



## SIXTH FORM AGREEMENT 2022-23

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 this carefully and ask a member of the Sixth Form Team any questions you may have as a result.

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*Please return on the first day of the Autumn Term*

We have read, understood and accept the terms of the Sixth Form Agreement. 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 2022 - 23

# SIXTH FORM AGREEMENT

## Introduction

Life in the Sixth Form is unique. It forms a bridge between compulsory schooling and university study 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 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, the Sixth Form Agreement sets out our expectations and is based on this desire to create a professional, scholarly, enjoyable and caring learning environment in which all students are able to reach their potential. 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 he is whilst he is on site.

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

- Respect
- Integrity
- Commitment
- Courtesy
- Reliability

We know that the great majority of students more than meet our expectations in terms of good conduct and reasonable, adult behaviour. Their maturity and leadership contribute greatly to the excellence of the school.

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

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## Core Hours, Private Study and Study Leave

*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 own 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 homework and coursework 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 Private study	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 a persistent failure to work diligently during private study periods is taken as a disciplinary breach.
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 diploma is awarded at the end of the year for students who have excelled in all three elements. 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 & 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 08.30 until 15.30 on Monday, Tuesday and Thursday, from 08:30 until 13:05 on Wednesday and from 08.30 to 15.05 on Friday. For all Year 13 students, core hours are 08.30 to either 13.05 where a lesson has not been timetabled

	during period 5, or to 15.30 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 a Year 12 or 13 student's core hours.
Study leave	<p>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 internal and public 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.</p> <p>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.</p> <p>Requests for leave of absence are required during periods of study leave as per the rest of the academic year. <b>(See Attendance below)</b></p>

## Attendance

<i>Attendance Definitions</i>	
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 teaching 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. 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.

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

CODE	DESCRIPTION	MEANING	Counts towards 90% attendance requirement?
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/	Present (AM)	Present.	YES
\	Present (PM) including Games and Assembly	Present.	YES
B	Educated off site (NOT dual registration)	Approved educational activity.	YES
C	Other authorised circumstances (not covered by another code / description).	Authorised absence.	NO
D	Dual registration (i.e. pupil attending other establishment)	Approved educational activity.	YES
E	Excluded (no alternative provision)	Authorised absence	NO
G	Family holiday (not agreed, or days in excess of agreement).	Unauthorised absence.	NO
I	Illness (not hospital based medical)	Authorised absence.	NO
J	Interview	Authorised absence.	YES if approved by the school in advance.
L	Late	Present	YES, if it is before the register is officially closed.
M	Hospital based or urgent medical appointments.	Authorised absence.	NO
N	No reason yet provided for absence.	Unauthorised absence.	NO

O	Unauthorised absence not covered by any other code / description)	Unauthorised absence.	NO
P	Approved sporting activity	Authorised educational activity.	YES if approved by the school in advance
R	Religious observance	Authorised absence.	YES if approved by the school in advance.
S	Study Leave	Authorised absence.	NO

Minimum attendance expectations	We expect students to maintain an attendance level of between 98-100% with a minimum level of 95%. Students falling below this level are monitored and interventions are put in place for those approaching very poor attendance levels of 90%. At the discretion of the Sixth Form team, students whose attendance falls below 90% for any subject or for their attendance as a whole could have a stage of their agreement invoked or the right to sit one or more of their examinations withdrawn. It should be appreciated that attendance of only 90% equates to an average of one day
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	<p>of absence per fortnight and this is clearly an unacceptable level of absence, causing serious disruption to teaching and learning.</p> <p>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) his form and (iii) the reason for his absence.</p>
<p>Students are not permitted to be absent for any of the following reasons:</p>	<ul style="list-style-type: none"> <li>• Driving lessons.</li> <li>• Routine medical appointments (including the orthodontist / optician, unless the appointment is urgent or with a consultant).</li> <li>• Unauthorised visits (including Open Days which have not been approved in advance).</li> <li>• Unauthorised examinations outside of school.</li> <li>• Employment / unauthorised volunteering.</li> <li>• Unauthorised revision or private study off site.</li> <li>• Other non-urgent / unauthorised absence (as defined by the school).</li> </ul> <p><b>Holiday leave will not be authorised for any Sixth Form student throughout term time.</b></p> <p><b>Planned absence will not be granted during no absence weeks</b> (published on the school calendar)</p> <p><b>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.</b></p>
<p>Truancy</p>	<p>Truancy from school, lessons or private 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. <b>Truancy includes being off site without permission during core hours or not attending lessons whilst on site.</b></p>

## 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 are able to 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 not acceptable. Please note that, in the Sixth Form, arriving to school after 8:35am 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 Directors' 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 stage of the Sixth Form agreement will be invoked and a Head's Detention issued. 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 sanctions may also be issued.
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 his learning by working in partnership with his 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.
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<p>For one off serious failures in scholarship</p>	<p>Both in school and in the professional environment, deadlines matter. Deadlines for drafts and final submission of 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 and copied to the Head of Department. The agreement will always be invoked.</p> <p>Any form of plagiarism, deliberate or otherwise, 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 Department 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.</p> <p>The Head of Department must report any instance of plagiarism to the Sixth Form Team and a stage of the Sixth Form agreement will be invoked.</p> <p>It is worth noting that plagiarism is often viewed as fraud and can lead to dismissal from university or employment.</p>
<p>Curriculum</p>	<p>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).</p>
<p>Transition Arrangements</p>	<ul style="list-style-type: none"> <li>• Our students have high aspirations and inevitably the very best academic institutions and employers have high expectations. Obtaining at least CCC at AS is an indication that our students have a good understanding of the A level content and that as a result they are likely to reach their potential.</li> <li>• If a student's AS results are below this level, they will be given the option to re-sit Year 12. This will enable them to have a second chance at achieving their potential.</li> <li>• Special entry requirements for Further Mathematics: Students will be permitted to continue their study of Further Mathematics on the basis of internal assessment. The school has the final say about whether Further Mathematics is to be pursued or not and in so doing will take into account progress across the curriculum.</li> </ul>

The majority of our students leave Wilson's for university study. An important area of our work is in helping our students to successfully apply for and gain a suitable university place.

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

- In securing the AS grades that will determine the UCAS predicted grades made by the school for A level. These are also the only advanced qualifications completed by the time the UCAS applications are submitted.
- Attendance, punctuality and diligence patterns can be reflected in the school's UCAS reference.
- 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 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 places are subject to a specific grade offer and therefore the work completed during Year 13 is vital in meeting these grade offers.

We do acknowledge that not all of our students choose go on to university and instead choose to follow a variety of other paths. Support is offered to them on an individual 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:	<ul style="list-style-type: none"> <li>• A plain blue, black or grey business-style suit (no loud patterns or fashion suits)</li> <li>• Formal collared shirt</li> <li>• Full-length neck tie (no novelty or joke styles or bow ties). The Prefect, CCF or other school colours ties can be worn.</li> <li>• Optional formal jumper (plain, v neck only)</li> <li>• Formal leather or leather-look shoes (not trainers) or )</li> <li>• Matching waistcoats (not cardigans) are permitted</li> <li>• A smart dark plain coat or jacket may be worn over the blazer to and from school, but not instead of a blazer. Leather and denim coats and jackets are not acceptable. No hoodies are allowed.</li> <li>• When required, members of the CCF are entitled to wear their regulation CCF uniform.</li> </ul>
Further notes on dress:	<ul style="list-style-type: none"> <li>• Visible piercings and tattoos are not permitted.</li> <li>• Coats and hats must be removed on entering the school and should not be worn around the school.</li> <li>• No jewellery, other than a wristwatch, may be worn. No badges, other than House or Prefect badges (or other badges awarded for participation in a school activity) may be worn.</li> <li>• 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.</li> </ul>
Hair length and styles:	<ul style="list-style-type: none"> <li>• Hair must be kept smart and tidy and discretely tied back if it reaches the collar of the blazer.</li> <li>• Top knots, hair bands and/or shaved patterns in hair/eyebrows are not permitted.</li> <li>• Noticeable highlights or dyeing / bleaching are not permitted.</li> </ul>
Facial Hair	<ul style="list-style-type: none"> <li>• Well-groomed facial hair is permitted</li> </ul>

Failure to comply	<ul style="list-style-type: none"> <li>• The final arbiter in relation to the Dress Code rests is the Sixth Form team.</li> <li>• 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.</li> </ul>
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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 and printing 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.*

Examples of misuse and the expected length of ban are as follows:	<ul style="list-style-type: none"> <li>• <b>3-5 days:</b> Gaming, unrelated entertainment related websites, YouTube clips unrelated to subject studies.</li> <li>• <b>15 days:</b> Accessing or attempting to access pornography or other distasteful material.</li> <li>• <b>15 days:</b> Sending an unsolicited e-mail to the student or staff body.</li> <li>• <b>Undefined:</b> 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.</li> </ul>
Email use	<p>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.</p> <p>It is important that email accounts remain serviceable and are not allowed to become full so that further emails cannot be received. <b>We expect students to check their email accounts at least once per day and to respond to emails from staff members promptly and courteously.</b></p> <p>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.</p> <p>Students are expected to read the Weekly Update (sent via SIMS InTouch to parents and emailed to students) as an important source of information from the Sixth Form team.</p>

<p>Use of electronic devices</p>	<p>Mobile phones, smart watches, ear buds or other electrical devices (other than laptops) may not be used in school except in certain designated study areas. In these areas music may be listened to through headphones at an appropriate level and provided that it is used as an aid to study and does not cause distraction to others.</p> <p>If a teacher sees a mobile phone or another electrical device outside of the designated study areas, 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.</p> <p>When a student is speaking to another student, to a member of staff, or using our collaborative area to speak with other students, then it is expected that they remove any ear buds or headphones, as a matter of courtesy.</p>
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<p>The Sixth Form Agreement</p>	<p>Any 15 day ban will result in an immediate invocation of the Sixth Form agreement, as will repeated behaviour resulting in a 3-5 day ban. It is also very likely that a 15 day ban would constitute behaviour short of gross misconduct, or gross misconduct itself.</p> <p>Please note that a ban undefined in length could lead to the withdrawal of a Sixth Form place. Accessing the account of a member of staff is a very serious offence and could result in permanent exclusion.</p> <p>Any member of staff who suspects this has happened must refer it immediately to the Head.</p>
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## 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.

<p>Misconduct falling short of Gross Misconduct</p>	<p>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.</p> <p>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</p>
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	<p>as they deem appropriate, up to and including escalation to Stage 3 of the Sixth Form Agreement depending on the incident.</p> <p>Students must be familiar with the procedures and sanctions as laid out in the school's Drug Policy.</p> <p><b>Stage 3 can always be invoked for a student who fails to comply with a request made by the Head, his Deputies or his Assistants.</b></p>
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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. Aggressive or abusive behaviour and deliberate or careless behaviour that risks or leads to damage or harm is clearly unacceptable and will be treated as gross misconduct.

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.

<b>STAGE</b>	<b>INTERVENTION</b>	<b>CONTACT WITH PARENTS</b>	<b>WHO?</b> <i>One or more of:</i>
Stage 1	<ul style="list-style-type: none"> <li>• Written warning.</li> <li>• Head's Detention.</li> <li>• Possible internal isolation</li> </ul>	Letter to parents.	<ul style="list-style-type: none"> <li>• Director of Sixth Form</li> <li>• Member of SLT / ALT</li> <li>• Deputy Directors of Sixth Form</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• Written warning.</li> <li>• Head's Detention / possible Fixed Term exclusion</li> </ul>	Letter to parents. Initial meeting with parents.	<ul style="list-style-type: none"> <li>• Director of Sixth Form</li> <li>• Member of SLT /ALT</li> <li>• Deputy Directors of Sixth Form</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• Meeting with parents.</li> <li>• Final written warning.</li> <li>• Fixed term exclusion</li> <li>• Referral to Trustees' Disciplinary Committee.</li> <li>• Appearance before TDC.</li> </ul>	Letter to parents. Meeting with parents. Attendance at TDC.	<ul style="list-style-type: none"> <li>• Head (or the named senior leader in charge of the school in his absence) re: fixed term exclusion.</li> <li>• Deputy Head</li> <li>• Member of ALT / SLT</li> <li>• Director of Sixth Form</li> </ul>
Stage 4	<ul style="list-style-type: none"> <li>• Permanent exclusion.</li> <li>• Meeting with TDC.</li> </ul>	Letter to parents. Attendance at TDC.	<ul style="list-style-type: none"> <li>• Head</li> </ul>
<p>Whilst progression is typically 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.</p>			