



SIXTH FORM AGREEMENT 2026-27

Congratulations on your excellent GCSE results. We look forward to welcoming you into the Sixth Form at Wilson's.

The Sixth Form Agreement set out in the document below supplements the school's Code of Conduct. Please read both carefully and ask a member of the Sixth Form team any questions you may have as a result.

Please return on the first day of the Autumn Term

We have read, understood and accept the terms of the Sixth Form Agreement and associated Code of Conduct. We understand that it is an expectation of Sixth Form study that students check their school email accounts at least once a day.

STUDENT NAME	
STUDENT SIGNATURE	
PARENT SIGNATURE	
DATE	

Wilson's School



Sixth Form Agreement 2026 - 27

SIXTH FORM AGREEMENT

Introduction

Life in the Sixth Form is unique. It forms a bridge between compulsory schooling and university study, apprenticeships or employment. Students are expected to work with a greater degree of maturity and to take fuller responsibility for their learning. It is during this time that they are also reaching maturity as young adults.

An essential part of preparing for life beyond Wilson's is developing and securing academic excellence, not just for the value of the qualifications themselves and the opportunities that these provide for the future, but in the development of good working and personal habits. With this aim, we work to help each student reach their full potential both inside and beyond the classroom. Wilson's provides all students with a wide range of opportunities and experiences, and these are essential in developing character and in ensuring that sixth form life is not only academically and personally challenging, but also enjoyable and rewarding.

As an appendix to the school's Code of Conduct and in tandem with the Drugs and Acceptable Use Policies, the Sixth Form Agreement sets out our expectations and is based on our desire to create a professional, scholarly, enjoyable and caring learning environment in which all students are able to reach their potential and flourish. The Agreement applies to all activities where the school is represented regardless of time or location – a student is as much a representative of the school on the way to it, or at a social event, as they are whilst they are on site.

As role models, our students are expected to approach their time in the Sixth Form with:

- Respect
- Kindness
- Integrity
- Commitment
- Courtesy
- Reliability

We know that the great majority of students more than meet our expectations in terms of good conduct and adult behaviour. Their maturity and leadership contribute greatly to the excellence of the school. Students appreciate the very hard work and care of members of the Sixth Form Team to help them thrive and succeed.

The following pages set out our expectations across all areas of Sixth Form life:

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Core Hours, Study Periods, Study Leave and Work Experience (WEx)

In order to be successful, students have to work hard, and this necessitates completing a realistic amount of private study. We do not expect students to progress from a fully timetabled curriculum in Year 11 to a high level of autonomy in Year 12 in a single step and therefore we retain a degree of structure. By the time our students leave us for university and employment, we want them to have learnt how to plan and use their time well. For these reasons we maintain core hours in Years 12 and 13.

During these hours, when students are not taking part in a timetabled lesson, we expect them to complete silent or collaborative private study in school overseen by the Sixth Form Team and staff supervisors. Private study should not be seen as 'free' time or as being less important than timetabled lessons. Study in the Sixth Form is about much more than completing what is set. It is an opportunity to prepare for or to consolidate learning, to complete supercurricular work and NEA tasks, to conduct reading, research and to revise. The requirement for study during the school day is balanced against an extended lunch for relaxation (1.5 hours) and Wednesday afternoons which are protected time for the SCS Programme. In maintaining an appropriate work-life balance, students who use their study time wisely are demonstrably able to pursue a much more active social life in the evenings.

We expect students to take responsibility for their private study periods and to plan their work to make best use of each one.

Use of study periods	It is important that students do not squander their study time or make it difficult for others to complete their work. The Sixth Form Team will intervene where students find it difficult to plan and use this time maturely and persistent and deliberate failure to work diligently during private study periods is taken as a disciplinary breach. Study (SIL) periods are typically for the consolidation of understanding or supercurricular work, rather than completion of homework. Developing good habits around homework completion and management of one's time outside of school is an important scholarly habit that must be practised ahead of entering Higher Education or the workplace
SCS Programme & Games	All students in Year 12 participate in the school's Service, Creativity and Sport programme (SCS). This provides the opportunity to devote an hour each week to helping others in the community or engaging in a sporting or creative endeavour – Wednesday afternoons are given in lieu to provide an opportunity for this to take place. A school SCS award is given at the end of the year for students who have excelled in all three elements, as well as in a range of elements of the Character Challenge. Students choosing to be involved in Games fixtures will sign their commitment to the fixtures list and the associated regular practice sessions at the beginning of the school year. Permission to be absent from fixtures or practice sessions must be sought from the relevant coach within the PE Department. Year 12 students also have a timetabled Sport and Exercise period each fortnight, where they undertake physical activity under the supervision and guidance of a member of the PE department.
Core hours	For all Year 12 students, core hours are from 0830 until 1530 on Monday, Tuesday and Thursday, from 0830 until 1305 on Wednesday and from 0830 to 1505 on Friday. For all Year 13 students, core hours are 0830 to either 1305

	where a lesson has not been timetabled during period 5, or to 1530 where a lesson has been timetabled. All Sixth Form students are able to leave the school site during lunch breaks if their attendance is not required by a member of staff. Where we feel it would be useful as a support mechanism, we reserve the right to extend or otherwise modify Year 12 or 13 student's core hours. Students should note that their conduct remains subject to the school's Code of Conduct and Drugs Policy when off site and outside of school hours.
Study leave	Study leave is occasionally granted at periods during the academic year to allow students to work flexibly from home, in support of their academic studies and in particular in preparation for examinations and is given expressly for this purpose. Study leave is therefore part of the academic cycle and members of the teaching staff can require attendance at school to support academic study or for meetings during these periods. The Sixth Form Team reserves the right to place restrictions on study leave where there are serious concerns about the ability of a student to use their study leave effectively. This could, for example, mean a student being required to maintain core hours during a period of examinations. Requests for leave of absence are required during periods of study leave as per the rest of the academic year (see Attendance below).
Work Experience (WEx)	Work Experience in the Sixth Form is central to preparing students for adult life. High-quality WEx placements provide young people with the opportunity to continue to develop their understanding of what it's like to work in different environments, the skills that are valued and therefore a deeper knowledge of what it takes to succeed in the workplace. WEx helps students inform their aspirations, develop professional behaviours, and gain the cultural and social capital needed to thrive beyond education. As such, all sixth formers will complete WEx. In the Sixth Form, WEx is more focused than at Key Stage 4. Whilst experience of the workplace continues to be important, your post-16 placement, in contrast to Year 11 WEx, should specifically be chosen to inform and support your career aspirations. Students will complete at least one high-quality WEx placement and up to two weeks' worth of purposeful WEx. This may come from a single, lengthier, placement or instead from a number of shorter placements. By the end of the Summer term in Year 13 (i.e. July of Year 13). Guidance on WEx will be provided by the Careers Lead, including in the provision of securing placements, when they should occur and how to record the experience. The vast majority of WEx will be arranged so that it does not interfere with core curriculum time. Any requests for exceptional leave of absence should be made via the normal process (see below) to the Director of Sixth Form.

Attendance

Attendance Definitions

98-100%	Expected
95-97%	Satisfactory
Below 95%, but above 90%	A cause for concern
Below 90%	A serious cause for concern

Excellent attendance to lessons is important in maintaining academic progress. Developing a robust approach to attendance is also an important life skill and future employers will insist upon it. Furthermore, student absence inevitably increases the workload and demands made upon our staff. For all of these reasons, we insist that it is kept to a minimum.

Requests for Leaves of Absence

Students are responsible for securing approval for planned absence if it is to be authorised. We ask for requests for absence to be made **at least ten working days** prior to the planned absence date, or the date by which arrangements need to be made. Absence requests will be considered by the Director of Sixth Form and the outcome of decisions communicated. Travel arrangements and/or deposits of any kind should not be paid until a planned absence has been approved. The school calendar should be referred to in order to avoid making requests for leave of absence during so called 'no absence weeks' when Year 12 return from study leave. In order to minimise disruption to the curriculum, every effort must be made to arrange planned absence to take place during SIL periods or Wednesday afternoons.

The following table sets out the way in which non-attendance counts towards the school's absence totals:

Code	Definition	Scenario	Counts towards 90% attendance requirement?
/	Present (am)	Pupil is present at morning registration	Yes
\	Present (pm)	Pupil is present at afternoon registration	Yes
L	Late arrival	Pupil arrives late before register has closed, or is present but fails to register	Yes
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school	Yes, if approved by the school in advance.
D	Dual registered	Pupil is attending a session at another setting where they are also registered	Yes, if approved by the school in advance.
K	Attending education provision arranged the local authority	Pupil attending a place, other than the school or any other school at which they are a registered pupil, for educational provision arranged by a local authority.	Yes, if approved by the school in advance.

P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school	Yes, if approved by the school in advance.
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school	Yes, if approved by the school in advance.
W	Work experience	Pupil is on a work experience placement	Yes, if approved by the school in advance.

Code	Definition	Scenario	Counts towards 90% attendance requirement?
Authorised absence			
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances	No: must be approved by the school in advance
C1	Regulated work or performance	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad	No: must be approved by the school in advance
C2	Part time timetable	Leave of absence – compulsory school age pupil subject to part time timetable	No: must be approved by the school in advance
E	Excluded	Pupil has been excluded but no alternative provision has been made	No
I	Illness	School has been notified that a pupil will be absent due to illness	No
J1	Interview	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	No: must be approved by the school in advance
M	Medical/dental appointment	Pupil is at a medical or dental appointment	No: must be approved by the school in advance

R	Religious observance	Pupil is taking part in a day of religious observance	No: must be approved by the school in advance
S	Study leave	On study leave during their mock or public examinations	No: must be approved by the school in advance
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school	No: must be approved by the school in advance

Unauthorised absence			
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school	No
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)	No
O	Unauthorised absence	School is not satisfied with reason for pupil's absence	No
U	Arrival after registration	Pupil arrived at school after the register closed	No

Code	Definition	Scenario	Counts towards 90% attendance requirement?
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend	N/A
Q	Lack of access arrangements	Unable to attend school because of lack of access arrangements	N/A
Y1	Transport provision unavailable	Unable to attend due to transport normally provided not been available	N/A

Y2	Travel disruption	Unable to attend due to widespread travel disruption	N/A
Y3	School part closure	Unable to attend due to part of the school premises being closed	N/A
Y4	School closure	Unable to attend due to the whole school site being unexpectedly closed	N/A
Y5	Detained	Unable to attend as pupil is in criminal justice detention	N/A
Y6	Subject to public health	Unable to attend in accordance with public health guidance or law	N/A
Y7	Unavoidable cause	Unable to attend because of any other unavoidable cause	N/A
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school	N/A
#	Planned school closure	Whole or partial school closure due to half- term/bank holiday/INSET day	N/A

Minimum attendance expectations	We expect students to maintain an attendance level of between 98-100% with a minimum level of 95%. Attendance is monitored very closely, and interventions are put in place for those approaching very poor attendance levels of 90% (equating, on average, to one day of absence per fortnight). Students whose attendance falls below 90% for any subject or overall could – depending on the reason/s - have a stage of their Agreement invoked. If a student's attendance is below 90%, then the school will review whether it is appropriate for a pupil to enter some or all of their examinations. Given its central importance to a student's best prospects, the school must consider attendance when making decisions relating to academic progress, personal development, absence requests, co-curricular involvement, reference inclusions (including UCAS), predicted grades and exam entries. In the case of illness, parents should telephone the school on the first morning and every day thereafter and follow directions on the answering service to record the absence. Parents are asked to record (i) their son's name, (ii) their form and (iii) the reason for absence. In the case of chronic or ongoing illness which makes a student's attendance a cause for concern, the school may request medical evidence. Please note that parents are responsible for notifying the school of their son's absence, even when a student is 18. Students may not report their own absence.
Students are not permitted to be	Driving lessons.

absent for any of the following reasons:	• Routine medical appointments (including the orthodontist / optician, unless the appointment is urgent, with a consultant or solely during a SIL period). • Unauthorised visits (including Open Days or Offer Holder Days which have not been approved in advance). • Unauthorised examinations outside of school i.e. ones for which permission has not been sought in advance and approval granted. • Employment / unauthorised volunteering. • Unauthorised revision or private study off site. • Other non-urgent / unauthorised absence (as defined by the school). Holiday leave will not be authorised for any Sixth Form student at any point in term time. Planned absence will not be granted during no absence weeks (published on the school calendar). Paid or unpaid employment must not interfere with school commitments including the ability to complete homework satisfactorily, or to attend after-school or weekend commitments.
Truancy	Truancy from school, lessons or study periods is always treated seriously and a stage of the Agreement is usually invoked. Students cannot self-certificate (give themselves permission) for absence, nor can they decide to go home without authorisation from the Sixth Form team. Truancy includes being off site without permission during core hours or not attending lessons whilst on site.

Punctuality

Excellent punctuality is expected in school as it is in professional life. Prompt arrival to school and lessons demonstrates both courtesy and ensures that lessons start purposefully. The school's systems allow for excellent punctuality (there is a five-minute changeover between lessons) and therefore there are very few legitimate reasons for arriving late to lessons at any time of the school day.

All students are expected to ensure that their travel arrangements to school are suitable and allow for time of travel and reasonable transport disruptions.

A tolerance of two late marks per student per fortnight is included in our analysis. To be late more than twice a fortnight is unacceptable. Please note that, in the Sixth Form, arriving to school after 0835 counts as two late marks (one for morning registration and one for Period 1).

The Sixth Form Administrator oversees electronic registration procedures for AM and PM registration. **A late mark will be given where a student forgets to register in the morning or afternoon.** Subject teachers maintain subject registers. The school's records of lateness will be taken as definitive and the school's decision on all matters relating to the accuracy and validity of such registers is final.

Occasional lateness	Punctuality to lessons is reviewed at least each fortnight by the Sixth Form Team. Any student with more than two late marks to lessons and/or AM and PM registration will receive a Lates Detention after school for one hour.
Pattern of lateness	Should this pattern be repeated in the following fortnight (two successive fortnights where 3 or more late marks have been recorded) a Head's Detention will be issued and a stage of the Sixth Form Agreement may be invoked. Other patterns of very poor punctuality can lead to a stage of the Agreement being

	invoked at the discretion of the Sixth Form Team. Same Day Lates sanctions may also be issued for those with a recurring pattern of lateness.
Persistent lateness	Students who do not routinely have patterns of lateness but nevertheless have a number of late marks in excess of the termly tolerance, will be reviewed and a final decision made by the Sixth Form Team about whether or not to apply the Sixth Form Agreement.

Scholarship

Academic progress is important, and it is right, therefore, that each Sixth Form student take responsibility for their learning by working in partnership with their teachers and by demonstrating good behaviour, active participation, a positive approach and enthusiasm. We expect the diligence of each student in the classroom and in private study to be excellent. We also expect students to show an appreciation that their approach to study has a direct influence upon the progress of those around them and can enable or limit the opportunities of all.

Each student's progress is monitored at points throughout the school year through their subject teacher's professional views and through monitoring attainment and diligence data. This tracking data is used to help teachers and the Sixth Form Team support students in their academic progress. Parents receive a 'settling in check' in October, followed by reports at the end of the Autumn and Spring terms.

For repeated low order issues	Students should not disrupt lessons, fail to arrive properly equipped or submit work late or of a poor standard. Those who repeatedly fail to meet these expectations will be monitored as potential or actual progress concerns. Should the advice and support offered by subject teachers, Heads of Department or the Sixth Form Team not be acted upon and a clear improvement to diligence made, a stage of the Sixth Form Agreement will be invoked.
For one off serious failures in scholarship	Both in school and in the professional environment, deadlines matter. Interim deadlines and final submission dates for coursework (NEA) and for the Templeton Scholarship Project must always be met. Students failing to do so will be referred to the Sixth Form Team, in discussion with the relevant Head of Department. The Agreement will always be invoked. Any form of plagiarism, deliberate or otherwise, including the unacknowledged use of AI, is unacceptable. Any instance of plagiarism, whether in routine class, homework or coursework will be reported by the subject teacher to the Head of Department. The Head of Centre is responsible for ensuring that plagiarism is reported to the exam board if the work is to be submitted as part of a qualification and the candidate declaration has been signed. The Head of Department must report any instance of plagiarism to the Sixth Form Team, and a stage of the Sixth Form Agreement may be invoked. It is worth noting that plagiarism is often viewed as fraud and can lead to dismissal from university or employment.

Curriculum	In the Lower Sixth, all students pursue a four A Level programme. In the Upper Sixth, students must pursue at least three A Levels (Mathematics and Further Mathematics count as one A Level for these purposes).
Transition Arrangements	• Our students have high aspirations and inevitably the very best academic institutions and employers have high expectations. Obtaining at least CCC at AS (or in internal exams where an AS in the subject is not offered) is an indication that our students have a good understanding of the A Level content and that as a result, they are more likely to reach their potential. • If a student's AS/internal exam results are below this level, they may be given the option to re-sit Year 12. This will enable them to have a second chance at achieving their potential. The decision as to whether to do so, will be entirely their own but parents' views will be sought and relevant information shared by the Sixth Form Team • Pathway 2: Students studying Mathematics Pathway 2 during Year 12 will be subject to ongoing internal assessment to determine whether they will (i) move to Pathway 1 during Year 12 or (ii) be offered the opportunity to study Further Mathematics in Year 13. The school has the final say about movement from Pathway 2 to Pathway 1 (NB it is not possible to move from Pathway 1 to 2) and entry to the Year 13 Further Mathematics course. To study Further Mathematics Y13 students must have achieved an A grade in their AS Maths external exam and at least a B grade in their Year 12 Pathway 2 internal exam Given the additional academic responsibilities the Year 13 FM course places on students, consideration will be given to their progress across the curriculum and not just in Mathematics before the decision about entry to Further Mathematics in Year 13 is made.

The majority of our students leave Wilson's for university level study or higher level/degree apprenticeships. An important area of our work is in helping our students to successfully apply for and gain suitable placements.

Year 12 is important for the application process in a number of ways:

- In securing the AS grades (or the equivalent where AS exams do not apply) that will influence predicted grades made by the school for A Level. These are also the only advanced qualifications completed by the time the UCAS /apprenticeship applications are submitted.
- Attendance, punctuality and diligence patterns can be reflected in future workplace references provided by the school.
- Our university preparation programme, completed during Year 12 (the UCAS reference is finalised at the start of Year 13), provides a rich source of detailed information for personal statements / letter of application of above and beyond commitment to academic study, references and, where relevant, for use at interview.
- It is during Year 13, of course, that the final A level qualifications are secured. Most university and or apprenticeship places are subject to a specific grade offer and therefore the work completed during Year 13 is vital in meeting these grade offers.

Some of our students choose to apply for a variety of other paths other than university in the UK. Full support for their application is available on an individual and tailored basis.

Personal Appearance

At Wilson's we adopt a business style dress code as opposed to uniform in recognition of the maturity of our students and we expect our students to look smart.

Students in the Sixth Form must wear:	• A plain blue, black or grey business-style suit (no loud patterns or fashion suits). • Formal collared shirt. • Full-length necktie (no novelty or joke styles or bow ties). The Prefect, CCF or other school colours ties can be worn. • Optional formal jumper (plain, v neck only). • Formal leather or leather-look shoes (not trainers). • Matching waistcoats (not cardigans) are permitted. • A smart dark plain coat or jacket may be worn over the jacket to and from school, but not instead of a jacket. Leather and denim coats and jackets are not acceptable. Hoodies are not allowed. • When required, members of the CCF are entitled to wear their regulation CCF uniform. • When permitted, students are entitled to wear their full Games uniform. For sports fixtures which take place after school (or after 1305 on a Wednesday), students should wear business dress during the school day.
Further notes on dress:	• Visible piercings and tattoos are not permitted. • Coats and hats must be removed on entering the school and must not be worn around the school. • No jewellery, other than a wristwatch, may be worn. No badges, other than House, Prefect, SCS or subject award badges (or other badges awarded for participation in a school activity) may be worn. • Items may be worn as part of sincere religious observance with the agreement of the Sixth Form Team and -where requested – support from a recognised religious leader. • Book bags and small rucksacks can be carried and taken to lessons. These must be sober in colour, in keeping with the business dress theme. Large sports bags or wheeled bags are not permitted anywhere other than in lockers / storage areas.
Hair length and styles:	• Hair must be kept smart and tidy and discretely tied back if it reaches the collar of the jacket. • Top knots, hair bands and/or shaved patterns in hair/eyebrows are not permitted. • Noticeable highlights or dyeing / bleaching are not permitted.
Facial Hair	• Well-groomed facial hair is permitted.

Failure to comply	• The final arbiter in relation to the Dress Code rests is the Sixth Form Team. • A student failing to follow any part of the dress code will be asked to comply in the first instance. Refusal or persistent failure to comply will be treated as defiance and a stage of the Agreement could be invoked.
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Use of Computers, the Internet and Email

In addition to the main facilities around the school, Sixth Form students have access to dedicated computing facilities. WiFi is available in the Sixth Form centre and students are welcome, at their own risk, to bring in their own laptops, tablets, etc for use in the study centre.

The computers, internet and email facilities are provided for the purposes of school work and must only be used for such. If these facilities are misused or abused, access to the network will be withdrawn for a time specified by the Director or Deputy Directors of Sixth Form, regardless of access at home, impending deadlines or courses of study. All students agree to and must comply with the Acceptable Use Policy and the Code of Conduct.

Examples of misuse and the expected length of ban are as follows:	• 3-5 days: Gaming, unrelated entertainment related websites, YouTube clips unrelated to subject studies. • 15 days: Accessing or attempting to access pornography or other distasteful material. • Undefined: Attempting to access or accessing a student's or staff member's account. Accessing illegal material or breaking the law whilst using the school network. Uploading offensive or distasteful material to websites or social media pages. • Undefined: The creation, sharing, or use of material, images or video created to undermine the dignity of another or that causes harm or offense, whether through AI tools, deep fake technology, or any other digital means. • In addition to a ban, other sanctions may also apply.
Email use	Students must only contact members of staff via email using their school account. Likewise, members of staff will only email students using their school account and will always copy another member of staff into the email as a record of the correspondence. It is important that email accounts remain serviceable and are not allowed to become full so that further emails cannot be received. We expect students to check their email accounts <u>at least once per school day</u> and to respond to emails from staff members promptly and courteously. Failing to complete a request as a consequence of failing to check emails will not be accepted as a reason for not meeting expectations. Students will be warned if their email account is full and will need to act immediately to delete unwanted emails. If this is not done within two school days the account will be emptied, and important information could be lost.

	Students are expected to read the Weekly Update (sent via Arbor to parents and emailed to students) as an important source of information from the Sixth Form Team.
Use of electronic devices	Mobile phones, smart watches, ear buds or other electrical devices (other than laptops or tablets) can only be used in the Study Centre during study periods, for reasons of study. Music may be listened to (using headphones and at an appropriate level) provided that it is used as an aid to study and does not cause distraction to others. If a member of staff sees a mobile phone or another electrical device outside of the Study Centre, or in the Study Centre outside of study periods, it will be confiscated and passed to the Sixth Form Team. It will then be returned to the student at the end of the subsequent school day. If it is confiscated for a second time, a parent or carer will be required to collect it.
The Sixth Form Agreement	Accessing or attempting to access the account of a member of staff and any attempt to compromise or undermine the security of the school's network will likely result in permanent exclusion. Any member of staff who suspects this has happened must refer it immediately to the Executive Head.

Conduct

Good conduct is not simply the absence of poor behaviour, but also manifests polite, cooperative and cheerful behaviour. We expect students to comply with any reasonable request with good grace.

We will not attempt to outline all aspects of good or poor behaviour here, but suffice to say that sullen, rude and uncooperative behaviour is not acceptable and will always be challenged.

Misconduct falling short of Gross Misconduct	All members of staff will insist on the highest standards of manners and respectful behaviour and should deal with any failures firmly. Misconduct includes rudeness, defiance and actions that might bring the school into disrepute. At their discretion, teachers may issue either a warning or refer the matter to the Director or Deputy Directors of Sixth Form to be dealt with further as they deem appropriate, up to and including escalation to Stage 3 of the Sixth Form Agreement depending on the incident. Students must be familiar with the procedures and sanctions as laid out in the school's Drugs Policy. Stage 3 can always be invoked for a student who fails to comply with a request made by the Executive Head, the Associate Head, Deputy Heads or Assistant Heads.
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As in professional life, there are some types of behaviour that are so serious that they can lead to permanent exclusion.

Please refer to Appendix 2 of the school's Code of Conduct for examples of gross misconduct.

Breaches of the Code of Conduct and Sixth Form Agreement

Agreement Stages

Where a student is in breach of the terms of the school's Code of Conduct (including the Sixth Form Agreement) they may be placed on a 'stage'. Being placed on an Agreement stage is a serious matter, and the vast majority of students never reach this level of sanction. Agreement stages are reserved for serious and avoidable breaches of the Agreement or the school's expectations.

STAGE	INTERVENTION	CONTACT WITH PARENTS	WHO? <i>One or more of:</i>
Stage 1	- Written warning. - Head's Detention. - Possible internal isolation.	Letter to parents.	- Director of Sixth Form - Member of SLT - Deputy Directors of Sixth Form
Stage 2	- Written warning. - Head's Detention / possible suspension from school.	Letter to parents. Initial meeting with parents.	- Director of Sixth Form - Member of SLT - Deputy Directors of Sixth Form
Stage 3	- Written warning. - Meeting with parents. - Suspension from school. - Referral to Pupil Disciplinary Committee. - Appearance before PDC.	Letter to parents. Meeting with parents. Attendance at PDC.	- Executive Head (or the named senior leader in charge of the school in his absence) re: suspension from school - Associate Head - Deputy Head - Member of ALT / SLT - Director of Sixth Form - Deputy Directors of Sixth Form
Stage 4	- Permanent exclusion. - Meeting with PDC.	Letter to parents. Attendance at PDC.	Executive Head and Trustees
Whilst progression may be incremental (from Stage 1 to 2 etc), the Stage of the Agreement invoked (up to and including Stage 4) will depend on the seriousness of the incident. Aggravating and mitigating factors are taken into account when determining the sanction as per the Government guidelines on suspension and permanent exclusion			