



SIXTH FORM POLICY

INTRODUCTION

Our Ethos is founded on the concept of *Torah im Derech Eretz*.

Whatever pathway a student will choose to take, learning Torah and keeping to its *mitzvos* plays a key part in living life as a fulfilled and observant Jew.

The Hebrew phrase '*Derech Eretz*' means two things:

- *Derech Eretz* means having good character. A person's character defines who he is and influences all his interactions with others. He will be respectful, sensitive, kind and honest even in trying conditions.
- *Derech Eretz* also means engaging constructively with the wider world. The Sixth Form prepares our students to be aspirational, outward looking and to think ahead.

Based on these concepts, the following are the character traits that we wish to develop in our students:

Resilience: This begins with **Self-knowledge** and **Self-discipline** which leads to **Self-esteem**. A person with self-esteem is able to get up after being knocked down with the confidence to know that they are not a failure.

Thoughtfulness: We encourage **curiosity** and **independent thinking**, leading to an **enjoyment of learning**. We value above all **intellectual honesty** born from **humility**.

Awareness: We share this world with billions of other people. We need to be **outward-looking**, thinking of others and their needs and feelings. A person living their life with this awareness will develop into a true **mensch**.

We also expect parents/guardians to be involved in a supportive working relationship with the school in order to support our pupils effectively. All parents/guardians and students will be asked to sign the "Sixth Form Home School Agreement" when commencing the Sixth Form.

1. EXPECTATIONS OF STUDENTS

Students must show respect to staff at all times. Respect means appreciating the value of the education that they are receiving and the people who are involved in providing it. Sixth Form students

are also role models for the lower school and their behaviour is being observed and emulated by the younger boys.

Students have chosen the subjects that they wish to study and they need to take responsibility for their own success. This means high standards of attendance, punctuality and work at all times.

Students must attend every lesson on their timetable and are expected to arrive punctually.

Homework is set by the class teacher and the amount set and due date is at the teacher's discretion. Students must complete the work to a high standard and hand it in by the due date.

2. DRESS CODE AND APPEARANCE

The Sixth Form are required to adhere to the following dress code and appearance policy. Reasonable adjustments will be made for pupils with specific conditions/ disabilities/ protected characteristics:

- Stiff-collared shirt, tucked in at all times.
- Formal suit trousers. Chinos, denim and denim-style trousers (pockets at the front and skinny fit) are not acceptable.
- Formal shoes. Suede and brown leather is acceptable but the shoes must look formal. Boots are not acceptable.
- Students with a "trainer pass" for medical reasons, may only wear black trainers.
- Shirts can be any colour, but must be formal.
- Wearing a coat in the building is not allowed.
- Hoodies are not allowed to be worn on site and may be confiscated.
- Hairstyles must be appropriate for the School ethos. Cult hairstyles are not permitted, for example there should not be a significant difference/step/grade between the length of the side and the top of the head. However, this does not preclude those students who wish to grow their peyos (sidelocks). Hair may not be dyed. Students who dye their hair will be asked to redye it back to its original colour immediately. For Halachic (Jewish Torah Law) reasons boys must ensure a short haircut and that the peyos (sidelocks) area of the head must not be cut to less than a number 2 haircut length, this includes above and behind the ears.
- Students are required to wear their school ID badges attached to their lanyards at all times on the school premises.

Dressing formally helps students to see school and their education as important aspects of their life that deserve to be taken seriously and shown respect.

3. PARENTAL CONTACT

Teachers and parents are encouraged to be in contact with each other; a partnership where the school and parents are working together has a positive impact on students' progress, attitude to learning, behaviour and wellbeing. Hasmonean recognises that students greatly appreciate positive interactions and feedback from their teacher, which is promoted throughout the school. However, contact between school and parents may have to address negative behaviour, and we would encourage a supportive approach from parents, honouring the partnership we are trying to foster. Additionally, the school and parents should be reminded of the Hasmonean Communication Guidelines to ensure that all forms of communication are respectful and courteous.

4. REGISTERS AND ABSENCES

Students need to sign in every morning by swiping their ID card when they enter and leave the school premises. Teachers will take a register for every lesson.

96% attendance is considered acceptable. If attendance falls below 96% even for authorised absence, parents will be informed.

Please refer to the Sixth Form attendance policy for more information.

Attendance has a significant impact on education. According to government research, students who are absent for three days over a half term could miss 15 lessons in total on average. In Sixth Form, this equates to a significant amount of missed content.

5. MONITORING AND SIXTH FORM REPORTS

In the Sixth Form, we encourage and support all students to flourish and to fulfil their potential. We have a wonderful environment where all students are given the opportunity to develop and enhance their skills and to learn new skills, both within their academic subjects and outside. Students are encouraged to become independent learners and they are also given certain privileges so they feel they are treated more like young adults. The School has incredibly high expectations of our Sixth Form students and there are occasions when students may fall below these expectations.

As a result of this, Sixth Form students are still subject to the whole School Behaviour Policy.

If the issues occur in only one subject, the matter may be referred to the Director of Learning for that subject who will be asked to take the lead in student intervention, including appropriate sanctioning in line with school policy, and the Head of Sixth Form will support. If behavioural issues are consistently present across the board rather than subject specific, a four stage reporting system, specific to Sixth Form, may need to be used. Supportive measures are always investigated before sanctions become necessary and the reporting system should be used by students and staff to, first and foremost, monitor behaviour, reflect on concerns and implement change. This includes making reasonable adjustments where necessary:

Stage 1: The first stage involves contact between the Head of Sixth Form, parents and the student. The negative behaviour is discussed and specific targets are established to help the student to monitor their own behaviour. The student is placed on report to the Head of Sixth Form for a period of two weeks. The student will meet the Head of Sixth Form each day to assess the report.

Stage 2: If behaviour does not improve within the two-week period, the student is escalated to the second stage of report. This may result in a meeting between the Head of Sixth Form, parents and students, and the Assistant Headteacher for Behaviour and Pastoral. A discussion is held as to why the student targets have not been achieved. Specific targets are then established to help the student to monitor their own behaviour, and school expectations around student behaviour are re-affirmed. The student is placed on report to the Head of Sixth Form for a period of two weeks. The student will meet the Head of Sixth Form each day to assess the report.

Stage 3: If behaviour does not improve within the two-week period, the student is escalated to the third stage of report. This may result in a meeting between the Head of Sixth Form, parents and students, the Assistant Headteacher for Behaviour and Pastoral and the Headteacher. A discussion is held as to why the student targets have not been achieved. Specific targets are then established to help the student to monitor their own behaviour, and school expectations around student behaviour are re-affirmed. The student is placed on report to the Assistant Headteacher for Behaviour and Pastoral for a period of two weeks. The student will meet the Assistant Headteacher for Behaviour and Pastoral each day to assess the report.

The final stage begins after all supportive measures have been put into place and the student continues to fail to comply with the school's behaviour policy and behavioural expectations.

Stage 4: If behaviour does not improve within the two-week period, the student is escalated to the fourth and final stage of report. This may result in a meeting between the Head of Sixth Form, parents and students, the Assistant Headteacher for Behaviour and Pastoral and the Headteacher. A discussion is held as to why the student targets have not been achieved. Specific targets are then established to help the student to monitor their own behaviour, and school expectations around student behaviour are re-affirmed. The student is placed on report to the Headteacher for a period of two weeks. The student will meet the Headteacher each day to assess the report.

If behaviour does not improve once Stage 4 has been reached, the student may be asked to leave the school.

Students previously placed on a behaviour report stage will not restart the reporting process from the beginning, even if they have been off report for a period of time. Instead, their progression through the stages of reporting will continue from where they last left off. For example, a student who successfully completes two weeks on Stage 1 without further negative behaviour is removed from the report. However, if they subsequently display poor behaviour and it is decided that placing the student on report is the appropriate course of action, they will be escalated directly to Stage 2 rather than starting again at Stage 1. This policy ensures that students remain accountable for ongoing behaviour patterns and provides consistency in addressing recurring issues.

6. HOMEWORK

Arguably, homework is even more important at Sixth Form than it is in lower school, as it plays a crucial role in preparing students for the more advanced level of study. Many lessons are designed with the expectation that students will complete preparatory work at home, such as reading or research, so that class time can focus on discussion, problem-solving, and deeper exploration of topics. This approach ensures that lessons are as effective and engaging as possible. To reflect its importance, the school enforces stricter expectations regarding homework, with clear sanctions for non-completion. These policies are in place to support students' academic success and future readiness.

If a student misses a homework deadline, parents will be informed via Bromcom and students will receive an after school detention. A separate sanction will be applied for each instance of missing homework, even if there are multiple missed submissions on a given day.

As with all behavioural and attendance concerns, Hasmonean will offer supportive measures and pastoral intervention as appropriate, before sanctions are applied. The school also understands that reasonable adjustments may need to be made to the policy where student progress or the completion of homework may be limited by personal circumstances or individual student needs.

7. BEIS MONITORING AND SANCTIONS

The behaviour policy, including attendance matters, also applies to the Beis programme and will be implemented by the Head of Beis, Head of Sixth Form, Assistant Headteacher and Headteacher.

Those students who attend Beis Chazak are issued with additional expectations and guidelines. Students should refer to the Beis Chazak Policy.

8. PROMOTING POSITIVE BEHAVIOUR

While the lower school have their positives monitored per week (see the School's Behaviour Policy for more information) and they can redeem prizes based on positive postcards in the school's Rewards Shop.

Further ways of promoting positive behaviour are in line with the lower school and details can be found by referring to the School's general Behaviour Policy.

9. THE NEXT STAGE: DESTINATIONS

We aim to ensure that all Sixth Form students progress to suitable high quality destinations, for example, Yeshiva, University, College, or Apprenticeships. We will support students and parents to make informed choices about progression beyond Sixth Form and will provide the best possible support to ensure that applications and references are of the best possible quality. The Hasmonean Futures Programme provides support for Sixth Formers by providing careers guidance, visits to university taster days, visits to UCAS conventions, additional support for Oxbridge applicants, admissions tests and interview practice, and the alumni fair.

Students in Year 12 are also expected to attend compulsory Careers Interviews with the school's Careers Advisor in order to discuss futures and opportunities.

Reviewed by Head of Sixthform & VWV November 2024

Ratified by Governors Standards Committee Dec 2024

Next Review no later than December 2029