

Farmor's Sixth Form Policies and Protocols

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The Sixth Form Code of Conduct

The purpose of the Code of Conduct

The Code sets out the standards of behaviour expected by Farmor's Sixth Form and Sixth Formers' duty to abide by it. Following this Code will help Sixth Formers fulfil their duties as students and will safeguard them from being maliciously, falsely or mistakenly suspected or accused of misconduct.

All Sixth Formers have a duty to promote student safety and welfare through the development of respectful and reciprocal relationships and adult behaviour that demonstrates integrity, maturity and good judgement.

This Code mirrors the style adopted by employers and helps to prepare Sixth Formers for the expectations of adult life. This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for Sixth Formers. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the required standards of behaviour. Sixth Formers are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the whole school population.

1 Breaches of the Code of Conduct

Any behaviour in breach of this Code by Sixth Formers may result in action under the Sixth Form Conduct and Performance Protocol. Such behaviour may constitute gross misconduct and, as such, may result in exclusion. The Sixth Form and governing body will take a strict approach to serious breaches of this Code.

2 Relationships with Other Students

Where it is alleged that a Sixth Former has behaved in a way that has physically or verbally abused another student or possibly committed a criminal offence, or behaved in a way that indicates s/he would pose a risk of harm to other students, then the governing body will follow the Sixth Form Conduct and Performance Protocol.

3 Expected Standards of Behaviour

All Sixth Formers must:

- Place their learning at the centre of their conduct.
- Have high expectations for themselves, be committed to addressing underachievement, and work to help other Sixth Formers and pupils progress regardless of their background and personal circumstances.
- Treat Sixth Formers, pupils and staff fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- Model the characteristics the Sixth Form including enthusiasm for learning, a spirit of enquiry,

honesty, tolerance, social responsibility, patience, and a genuine concern for other people.

- Respond sensitively to the differences in the home backgrounds and circumstances of Sixth Formers and pupils.
- Seek to work in partnership with staff, respecting their views and promoting understanding and co-operation to support the sixth formers' learning and well-being in and out of school.
- Reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.
- Ensure that the same standards of behaviour are always applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Engage positively in the learning opportunities in lessons and not disrupt the learning of others.
- Behave as role models of good behaviour outside lessons
- Be punctual at all sessions and lessons, including registration and assemblies.
- Maintain attendance over 95% (unless there is valid, short term reason for absence /lateness).
- Sixth Formers are required to comply with the Sixth Form programmes of study including participation in the Speakers' Programme, enrichment opportunities, registration and work experience in line with the Sixth Form Attendance Policy.
- Sixth Formers should adopt high standards of personal conduct in order to maintain the confidence and respect of others including fellow Sixth Formers, pupils, staff and the public in general. A Sixth Former's behaviour or actions, either in or out of the Sixth Form, must not compromise her/his position within the Sixth Form, or bring the school into disrepute.
- Sixth Formers should behave in a way that is appropriate as a role model to younger students. This includes not making sexual remarks; not using inappropriate language; not making personal comments which scapegoat, demean or humiliate, or might be interpreted as such; not engaging in public displays of affection; not using their phones around the site; not disrupting the learning of others; not leaving litter or disrespecting the Sixth Form facilities.
- A Sixth Former's dress and appearance are matters of personal choice, self-expression, religious and cultural customs. However, Sixth Formers must maintain an appropriate standard of dress and personal appearance which promotes a positive image. Clothing and footwear must be safe and clean and take account of health and safety considerations. Sixth Formers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be religious and culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory.
- Personal property of a sexually explicit nature or property which might be regarded as promoting radicalisation or otherwise inappropriate such as books, magazines, CDs, DVDs or such material on any electronic media including links to such material must not be brought onto or stored on school premises or on any school equipment.

5 Relationships with Students under the age of 16

Anyone has specific responsibilities with regard to intimate relationships with those under the age of 16. Sexual behaviour with anyone under 16 can put you at risk and Sixth Formers must be aware of the boundaries of appropriate conduct with younger students both in and out of school. This includes sexting and use of social media.

6 Social Contact and Social Networking

Communication between Sixth Formers and staff, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, tablets, text messages, emails, instant messages, websites, social media such as Facebook, Twitter, Instagram, chat-rooms, forums, blogs, apps such as Whatsapp, gaming sites, digital cameras, videos, web-cams and other hand held devices. Sixth Formers should not request any personal information from staff.

It is recommended that Sixth Formers ensure that all possible privacy settings are activated to protect personal profiles and prevent unsolicited accessing of photo albums or other personal information which may appear on social networking sites. Sixth Formers should be aware that future employers often search social networks to see profiles and activities and should not put their future opportunities at risk by inadvisable postings and low privacy settings. An example of this might be drunken boasting on Facebook.

Sixth Formers are personally responsible for what they communicate in social media and must bear in mind that what is published might be read by the Sixth Form, students, parents and carers, the general public, future employers and friends and family for a long time. Sixth Formers must ensure that their on-line profiles are consistent with the image expected by the Sixth Form and must not post material which damages the reputation of the school or which causes concern about their suitability to study in the Sixth Form. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the Sixth Form Conduct and Performance Protocol. Even where it is made clear that the writer's views on such topics do not represent those of the school, such comments are inappropriate.

Many educational activities involve the taking or recording of images. An image of a Sixth Former, pupil or member of staff is personal data and it is, therefore, a requirement that consent is obtained before any images are made such as those used for school web sites, notice boards, productions or other purposes. Sixth Formers need to be aware of the potential for images to be taken as and/or misused to create indecent images. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

7 Driving Responsibilities

Sixth Formers who drive must ensure they are familiar with the Car Use Policy. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded and all paperwork appropriately completed. Sixth Formers and parents/carers must be aware that Farmor's School and Sixth Form is not liable nor responsible for any accident or incident caused by Sixth Form driving.

8 Educational Visits and School Clubs

Sixth Formers on an educational visit, particularly in a residential setting, or after-school activity remain in a position of trust and the same standards of behaviour and conduct apply.

9 Unacceptable Use of ICT Facilities and Monitoring

Sixth Formers will all have to sign up to the ICT Acceptable Use Policy to use ICT in the Sixth Form. They should ensure that they read this policy and be clear what they are signing up to.

10 Reporting Concerns and Recording Incidents

All Sixth Formers must report concerns and incidents. In the event of an incident being witnessed, the relevant information should be immediately recorded and reported to the Head of Sixth Form or Senior Member of staff as appropriate.

11 Monitoring and Review

The Head of Sixth Form is responsible for monitoring the implementation, use and effectiveness of this Code of Conduct.

This Code of Conduct will be reviewed by the Senior Leadership Team alongside the Behaviour Handbook.

Farmor's School – Data Privacy Notice

(How we use student information)

Why do we collect and use information about you?

The General Data Protection Regulations 2018 (GDPR) is a set of rules designed to make sure that personal data is kept safe and is used appropriately. We collect and use information about you for the following reasons:

- By law we have to process your data to make sure we meet the requirements of:
 - The Education Act 1996
 - The Admissions Code (December 2014)
 - Keeping Children Safe in Education (September 2016)
 - Any other statutory duties placed on us for Department for Education data collections

Ways that we may use your data are:

There are various ways that we may use or process your data to support and protect you, and make sure that your best interests are considered whilst you are a student at Farmor's School. For example:

- to support your learning
- to monitor and report on your learning and progress
- to enable us to provide support for you whilst you are at Farmor's School through our pastoral care system
- to assess the quality of what we do as a school to allow us to try to do our best and provide you with the best education that we can
- to allow us to meet the requirements of the law regarding data sharing
- To keep you safe. For example this would include information regarding food allergies and emergency contact details for your parents and carers.

What categories of student information do we collect, hold, process and share?

The categories of data include:

- Information about you – such as your name, date of birth, address and contact details
- Your unique pupil number, which is a number allocated to you when you start school that identifies you throughout your school life
- Your personal characteristics that we need to the annual school census. The census is an annual survey of all students in the country undertaken by the government. This survey includes data such as:
 - Ethnicity eg Asian, African, White, Mixed race, etc
 - Language eg whether English is the main language that is spoken at home
 - Nationality eg whether you are Indian or British
 - Your country of birth eg France or Great Britain
 - Whether you are eligible for free school meals or for financial support through funding called 'pupil premium'. The school receives funding for you if:
 - You are entitled to free school meals, or have been entitled at any time in the last 6 years

- You are in care, adopted or fostered
- You are children of members of the Armed Forces
- Attendance information, such as the number of morning and afternoon sessions you have attended, the number of absences you have had and the reasons for those absences. We need to record this by law to make sure that you are receiving your entitlement to and education and we are required to share this information with the Local Authority and the Department for Education
- Safeguarding information, such as court orders and the professionals that support you.
- Special educational needs and disability information so that we can be sure we take account of any needs that you have to support you when you are at school.
- Important medical information to ensure that you have the support you are entitled to and that you are kept safe and well. For example you doctor's details, information about your health, including allergies, medication and dietary requirements.
- Behavioural information, for example the number of homeworks you have missed, detentions and exclusions, together with any relevant alternative provision that is put in place for you.
- Assessment information, such as Key Stage test results, ongoing assessments throughout your time at Farmor's School and your GCSE and A level results. We record this information so that we can support you appropriately to achieve your best.
- Information relating to activities and events that are arranged by the school, for example trips and sports activities.

This list is not exhaustive; a current list of other categories of student information can be found on our school website.

Collecting student information

When you join us, we collect information about you from your previous school via a secure file transfer. We will also ask you and/or your parents for information through the completion of a data collection form to ensure that the information we have at that point is correct. This data collection will be completed each year.

A majority of the information that you provide to us has to be collected by law, however some information is provided on a voluntary basis. When we ask for information, in order to comply by the rules of GDPR we will inform you whether you are required by law to provide the information to us, or if you have a choice in this.

Storing student data

Your data is held securely either on our school network, or in locked filing cabinets and cupboards. We restrict access to your data to that only those people who need to can see it. We also make sure that people only have access to that they need to do their job and not necessarily everything that we hold about you. Access to any sensitive personal data is strictly restricted to only those who need to see it.

We keep the data and information we have about you until after your 25th birthday; we are required to do this by law. After that your data is deleted from our computer systems and any paper records are destroyed. We use a specialist company who have the correct authorisation to destroy paper records for us.

Our policies relating to Data Protection and Data Retention Schedules can be found on our website.

Who do we share student information with?

We routinely share student information with:

- Schools and colleges that you may attend after leaving us

- Youth support services (when you reach the age of 13)
- Our local authority, Gloucestershire County Council (GCC)
- The Department for Education (DfE)
- The NHS or school nurse as needed for your wellbeing and safety and to support national vaccination programmes
- Counsellors and Education Psychologists as and when it is appropriate
- 4Matrix, which is an organisation that analyses our GCSE and A level results to help us to identify where we are doing well and what we need to improve.

All data is shared using secure file transfers or via secure portals.

We also routinely share information with companies that provide services to schools to support your education. An example of this is Show My Homework (SMH), the platform you use to find the homework set for you. *A current list of other companies with whom we share pupil information can be found on our school website.*

Aged 14+ qualifications

For students who are taking post 14 qualifications such as GCSEs or A levels, the Learning Records Service (LRS) will give us your unique learner number (ULN) and may give us details about your learning or qualifications. The LRS collect data on behalf of the Education and Skills Funding Agency (ESFA) for the Government.

Why we share student information

We do not share information about you with anyone without consent, unless the law requires us to, or our policies allow us to. We ask your parents, or you when it is relevant, for consent to use specific and limited data for educational or publicity purposes when we send you our student contact forms to update each year in September/October.

Data collection requirements:

If you would like to find out more about the data collection requirements placed on us by the DfE (for example via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

Youth support services – What is different about pupils aged 13+?

Once you reach the age of 13, we also pass your information to our local authority and/or the provider of youth support services, as they have responsibilities in relation to the education or training of 13-19 year olds under Section 507B of the Education Act 1996.

A parent/guardian can request that only their child's name, address and date of birth is passed to their local authority or provider of youth support services by informing us. This right of request is transferred to you once you reach the age of 16.

Our students aged 16+

We also share certain information about you once you reach the age of 16 with our local authority (GCC) and the provider of youth support services (Prospects). We must do this as they have responsibilities in relation to the education or training of 13-19 year olds under Section 570B of the Education Act 1996.

If you would like more information about services for young people, please visit

<https://youthsupportteam.co.uk/>

The National Pupil Database (NPD)

The NPD is owned and managed by the DfE and contains information about students in schools in England. It provides important information about how schools are performing. This information is used to inform independent research, as well as studies the DfE asks others to conduct on its behalf. It is held in electronic format for statistical purposes and to analyse national trends. This information is securely collected from a range of sources including schools, local authorities and awarding exam bodies, such as AQA, OCR and Edexcel who set exams and award qualifications such as GCSEs and A levels.

We must by law provide information about you to the DfE as part of annual surveys, or data collections, these data collections are called the 'census'. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

If you would like more information about the NPD, please visit

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

The DfE may share information about students at Farmor's School from the NPD with third parties who promote the education or well-being of children in England by:

- Conducting research or analysis
- Producing statistics
- Providing information, advice or guidance

The DfE has strong processes in place to ensure that the data is kept confidential and there are very strict rules and controls in place regarding who can access and use data. Decisions on whether the DfE allows other people to access the data are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data
- The purpose for which it is required
- The level and sensitivity of data requested
- The arrangements in place to store and handle data
-

To be granted access to student information, organisations must obey the strict rules and terms and conditions covering the following arrangements:

- Confidentiality (how it is kept private)
- Security arrangements (how it is kept safe)
- Retention (how long it is kept)
- Use (how it is used)

For more information about the DfE's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data> To contact the DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection law, you and your parents have the right to request access to information that we hold about you. To make a request for your personal information, or for your parents to be given access to your educational record, contact Mrs Sue Dorey, Business Lead and Data Protection Officer.

You also have the right to:

- Object to processing of your personal data that is likely to cause, or is causing, damage or distress
- Prevent processing for the purpose of direct marketing. *We confirm that Farmor's School does not provide data to anyone for marketing purposes*
- Object to decisions being taken by automated means. This means a computer programme making decisions about you based on your data without a human being involved. *We confirm that Farmor's School does not use any automated decision making systems*
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed
- Claim for compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance by contacting Mrs S Dorey, Business Lead and Data Protection Officer. You may alternatively contact the Information Commissioner's Office at

<https://ico.org.uk/concerns>

Contact:

If you would like to discuss anything in this privacy notice, please contact Mrs S Hughes, Business Lead and Data Protection Officer.

Sixth Form Cover Lessons Policy

At all times teachers will endeavour to set work for Sixth Form classes just as they would do for lower school classes. Sixth Form lessons are never to be cancelled unless there are exceptional circumstances.

In the case of absence, there is obviously no cover teacher to take the lesson but students should be developing the good habit of coming to the lesson as normal and carrying out the required work independently for the full duration of the lesson.

All work at A Level is useful to consolidate learning. Students are expected to respond as responsible independent learners to complete the work and ask Heads of Department for advice and guidance as required.

Good practice in place in departments includes:

- A clear expectation amongst staff that cover will be set for sixth form lessons in the event of staff absence
- Departmental procedures to set work if a member of staff has an unplanned absence and does not provide cover work
- The taking of a register by a member of the department
- The clear expectation that students carry out the work during the lesson itself in a designated venue
- Using Clare Orgill to hand out work and take registers where appropriate
- Subject Teachers checking attendance and work completion on return

Sixth Form Attendance and Monitoring Policy

Rationale

- The Sixth Form maintains a culture of high attendance and has a very clear process for monitoring attendance and absence. It is proven that students risk reducing their chances of achieving their potential to 27% if attendance falls below 90%. The school reserves the right not to enter you for exams if you are not meeting your responsibilities of attending at least 95% of lessons including enrichment and morning registration. This will be triggered if you have not engaged with the support offered. Your attendance will be reviewed half termly and you will be warned if attendance, without good reason e.g. serious accident/illness, for a subject falls below 95% for the period

General Principles

The key to an effective system is communication. Students need to keep tutors and teachers informed of their movements and to forewarn them of any planned absence.

- The presumption is that any absence is considered unauthorised, unless a valid reason is given otherwise.
- If the absence can be foreseen, then the student should apply for planned absence in advance.
- When the reason of absence could not have reasonably been foreseen, then the school should be contacted on the day in question before 9.00am. If the student fails to do this, the absence will not be authorised, until acceptable explanation is provided.
- Any absence as a result of a holiday will be recorded as unauthorised.
- The following system is transparent and applies to all students.
- If attendance (along with behaviour and attainment) falls below an acceptable level, we reserve the right to refuse entry to Year 13.

Punctuality

- Punctuality is expected of students at all times.
- If a student arrives for a lesson more than 15 minutes late this will be recorded as an unauthorised absence unless there is a transparent reason for lateness – for example, late-running buses.
- If a student arrives for registration more than 5 minutes late (i.e. 8.55am) they will be marked 'here' but the tutor will note the lateness. If the lateness becomes an issue in the eyes of the tutor, the matter will be raised with Sixth Form team and Parents.

Communication

If a student has any unauthorised absences from lessons the school will endeavour to contact home by whatever means deemed appropriate – this could be letter, e-mail or phone call. Outcome of any communication will be shared with Heads of Year, EW, Tutors and Teachers. If a student has 2 or more unauthorised absences from registrations in a week contact home will be made, by Tutors in the first instance.

Attendance Monitoring

Attendance will be reviewed half termly and students will be warned if attendance, without good reason e.g. serious accident/illness, for a subject falls below 90% for the period. If a student does not improve attendance within the agreed time, the school reserves the right to consider whether continued Sixth Form study is appropriate.

Attendance Registers

- All staff will complete lesson registers in a timely way.
- Tutors will follow up N codes for unauthorised absences for both registration and lessons.

Reporting

- o Unauthorised absences will be sent home to parents throughout the academic year

Sixth Form Conduct and Performance Protocols

Conduct Protocol

What are the expectations of your conduct?

You are expected to maintain good conduct by adhering to the Farmor's School Sixth Code of Conduct. Expectations surrounding your behaviour have been laid out in the Farmor's School Sixth Code of Conduct and Attendance Policy. This document will detail the structured process for the Senior Leadership Team (Mrs White or Mr Evans) to handle concerns if students' conduct contravenes either of these policies.

What is misconduct?

Misconduct is when you breach the expected level of conduct. This may be but is not exhaustive of:

- Breaking Sixth Form Code of Conduct or not following procedures
- Poor lesson attendance or punctuality without good reason (<95%)
- Failure to punctually attend registration, enrichment and fully engage in your programme of study
- Being dishonest

What is gross misconduct?

Gross misconduct is defined as actions or omissions by students which seriously undermine the relationship of trust between you and the school. This includes (but is not exhaustive of):

- Theft
- Physical violence
- Damage to property
- Misuse of drugs or alcohol
- Bullying including racism, homophobia or discrimination of any kind
- Serious inappropriate use of Social Media
- Sexual harassment.

How will misconduct and gross misconduct be managed?

Initially you will have a meeting with either/both the relevant Head of Year and Mrs Kelly. Depending on the severity of the offence, your parents and tutor or subject teachers and also the head teacher will also be invited. The concern that has initiated the meeting will be discussed and appropriate actions agreed in writing.

Formal Stage	Maximum level of sanction
One	<p><i>Verbal warning</i></p> <p>Meeting with the relevant Head of Year and/or Mrs Kelly and Sixth Former to discuss the breach of code of conduct and agree any actions required. A record of this meeting will be held on your file for 6 months.</p> <p>Depending on the seriousness of the issue a decision can be made to move directly towards stage two or three.</p> <p>There will be a review meeting to discuss progress 3-6 weeks later as appropriate. If</p>

	improvement is not achieved at this stage, or sustained thereafter, then it is likely to result in progression to stage two.
Two	<p><i>Formal warning in the form of a letter placed in your personal file (to be held for one year) and a copy sent to home address.</i></p> <p>Meeting with the relevant Head of Year and/or Mrs Kelly and Sixth Former. Targets to improve will be agreed and a period of monitoring will commence.</p> <p>Depending on the seriousness of the issue a decision can be made to move directly towards a final written warning.</p> <p>If improvement is not achieved at this stage, or sustained thereafter, then it is likely to result in progression to stage three.</p>
Three	<p><i>Final warning in the form of a letter placed in your personal file (to be held for one year) and a copy sent to home address,</i></p> <p>Meeting with the relevant Head of Year and/or Mrs Kelly, Deputy Head, parents and Sixth Former. Having failed to meet your targets, this will be a discussion as to whether there is better provision for you elsewhere.</p> <p>If improvement is not achieved at this stage, or sustained thereafter, then it is likely to result in progression to stage four.</p>
Four	<p><i>Dismissal Hearing</i></p> <p>Meeting with the relevant Head of Year and/or Mrs Kelly, Headteacher, parents and Sixth Former and Governors as appropriate.</p> <p>This stage may result in exclusion for gross misconduct or for continued failure to meet the expectations of the code of conduct and you will be supported to investigate other routes to progress your studies or career ambitions.</p>

Performance Protocol

Performance concerns which are not triggered by breaches of the Code of Conduct will be supported through the Support Protocol which will be tailored to individual need.

Formal Stage	Maximum level of sanction
One	<p><i>Triggered by staff concerns over progress or performance.</i></p> <p>This could include (but is not exhaustive of) repeated poor test scores, poor standard of homework or classwork, indications of failing to make progress in one or more courses through lack of effort.</p> <p>Meeting with tutor, the relevant Head of Year and/or Mrs Kelly and Sixth Former to</p>

	<p>discuss the concern raised. A record of this meeting will be held on your file for 6 months.</p> <p>Detailed feedback from all subject areas will be gathered prior to the meeting. Targets will be set and support agreed. Review points will also be agreed. Parents will be informed.</p>
Two	<p><i>On-going concerns due to little/no progress made on performance targets despite evidence of application and effort.</i></p> <p>Meeting with the relevant Head of Year and/or Mrs Kelly and Sixth Former. Targets to improve will be reviewed and amended where necessary. Additional support will be put in place and parents will be informed and invited in.</p>
Three	<p><i>Continual concerns due to little/no progress made on performance targets despite evidence of application and effort.</i></p> <p>Meeting with the relevant Head of Year and/or Mrs Kelly, parents and Sixth Former. The most likely outcome will be to fail the course. Change of Programme of Study will be agreed in line with future ambitions.</p> <p>On-going monitoring and support will be agreed as required.</p>