoring programme.	Escalation to stage 3 monitoring programme.
	Inappropriate and blatant disregard of mobile phone and digital devices policy.	Stage 3 monitoring programme, which may include suspension.	Enforcement of school behaviour policy.
Smoking and Vaping on site	Full adherence to school behaviour policy.		
Vehicles	Student parking violation.	Temporary (1week) ban on parking on site.	Extended parking ban on site (depending on degree of violation)
	Student parking violations (more than one in a half term or repeated)	Parking ban enforced for one month.	Removal of parking permit.
	Disregard of student parking policy.	Removal of parking permit and requirement to complete online driving awareness in compulsory study session (3.15pm)	Full parking on site ban.
	Student driving is reckless or endangers others.	Immediate removal of parking permit.	Main school behaviour policy applied with potential for suspension or exclusion.
Punctuality	Student is unreasonable late (more than 5mins) - first time.	Teacher explains impact of lateness to student.	Disregard could result in student being sent to report to the sixth form office.
	Student is unreasonably late (more than 5 mins) - after 1st occasion	Student is not permitted in the lesson and the class teacher sends the student to the sixth form office. The student is responsible for completing study work recognising accountability of own actions.	Student required to complete compulsory study session (3.15-4pm) in the sixth form.
	Student is regularly late with no reason.	As above + stage 1 monitoring programme initiated.	Escalation to stage 2 if no improvement made.
	Student punctuality is a significant concern	As above + stage 2 monitoring programme initiated.	Escalation to stage 3 if no improvement made.
	Student has no regard to punctuality.	As above + stage 3 monitoring programme initiated.	A review for personalised curriculum.