

Sixth Form Positive Attitude to Learning Policy

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DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every 2 years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

The school reserves the right to amend this policy at any time in the academic year and to direct formal disciplinary procedures at any level, as appropriate. The contents of this policy will be disseminated and shared with all students during their induction period and is available online.

King Egbert School Mission & Ethos

At King Egbert School, we believe in:

- Academic excellence for all
- Showing respect at all times
- Having high aspirations and personal goals that go beyond our time in school

At King Egbert School, we are committed to providing outstanding education for all in a safe, happy and positive learning environment.

Academic excellence for all

Together, we strive for personal and academic excellence: King Egbert School wants the best outcomes for every member of our school community, whatever their background or role in our school.

Showing respect at all times

Our inclusive and diverse school community is one in which:

- every individual is welcomed, understood and valued;
- we respect each other and embrace our diversity;
- we actively promote fairness and social justice;
- our staff and students care about their community and together we all care about the wider world and our place in it.

Having high aspirations and personal goals that go beyond our time in school

Together, we are committed to educating, supporting and encouraging every individual to develop the skills and character that will help them become the best they can be and make a real difference in the world. We expect every member of our own school community to become active, successful members of the wider communities we are part of: Sheffield, the United Kingdom and the global community beyond.

Together, we are King Egbert School.

Policy Aims

- Provide clear guidance of what is deemed to be positive attitudes to learning
- Promote positive relationships at all times and actively uphold the school's ethos of academic excellence, respect and aspiration
- Understand the need for support and guidance with the assumption that change is always possible
- Encourage staff and students to challenge unwanted and poor attitude to learning
- Provide a clear staged process for students, staff and parents where concerns are raised

Our school is based on the ethos as stated above and is built on mutual respect and honesty. We have extremely high expectations of our sixth form students to act as young adults and role models to those around them. Our sixth form students are given much greater freedom and with that comes the responsibility to conduct themselves in a professional manner inside the classroom. Our responsibility is to support students in taking responsibility for their own learning and development an essential skill needed in the world of work and at University.

The emphasis is on respect, trust and encouragement and assumes that changes to attitude to learning can always be made. Incidents of continually poor attitude to learning are extremely rare, and this approach is to support students understand exactly what is required of them so they are able to make positive changes.

Understanding what is meant by attitude to learning

Positive attitude to learning

As a developing young adult, it is important that our students can have positive meaningful professional relationships with staff and peers. Positive attitude to learning is the way a student approaches their study and their involvement in school. Being polite, a good listener, a role model, having empathy for others and always being respectful, even if challenging opinion and ideas are essential. Completing work when asked, handing work in own time, communicating with staff when there are concerns or worries, asking questions, and being inquisitive about learning are the building blocks to becoming an excellent student. These skills will support students as they develop into adulthood. Positive attitudes to learning supports the best possible outcome for the individual and a positive learning environment for everyone. Further guidance can be found in Appendix A KES sixth form attitude matrix

If students are struggling to achieve positive attitudes to learning, the school will take active measures to support individuals to reform. Recognising the difference between needing support and the need for sanctions and acknowledging individuals grow and develop at different rates.

Sixth form induction will support students in understanding the adult framework below. Departments will separately explain in detail what that means in their specific subject area.

Poor attitude to learning

Attitudes that staff can find most frustrating are those that are low level, regular and disruptive. Poor attitudes in lessons may include:

- Being late to lessons or non-attendance (see separate attendance and fitness to study policy)
- Not arriving equipped to lessons
- Not handing homework in
- Using mobile phone when not sanctioned or in class
- Talking over the top of somebody / not actively listening to others
- Asking staff to repeat answers due to not listening
- Deliberate poor eye contact or body language

Intervention strategies to promote positive attitude to learning and behaviour may include:

- Moving students seats / lessons / supervised study
- Changes to deadlines / time limited extensions
- Talking / mentoring by appropriate student
- Career meeting with careers officer / external providers to gain sense of direction / motivation
- Supporting individuals with open days / work experience
- Creation of SMART targets
- One to one mentoring from staff member academic or pastoral
- Specific subject support
- Supporting them to get organised
- Parental involvement
- Additional supervised study
- Support individuals with revision techniques
- Placed on subject report

Unacceptable attitudes to learning - these behaviours are very rare here at King Ecgbert School.

Attitude to learning that disrupts others learning. Examples of unacceptable attitudes in lessons may include:

- Disruption to learning, resulting in staff or students being distracted from learning in lessons
- Bullying and harassment (including bullying of any individual or harassment of an individual based on protected characteristics such as race, gender, ethnicity, disability, sexual orientation)
- Action likely to cause injury or impair safety to students and staff or property
- Plagiarising work / copying / cheating in exam situations



KES6 FRAMEWORK OF ADULT EXPECTATION

| | Our expectations of you | What you can expect from us | Example of consequence |
|---|--|---|---|
|  | ATTEND AND ENGAGE <ul style="list-style-type: none"> Attend and engage in all lessons and registration on time. Complete all set homework, coursework and tasks on time and to a high standard. | <ul style="list-style-type: none"> Quality first teaching. Given specific work, support and structure during supervised study to support your progress. Homework will be marked in a timely manner and we will provide you with high quality feedback. | <ul style="list-style-type: none"> Grades and progression into Y13 affected. Detentions for lateness or missing homework. Increased supervised study. Remove supervised study in Y13 if on track. Your approach will be reflected in your reference. |
|  | BE RESPECTFUL <ul style="list-style-type: none"> Conduct yourself in an adult manner. This includes following school rules such as the sixth form dress code and diversity policy, wearing lanyards, relating to others positively, using facilities correctly, returning laptops to charge. Report any discriminating behaviour. | <ul style="list-style-type: none"> Respond to you in an adult and positive manner. Allow you to use the facilities and equipment for study. | <ul style="list-style-type: none"> Referred to Head of Department or the Head of Sixth Form. Those displaying poor behaviour or attitude will be challenged. Students banned from using our laptops and facilities. |
|  | BE ORGANISED <ul style="list-style-type: none"> Manage your time effectively, come equipped to lessons, keep your work and folders to a high standard. Phones away, jackets off, water bottles filled before the start of the lesson. | <ul style="list-style-type: none"> Provide you with appropriate learning resources. Regular checks of folders and organisation. | <ul style="list-style-type: none"> Support with organising your work. Increased supervised study. Report and contact home. |
|  | COMMUNICATE <ul style="list-style-type: none"> Communicate with staff about any illness, non-attendance, pastoral or academic issues. If you arrive late or need to leave the classroom, communicate with staff and sign in or out. Check your emails regularly. | <ul style="list-style-type: none"> Dedicated pastoral care. Email and record on form tutor notices opportunities about work experience, university opportunities, bursaries and scholarships. | <ul style="list-style-type: none"> Inaccurate records. You miss opportunities. |
|  | CONTRIBUTE <ul style="list-style-type: none"> Contribute to wider society including charity events and take part in leadership opportunities. | <ul style="list-style-type: none"> Support with over twenty enrichment opportunities. | <ul style="list-style-type: none"> Personal statements and references to jobs that stand out. |

Three stages of concern

| Stage One – Initial attendance concern and engagement required |
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| Student falls below 95% in first half term including authorised absence unless exceptional circumstance |
| Parent and students informed via student meeting, letter and phone call home from the Attendance Officer. |
| Students place on YELLOW report for half term where the attendance for this period must be 95% or higher. |
| Form Tutors are made aware so they can monitor and mentor them over the period |
| After the half term if the student is successful, they are removed from YELLOW report and the Attendance Officer calls home to congratulate the student and family. |
| After the half term if the student is unsuccessful, they progress to Stage two – Pastoral intervention |

| Stage Two – Intervention needed |
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| Parent informed via letter and meeting organised |
| Student and family invited into school to meet with the Attendance Officer and Head of Year. |
| Set of action points are agreed between the family and staff to support the student in attending more frequently. SMART goals and achievable targets are agreed. |
| Students placed on AMBER report for the next half term where the attendance for this period must be higher than the agreed percentage. |
| Student reports in each day to the Attendance Officer. |
| After the half term if student is successful, the student is then moved back to YELLOW report and Head of Year calls home to congratulate student and family. |
| After the half term if a student is unsuccessful, they progress to Stage three – Director of Sixth Form formal procedure. |

| Stage Three – Disciplinary procedure |
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| Parent informed via letter and meeting organised |
| Student and family invited into a meeting with Head of Year and Director of Sixth Form. |
| Set of action points are agreed between the family and staff to support the student in attending more frequently. SMART goals and achievable targets are agreed. |
| Students placed on RED report for the half term where the attendance for this period must be higher than the agreed percentage |
| Student reports in each day to Sixth Form office |
| After the half term if the student is successful, they are moved to AMBER report and Director of Sixth Form calls home to congratulate student and family |
| After the half term if student is unsuccessful, they progress to meeting with the Director of Sixth Form, Governors, resulting in a final formal written warning and repetition of stage three |

Appeal opportunity

A student who is permanently excluded, or the parent/carer of the student can appeal in writing to the Chair of the Governors through enquiries@ecgbert.sheffield.sch.uk

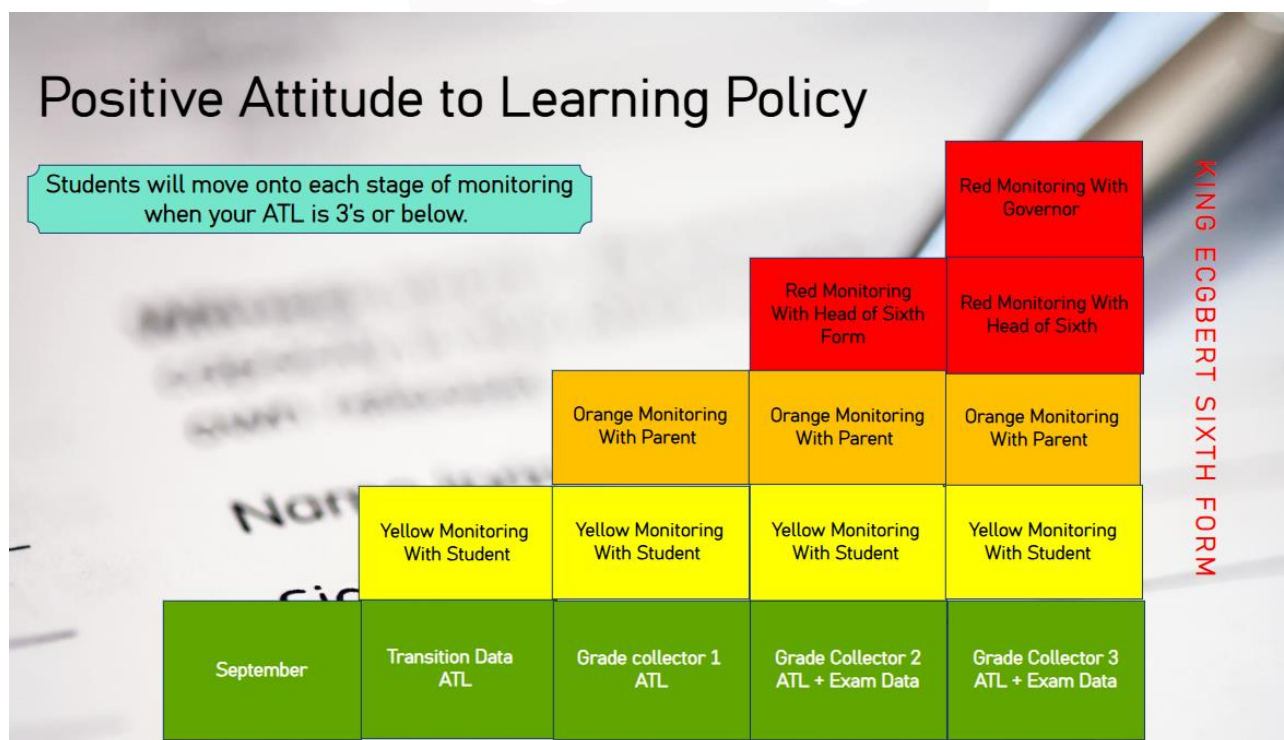
Students or parent/carer must make it clear that they are 'requesting an appeal to the decision to permanently exclude' using the Trust Appeals form on the College website. The request to appeal the decision must be received within 5 working days of receipt of the permanent exclusion letter.

An appeals meeting will be arranged within 10 working days of the appeal being received and the student and parents/carers will be notified of the date of the appeals meeting in writing.

Reporting behaviour:

It is imperative that students report poor attitudes to learning / plagiarism if it is affecting them. Students can report concerns to any member of staff within school and be assured that action will take place. Depending on the nature it can often be reported anonymously through KESconfidential@kingecgbert.school

If you are on the receiving end of poor behaviour such as bullying or harassment there is help at hand. Our designated safeguarding and sixth form team are here to support. See it, say it, STOP it.



Report statements:

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| 1 | Consistently outstanding attitude and engaged in all learning, answering questions and exploring ideas. Takes the lead for their own learning, completing additional tasks such as wider reading, examination practice, studio time and produces work that reflects the best they can do. |
| 2 | Has a positive attitude to learning and takes an active role in lessons. Produces work that is good quality and responds positively to feedback. Is proactive in addressing gaps in learning. |
| 3 | Responds to tasks in a satisfactory manner but often needs encouragement. Work sometimes shows a lack of care and attention to detail. Often passive rather than active in their learning. |
| 4 | Needs repeated reminders to concentrate in lessons. Work is often not completed in a satisfactory manner. Does not take responsibility for their own learning. Needs prompting to submit work. |
| 5 | Regularly off task. Does not come equipped for lessons. Work shows a lack of care and effort. Their attitude to learning is holding back their progress and may be holding back that of their peers. |

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| Yes | Organisation of work is at a suitable standard to support learning. |
| No | Organisation of work is below standard and could be detrimental to student's learning. |

| Stage | Lead | Support | Student advocate / | Timeframe | Associated paperwork |
|--|---|----------------------------------|-------------------------------------|---|---------------------------------|
| Yellow Initial concern and engagement required | Form tutor Head of Year if appropriate | Teaching staff /SEND | Student meeting | Transition monitoring | Yellow letter and target sheet |
| orange Intervention Needed | Head of Year Attendance officer if appropriate | Teaching staff /SEND | Student and parent / advocate | Monitoring | Orange letter and target sheet |
| Red Disciplinary Action | Director of Sixth Form/Governor | Teaching staff /SEND | Student and parent / advocate | Monitoring | Red letter and target sheet |
| Disciplinary Hearing and decision | Head teacher / Governor | Teaching staff /SEND / Any other | Student and parent / advocate / LEA | Must take place within 10 working days of the incident | Letter Appeal process explained |
| Appeal | CEO | | | Appeal must be requested within 5 days of the decision. | |

Other related policies can be found on our website

- Anti-bullying Policy
- Access Policy
- Attendance Policy
- Educational Visits Trip & Procedure
- Equality Policy
- Health & Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability Policy
- Substance Misuse Policy
- Use of Reasonable Force Policy

King Egbert Sixth Form Code of Conduct

The following agreement is given to all students who join the Sixth Form at King Egbert School. It is produced with the best interests of individuals and our community in mind.

1. I accept the importance of having a positive, caring attitude towards my fellow students, staff and work and agree to act in accordance with all whole school and departmental policies. I will uphold the school's ethos at all times.
2. I agree to attend school at the required times and to arrive punctually for all sessions.
3. I undertake my responsibility to notify school promptly if I am unable to attend for any reason, by call or email the Sixth Form Attendance Office. Sixthformattendance@kingecgbert.school I accept that it is my responsibility to contact subject teachers and to catch up on any work missed promptly.
4. I understand that I should make medical/dental appointments in non-class time. Holidays should not be taken during term time.
5. I understand that it is my responsibility to arrange and attend all mentoring sessions.
6. I accept that work should be handed in on time in order to receive a grade and that failure to meet deadlines may result in work not being assessed which may affect my final grades.
7. I understand that smoking is not allowed in the building or in a proximity to the school which implies that I am a student at the school. This includes electronic cigarettes.
8. I am aware of the guidelines on the use of mobile phones and the dress code for sixth form students (detailed in the Sixth Form Personal Development Log).
9. I agree to check my school e-mail regularly in order to receive important messages. (Essential if you are receiving 16-19 Bursary Funding and during UCAS.)
10. I agree to respect the fabric of the building, the communal facilities and the resources provided by the school.
11. I agree that all library books and text books will be returned to the appropriate department by the deadline date
12. I understand that I must wear my lanyard at all times and not bring any unauthorised personnel into school.
13. I have read and understood the attendance and fitness to study policy
14. I will not cheat / plagiarise work that is not mine. I have read and understood the plagiarism contract including the use of AI.

STUDENT PRINT NAME _____ **Signature** _____ **Date:** _____

PARENT PRINT NAME _____ **Signature** _____ **Date:** _____