

## **Policy: Learning Behaviour and Attendance**

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## **1.0 Intent and purpose**

The College vision is to provide the best possible life chances for our community. The purpose of this policy is to deliver the vision to encourage our College community towards positive behaviours.

The purpose of this policy is to provide clear guidance to students, staff, parents/carers and other stakeholders about the expectations of the College with regard to behaviour management and the strategies used to maintain and promote an effective and high-quality learning environment within lessons, around College and whilst participating in offsite sporting activities or educational visits. The policy outlines what will happen if an individual student falls short of these standards.

Student behaviour has a significant impact on achievement as well as the values of the College. Positive behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and progression after College.

The Franklin ABC Expectations document (See Appendix 1) is given to all students during enrolment and they are expected to sign this and agree with the expectations. The ABC Expectations document provides guidance on the College's standards and expectations of positive behaviour.

## **2.0 Scope**

This policy applies to students and outlines the College's expectations in terms of positive behaviour.

## **3.0 Policy Statement**

### **3.1 Section A**

#### **Student Intervention Model – Learning Behaviour**

Clear learning behaviour expectations are set, and effective and consistent challenge are aimed at supporting students to reach their full potential. Students may be placed on the student intervention model because of not meeting the Franklin ABC Expectations provided upon enrolment. It is not expected that a student will be placed on the student intervention model for all cases of minor misconduct or classroom management concerns, but if they are persistent and no improvements are made to their learning behaviour.

Any concerns about a student's learning behaviour in relation to the Franklin ABC Expectations will lead to the following procedure.

##### **3.1.1 Level 1 - Teacher Invention 1 (T1)**

This will be implemented when concerns are raised about learning behaviour and attitudes not meeting expectations. The subject teacher or Progress Coach will initiate T1 and set targets with the student. These will be recorded on FIS (Franklin Information System), and could include less than 100% attendance, punctuality concerns, not meeting deadlines, non-completion of independent study and not

showing commitment to progress. Vocational students who miss assignment deadlines will be deemed to be not meeting the Commit aspect of the ABC Expectations.

The review period will be 2 weeks after T1. If targets are met the subject tutor will decide to remove the T1. If these have not been met, then a decision to extend or escalate may be made.

### **3.1.2 Level 2 - Teacher Intervention 2 (T12)**

T12 will be implemented if T11 has not resulted in improved learning behaviour e.g. missed work or attendance, no improvement or not achieving goals set in the T1 period. The subject teacher or Progress Coach will explain to the student reasons why the intervention has been escalated and work with the student on setting targets to be met over a 2-week period and improvements made. All targets and progress will be recorded on FIS. Parents and carers should be informed of the T12, the actions taken, and the targets set to remedy this poor, persistent learning behaviour.

### **3.1.3 Level 3 - Head/s of Department**

Initiated due to insufficient improvements through Teacher Intervention 1 [T11] and 2 [T12] (by subject teacher or Progress Coach) or for a more serious issue. At this stage parents/carers can be contacted and invited to a meeting either in person, on the phone or virtually, if possible, to discuss reasons why there is an escalation to Head of Department. If the student is under performing in more than one subject and showing poor learning behaviour, multiple HODs may attend to discuss a way forward.

If parents or carers decline the meeting, agreed targets will be sent by letter.

A regular meeting between the student and Head/s of Department will take place to ensure continued monitoring and interventions are put in place where necessary. The outcome of these meetings will be recorded on FIS and updates given to parents/carers if requested.

Learning behaviour which does not match the values of the College can be escalated to Level 3 as deemed appropriate on a case-by-case basis.

### **3.1.4 Level 4 - Place At Risk Deputy Principal**

If all other interventions have been explored and still no improvements have been made it will be escalated to the Deputy Principal. At this final stage a parental/carer will be notified of the Place At Risk letter (PAR) by phone or email to raise the serious concerns and ensure that all parties are aware that the student's place at College is at risk. Targets will be set and reviewed after 4 weeks for Level 3 students or 6 weeks for Level 2 students.

A Place at Risk (PAR) letter may be sent to the student, parents/carers by the Deputy Principal regarding:

- Attendance below 85%
- Poor learning behaviour such as missing deadlines or non-submission of work
- Fitness to Study
- Motivation and commitment.
- Absent from College due to holidays.

During the Franklin Start period between the start of the academic year in September and October half term, escalation to a PAR can be actioned sooner and the review date can be two weeks if the ABC expectations are not being met.

### **3.1.5 Level 5 - Withdrawal**

If a student fails to fulfil the conditions and targets of the Place At Risk letter the student will be withdrawn from College. A student has the right to appeal against the withdrawal. Appeals should be made in writing to the Principal within 5 working days of the date of the withdrawal letter.

# Student Intervention Model

## Learning Behaviour

### Teacher Intervention 1 - Encouraging Engagement and Progress

We expect all students to demonstrate the ABC Expectations. If your attendance is falling short of our expectations, deadlines are missed, independent study is not completed on time, this will hinder your progress, so targets will be set and expected to be met. Let us know if you have any barriers to your learning so we can support you.

### Teacher Intervention 2 - Fostering Positive Learning Behaviour

If you display persistent challenges in your learning behaviour, and aren't quite meeting our ABC Expectations, we'll contact parents / carers to identify any barriers to your learning. By understanding your circumstances, we can collaboratively create a positive learning environment. We will continue to monitor your targets and progression.

### Intervention by Head/Assistant Head of Department

In cases where you are not consistently meeting your targets, Heads of Departments / Assistant Heads of Departments will meet with you to discuss interventions, guidance, and support. These instances can be viewed as opportunities to collectively explore strategies for improvement with you and your parents or carers.

### Parents as Partners

We recognise the importance of involving parents and careers as partners. We will contact parents or carers about the possibility of a Place At Risk (PAR) letter. This open dialogue showcases our commitment to student success and encourages a holistic approach to overcome barriers to learning.

### Place At Risk

Should initial interventions by teachers not result in you demonstrating the ABC Expectations, a Place At Risk (PAR) letter will be sent from the Deputy Principal. This letter will set out the supportive targets we expect to be met to keep your place at College. A PAR letter will be issued if all avenues have been exhausted and parents are fully informed. A PAR will automatically be issued for holidays taken in term time.

### Withdrawal and Appeals

If your situation doesn't improve despite interventions, and you're not meeting the targets set in the PAR letter, withdrawal might be considered. In such cases, the Deputy Principal will communicate with your parents or carers, and students have the option to appeal to the Principal in writing within five working days. The Principal's decision is final.

## **3.2 Section B**

### **Student Intervention Model - Disciplinary for Misbehaviour**

The promotion of positive behaviour is vital, and all staff will challenge any students whose behaviour is not in line with College values or Franklin ABC Expectations as outlined below.

#### **3.2.1 Stage 1 - Verbal Warning**

Low level behaviour concerns such as persistent, non-permitted use of mobile phones unless instructed by teaching staff, non-compliance with lanyards, inappropriate language, loud, and unsociable behaviour on College site.

#### **3.2.2 Stage 2 - Written Warning**

Persistent and continued behaviour concerns from above and no improvements.

#### **3.2.3 Stage 3 - Final Written Warning**

Failure to meet conditions of written warning or a serious incident including behaviours such as vaping or smoking outside of designated smoking area, violent or threatening behaviour, harassment or bullying, discriminatory language, bringing an unauthorised member of the public onto College premises.

#### **3.2.4 Stage 4 - Suspension pending investigation**

In all cases, the College will endeavour to make the suspension period as short as possible to minimise impact on learning and progression, whilst ensuring an in-depth investigation takes place into the misconduct. As part of the process, the student and parents/carers will be invited to a meeting as an opportunity to provide all relevant information to the College and enable a fully informed decision to be reached.

#### **3.2.5 Stage 5 – Exclusion or permanent exclusion**

In the event of a serious or gross misconduct, an investigation will take place to establish the facts relating to the allegation. For clarity, gross misconduct relates to misbehaviour which is considered a serious breach of the College values or is considered a safeguarding risk to the student, staff, or others.

A student may be excluded depending on the outcome of a disciplinary hearing or failure to comply with targets/expectations in a final written warning.

A student has the right to appeal a permanent exclusion, under the Appeals Procedure.

# Student Intervention Model

## Disciplinary for Misbehaviour

### Stage 1 - Polite Reminder - Verbal Warning

Behaviours such as using your phone in class, not wearing your lanyard, or unacceptable language, will result in staff giving a verbal warning. This helps us maintain a positive learning environment.



### Stage 2 - Working Together - First Written Warning

If certain behavioural patterns continue, or any more significant issues arise, staff will collaborate to find ways to help you improve, including sending a written warning letter home highlighting any concerns. This ensures a learning environment based on respect and inclusivity.



### Stage 3 - Getting Back on Track - Final Written Warning

If any identified issues continue, we'll send a final written warning home. We'll only do this if the conditions in Stage 2 aren't met, or if there's a serious incident such as, smoking or vaping outside the designated smoking area, discriminatory language or lending your lanyard to an outsider. This helps ensure the safety and security of our College community.



### Stage 4 - Parting Ways - Suspension

If the College decides to suspend you, it means there's a very serious behavioural issue. This could include a physical assault, under the influence or possession of illegal substances, abuse of the College IT network or bullying. In these cases the College Leadership Team will intervene and investigate. You could be formally excluded from Franklin.



### Stage 5 - Making Your Case - Exclusion and Right to Appeal

After an investigation, which concludes in exclusion, you will be asked to leave College. If you believe there's been a misunderstanding, disagree with the decision to exclude, or you want to provide further context, you can appeal in writing to the Principal. This gives you a chance to express your perspective and ensure fairness.

The Principal's decision is final.



**Examples of gross misconduct include:**

- Child on child abuse – bullying, intimidation, abuse, the use of violence or threats of violence in any form e.g. verbal, physical, virtually via email, text or social media platforms
- Sexual, racial or homophobic harassment of another student or member of staff
- Under the influence or in the possession of illegal drugs or alcohol on the College premises or whilst representing the College on trips and visits.
- Possession or/ and use of an offensive weapon on the College’s premises or whilst representing the College.
- The use of discriminatory or offensive language including racist, sexist, homophobic or transphobic in nature
- Excessive physical contact causing harm to others
- Serious breach of the College network and E Safety Policy
- Acts that would fall under PREVENT duty
- Threatening behaviour to other students or staff
- Infringement of the Equality and Diversity policy
- Extremely abusive behaviour towards another student or member of staff
- Allowing an unauthorised visitor on site, or concealing the identity of an unauthorised visitor by lending College lanyard
- Malpractice in exams or coursework using generative artificial intelligence tools such as Chat GPT or Bard
- Making a malicious serious false allegation against a member of staff.

Serious misconduct relates to behaviour that under normal circumstances would be considered gross misconduct, but mitigating circumstances exist.

The above examples are not exhaustive or exclusive and some offences may be serious enough to escalate to permanent exclusion.

In some instances of serious misconduct, the College may feel the need to report matters to the Police.

The Principal reserves the right to omit any or all the stages in the student intervention model which may result in permanent exclusion from the College.

**3.2.6 Outcomes after investigation**

Upon a thorough investigation by the College there are several outcomes possible.

1. Student will return to College immediately because no gross misconduct or serious misconduct had been concluded.
2. Student will return to College with a student contract and regular parental/carer updates due to serious misconduct being found not to be gross misconduct.
3. A student will have a fixed term exclusion. The student is likely to return on a student contract.
4. A student can be withdrawn from College for the current academic year with the offer of reapplying in the future after a period of rehabilitation or significant behavioural changes.

5. Permanent exclusion because gross misconduct has been concluded upon investigation.

Any decision to permanently exclude a student will consider all the evidence gathered during the investigation and will be reached in consultation with the College Leadership Team (excluding the Principal). The student and parents/carers will be informed in writing, within 5 working days, of the decision and the rationale for it.

### **3.2.7 Appeals Process**

Any student wishing to appeal against any disciplinary action should adhere to the College Appeals process.

If a student wishes to appeal against a permanent exclusion or withdrawal, they must do so in writing to the Principal within 5 working days of notification of the warning, unless there are individual circumstances preventing this timescale being met, such as College holidays or religious festival.

The Principal's decision cannot be challenged once made final.

## **3.3 Section C**

### **Restarting at College**

In certain situations, it may be appropriate to offer a conditional restart at College. Students can only ever restart once. They must restart their studies in the following academic year and before they turn 19 years of age. In cases where the student withdraws from the College of their own accord, has put in place robust medical support outside of College and has time before the restart to respond to this support (typically 6 months), then the restart has a good chance of success. In cases where there is no clear commitment to following prescribed medical support and/or there is less time to respond to this support, then the restart is quite likely not to work.

Where the College offers the opportunity of a restart, the onus is on the student and their parents/carers to ensure that they are recovered enough for the restart of their studies. Further relapses would not be in the interest of the student. When the student withdraws from studies, guidance will be given both on what support might be appropriate to ensure fitness to study on return, but also importantly on what evidence will be expected at enrolment.

## **3.4 Section D**

### **Right to Search**

The College reserves the right to search students and their possessions, including bags and lockers, if they have the reason to believe that they are carrying offensive weapons, illegal substances or anything that has been, or is likely to be, used to cause injury or commit an offence. A search can be conducted with or without a student's consent.

Searches will be carried out by two members of staff from the Safeguarding Team and Premises Team.

Before any search is undertaken consent will be sought from the student. If consent is refused, the student will be informed that the College has the right to carry out a search and that if they continue to choose to refuse, they may be suspended pending a formal disciplinary hearing.

It is not necessary to inform parents/carers before a search takes place or to seek consent to search. Parents/carers will always be informed as soon as possible after the search has taken place or if a search is refused.

### **3.5 Section E**

#### **Zero tolerance approach**

There is a zero-tolerance approach to bullying, cyberbullying, harassment and discrimination. It is essential that all staff challenge inappropriate behaviours between peers. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and young people and, in worst-case scenarios, lead to a culture that normalises abuse leading to children and young people accepting it as normal and not coming forward to report it.

### **3.6 Section F**

#### **Types of Abuse**

##### **3.6.1 Bullying**

Bullying, although not defined legally, is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or psychologically. Bullying can take many forms (for instance, cyberbullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a young person is adopted, in care or has caring responsibilities.

Bullying can take several different forms including sexual violence and harassment; causing someone to engage in sexual activity without consent; physical abuse such as hitting, biting or causing physical harm through any other means; sexting (sharing of nude and semi-nude images); upskirting; initiating/hazing type violence and rituals (used as a way of initiating a person into a group). Low level disruption and the use of offensive language can have a significant impact. If left unchallenged or dismissed as banter it can also lead to reluctance to report other behaviour.

### **3.6.2 Harassment**

Harassment includes a wide range of offensive behaviours and is commonly related to discriminatory behaviours including age, disability, gender reassignment, race, religion, sex or sexual orientation.

Bullying or harassment does not have to occur within College itself to be a disciplinary matter. Physical or psychological bullying or harassment of another member of the College community via physical, verbal, indirect, cyber, emotional, racist, sexual, or homophobic, bi-phobic and transphobic comments is unacceptable outside College or outside College hours.

### **3.6.3 Hate crimes**

A hate incident is any non-crime incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's disability, race, religion, sexual orientation, gender identity.

A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's disability, race, religion, sexual orientation or gender identity. A hate crime should be reported directly to the Police.

## **3.7 Section G**

### **Students with Additional Support Needs**

All staff must be conscious of the needs of students who may have additional support needs. Staff must consider the individual needs of students, seeking advice where necessary from the Wellbeing and Inclusion Manager, to ensure that students are treated fairly and equally at every stage of the student intervention process and disciplinary stages.

Students with learning difficulties and/or disabilities may be especially vulnerable to bullying and harassment. Any indication of bullying/harassment of these students should be reported in the same way as for other students.

## **3.8 Section H**

### **Artificial Intelligence**

Artificial Intelligence should not be used to generate a written response for course work or controlled assignments and, if this is found to be the case, it is plagiarism and considered cheating. Whilst the use of AI tools can be used to aid ideas and research topics, all sources must be referenced and cited .

Generative AI tools such as Chat GPT and Bard are capable of processing vast amounts of information to generate responses, but they have significant limitations. It is important that all students and staff understand the opportunities, limitations and ethical issues associated with the use of these tools and can apply what they have learned as the capabilities of generative AI develop.

These include:

(a) **Privacy and data considerations:** whether a generative AI tool is designed to learn directly from its users' inputs or not, there are risks to privacy and intellectual property associated with the information that students and staff may enter.

(b) **Potential for bias:** generative AI tools produce answers based on information generated by humans which may contain societal biases and stereotypes which, in-turn, may be replicated in the generative AI tool's response.

(c) **Inaccuracy and misinterpretation of information:** data and information contained within generative AI tools is garnered from a wide range of sources, including those that are poorly referenced or incorrect. Similarly, unclear commands or information may be misinterpreted by generative AI tools and produce incorrect, irrelevant or out-of-date information. This means that accountability for the accuracy of information generated by these tools when transferred to another context lies with the user.

(d) **Ethics :** users of generative AI tools should be aware that while ethics exist, they may not be embedded within all generative AI tools and that their incorporation, or otherwise, may not be something that users can easily verify.

(e) **Plagiarism:** generative AI tools represent information developed by others and so there is the risk of plagiarised content and/or copyright infringement being submitted by a student as their own, and artwork used by image generators may have been included without the creator's consent or licence.

The College will provide guidance and training to help students and staff understand how generative AI tools work, where they can add value and personalise learning, as well as their limitations. By increasing AI-literacy, Franklin will equip students with the skills needed to use these tools appropriately throughout their studies and future careers, and ensure staff have the necessary skills and knowledge.

### 3.9 Section I

#### Vaping and smoking

The College is committed to creating and maintaining a healthy environment for the benefit of staff, students and visitors. The provision of a designated smoking and vaping area limits our capacity to provide a safe learning and working environment that promotes positive wellbeing. Vaping and smoking should only be in the designated area of the College. Any student who contravenes this will receive a final written warning or exclusion, if this behaviour is persistent.

Students who wish to smoke off site are asked to respect the local community and environment. For this reason, smoking and vaping will be discouraged in groups in

the immediate surrounding area on Chelmsford Avenue. If students are to be found smoking or vaping outside of the College, they will be asked to disperse by a member of staff. Any student who refuses to disperse when asked could be at risk of disciplinary action.

### **3.10 Section J**

#### **Rewards**

Students are given praise and encouragement for good work and behaviour to promote a positive ethos throughout the College. Students are issued commendations and entered into prize draws for attendance, outstanding work, positive work placement feedback, and demonstrating resilience in the face of adversity. Students can receive some form of reward such as an Amazon voucher at the half termly Standout Student Awards.

### **3.11 Section K**

#### **Absence**

##### **3.11.1 Holidays in Term Time**

Exemplary attendance is vital to achieving full academic potential. It is also clear that students' wellbeing and future life chances are enhanced through full attendance in the whole study programme. We therefore expect full commitment to the study programme.

On this basis, holidays in term time are always unauthorised and, as such, will result in intervention responses which can include removal from the College roll.

Students taking term time holiday of any length will be issued with a Place At Risk (PAR) letter.

A member of the Leadership Team will review the student's attendance, commitment and progress grades to that point and may at that point decide to remove the student from the College roll, communicating the removal to the student directly via text, email, call or letter. Such exclusions have the right of appeal in writing to the Principal.

If the Deputy Principal allows the student to remain on roll, referral will be made to the Skills@ Desk for supervised work to ensure that the student does their best to recover lost learning. The student's Progress Coach and Teachers will monitor work completion.

Further absences or a failure to complete lost learning to the required standard will result in the Place At Risk (PAR) letter being extended to a removal from the College roll. Again, such exclusions have the right of appeal in writing to the Principal.

### 3.11.2 Authorised Absence

Students should aim for 100% attendance and the College acceptable benchmark is 95%. However, the College acknowledges that there are occasions when an absence may be unavoidable.

Automatic authorised absences can include:

- Educational trips and visits organised by the College
- Sporting fixtures with approval from subject tutors
- Examinations whereby students may need to pre-prepare for an exam
- Work experience, internships or other work readiness initiatives such as mock interviews
- Religious observances such as Eid, Ramadan, Hanukkah.

Authorised absences which may be out of the student's control can include:

- Medical or dentist appointment
- Bereavement
- Driving Test
- University Interview
- Employment Interview
- University Open Day, interview, or event.
- Family weddings

All authorised absences will be marked as A or F for Franklin-related activities and proof must be provided and handed into Reception.

All other absences will be marked as parent reported illness (R) or a student self-reported illness (S)

Absence marks explained

Code	Situation
O	Unreported absence
S	Self-reported absence
R	Parent reported
A	Authorised absence
F	Franklin trips/visit/events
M	Medical
L	Late for lesson

## 3.12 Section L

### Student Withdrawal Process

A student will be withdrawn from College due to the following reasons and procedures:

#### 3.12.1 A student notifies the College that they wish to withdraw

A student will inform the College or their Progress Coach about their wish to withdraw and the reason for this decision. MIS will complete the withdrawal and a

letter confirming the withdrawal will be sent to the student and parents/carers by email and/ or letter.

### **3.12.2 Non-attendance by student**

If a student fails to attend College for a sustained period (over 10 days) with no explanation and no contact has been made with the student and parents/carers, and all emergency contacts have been explored, members of the Safeguarding Team will make a home visit.

No student should be withdrawn from College without direct contact being made with the student and parents/carers to ensure their wellbeing and progression routes. An appointment will always be offered with the Careers Advisor to discuss next steps. However, after two attempts have been made to contact the student and parent/carer and messages have been left, a student will be removed and will be sent a leaver's letter.

### **3.12.3 Fitness to Study (See Fitness to Study Policy)**

Students are encouraged to disclose any physical or mental health need as part of their application. It is used to establish how best we can respond to individual needs and what reasonable adjustments can be made. This disclosure will not prejudice any decision about the application. If a disclosure is deemed significant it may be appropriate to gather further information from relevant external agencies to develop a support plan and make reasonable adjustments. We may also need to recognise that adjustments to a sixth form setting can be challenging for students with such circumstances. This is true where a physical or mental health condition causes significant concern since the expertise and capacity of the College is finite. Reasonable limits should be set to support a student. There are occasions, when physical and mental health issues are so complex or so significant that all support may be exhausted, and a student is unable to maintain their fitness to study.

## **4.0 Policy References**

### **4.1 Access to the policy**

The policy will be available on the College's website.

### **4.2 Quality and Assurance Monitoring**

The content and operation of this policy will be reviewed annually.

### **4.3 Other related policies/documents**

Fitness to Study Policy

Safeguarding and Child Protection Policy

SEND and Inclusion Policy

Franklin ABC Expectations





FRANKLIN EXPECTATIONS

As a Franklin student I will...

**Attend**

- Embrace the opportunity to attend all of my timetable lessons on time, including the Aspire programme
- Recognise the importance of informing the college about unavoidable absences
- Take responsibility for my learning journey by attending the Skills@ desk to catch up on lost learning
- Pledge to prioritise my studies over any employment commitments as investing in education now will lead to greater opportunities in the future
- Achieve my full potential by avoiding all holidays during term time
- Embrace a well-rounded education by actively participating in a range of Personal and Professional Skills Development programmes

**Behave**

- Embrace and embody the college's ASPIRE values whenever I represent Franklin
- Show kindness and respect towards all staff and fellow students
- Take pride in displaying my lanyard and ID Card at all times while on campus
- Engage fully in my lessons and avoid using my mobile phone unless it's part of a specific lesson activity
- Stay attentive and engaged in class by avoiding the use of earphones/headphones
- Treat the college environment and facilities with respect
- Make the most of learning environments by not wearing coats, hats, or hoods in class
- Use the designated smoking or vaping area if needed
- Be a responsible digital citizen by using the college IT network appropriately
- Take full advantage of the digital facilities available at Franklin to support and enhance my academic progress

**Commit**

- Embrace the opportunities offered by the Aspire Programme and build a strong connection with my Progress Coach
- Demonstrate dedication by completing all independent study for each subject
- Take an active role in my learning journey by participating in various learning activities and engaging in meaningful conversations
- Honor my commitment to academic excellence by meeting all deadlines for my subjects
- Take pride in my College work
- Approach each lesson with enthusiasm and preparedness, ensuring I have all the necessary resources and equipment
- Embrace the opportunity to visit the Skills@ desk, where I can develop essential study skills that will propel my progress and achievements forward
- Make my voice heard by actively participating in student voice surveys and focus groups

Name: \_\_\_\_\_

ID Number: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

