

# Featherstone High Sixth Form Procedure Handbook



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### Aims

To offer guidance to all Sixth Form Tutors and Students on the sixth form & practice within the Sixth Form

### Scope

All Sixth Form Students, Sixth Form Tutors, Classroom Teachers, Sixth Form Pastoral Team

### Responsibility

TLRs Year 12 & 13, Sixth Form Tutors, Subject Teachers & Staff

### Code of Conduct

Students will have their own Sixth Form Handbook, which will be signed for on Induction Days by the student. The basic principles, which are in addition to the whole school policies, are:

- I will follow the school's Sixth Form Dress Code; ensure that I am smartly dressed at all times within the school environment and on the way home, in line with the main school ground rules. I will wear my ID card at all times. Failure to do so may/will result in being sent home to retrieve ID card.
- I will attend school on every occasion I am expected to attend; in case of illness or unexpected events, I will supply evidence of such in advance whenever possible. Students are expected to call the sixth form before 8.30 am to inform the school of illness – **0208 571 8581**
- I will always behave in a mature manner, on the understanding that I am a role model for the rest of the school.
- I will never bring cigarettes, drugs, alcohol, weapons, or anything that can be deemed as a weapon onto the school premises.
- I will always be on time for my lessons.
- I will ensure I always have the necessary equipment for all lessons.

- I will ensure that I am respectful of the school environment (Sixth Form building) which includes the computers and facilities that have been provided to support my learning
- I will comply with the safeguarding school policy and understand that I am required to wear my ID badge around my neck at **ALL** times
- During my 'non-contact periods' I will remain in school and use this time to complete work, research my subject areas and for general study

### Lunch

Lunchtime for the sixth form is as follows: **Year 13:**12noon (LS1)

**Year 12:**1.30pm (LS3)

Sixth form students will line up with all other students from the school. Food must be consumed in the dining area. They may leave the premises for lunch only. Food purchased from outside shops or cafés **CANNOT** be brought onto the premises - **ALL** food must be consumed inside the building and litter must be placed in the appropriate bins provided. If students are persistently late back from lunch, their right to leave the site will be removed. (It is important to note that the start times for year groups are a guide some timetables may indicate an earlier start due to the extended day and the accommodation of broad curriculum offer). **Students wishing to attend the mosque must do so in their allocated lunchtime slot only.**

### Mentoring

One learning mentor will be attached to each year group. The team will provide support & guidance to pupils & their families on social issues. Their work relates directly to the 'Every Child Matters' agenda. The school has a clear focus on behaviour, attendance & the motivation to learn.

### Additional Learning Support

The schools team of teaching assistants will also continue to support students in the sixth form with their learning. If students have specific educational needs, they will receive support.

### Transport

Cars or mopeds are not allowed onto the school site.

### Mobile Phones, IPODs, MP3 Players & other electronic devices

Students are permitted to bring their mobile phones & MP3 players into the Sixth Form Building, The following guidelines must be adhered to:

1. Mobile phones and MP3s must NOT be visible around the main school buildings and surrounding areas.
2. [Mobile phones, IPods, MP3 players and other electronic devices can be used ONLY in the CAFÉ AREA or in designated areas during quiet study](#) and must be kept on silent at all times, however if a member of staff requests a student to stop using their phone they must do so without question.
3. [Headphones](#) are only to be worn in the café area. They should not be worn around the main school site, in lessons or in the reception areas of the Sixth Form / main school entrance

**Please note the school WILL NOT take any responsibility for any of these items being lost, damaged or stolen. If students are caught, using these items inappropriately then they will be confiscated and given to the Director of Sixth Form. A sum of £1, which will be given to charity, will be requested in lieu of returning the item(s).**

### Smoking, Alcohol & Drugs

Featherstone High School is a non-smoking site, which includes the surrounding areas of the grounds

- Smoking among students during school hours is not permitted
- Smoking among students on school outings or trips is not permitted
- Contravention of no smoking rules will be regarded as breach of discipline and/or behaviour and the matter will be pursued through the appropriate procedures
- The no smoking policy applies to all students within the boundaries of the school & in the immediate vicinity
- Any student who brings cigarettes, drugs or alcohol onto the premises will be dealt with according to the behavioural procedures set out by the school, this could lead to a fixed term or permanent exclusion

### Safeguarding

In order to identify Featherstone High School Sixth Form students all students will be required to wear a photo ID. This is to enable FHS Sixth Form students to be identified from potential intruders. Visitors will need to sign in and they will be issued a red lanyard for the duration of the visit. On payment of a £10 administration fee students will be issued with a Sixth Form lanyard and photo ID pass card, which must be worn at all times. This will also allow them access to the Café, the PODs & library. If students do not have their ID badges, they will not be allowed access to the building and will be sent home to get it.

### Career Education & UCAS

All students will have access to guidance and support in planning about their future beyond Featherstone Sixth Form. They will be supported throughout their studies to discover & develop their skills and abilities and which career might best suit them. Students will receive advice in finding the right university and making an UCAS application, including writing personal statements. Advice will also be available on making the most of a 'gap' year or entering full time employment. The days will be in the form of Aim Higher Days held on curriculum days.

### Students from Overseas

Students will be requested to show their birth certificate, current passport and all relevant qualifications. The school will look at all students on an individual basis and whether they are suitable for their chosen courses. It will be up to the discretion of the Sixth Form Team as to which courses are followed and this could be subject to change.

### Aims

To offer guidance to all Sixth Form Tutors and Students on behaviour for learning around and within the Sixth Form building and around the main school

### Scope

All Sixth Form Students, Sixth Form Tutors, Classroom Teachers, Sixth Form Pastoral Team, SLT

### Responsibility

TLRs Year 12 & 13, Sixth Form Tutors, Subject Teachers, Staff & Students, Parents

### Sanctions & Support

All students benefit when behaviour is outstanding. High standards of behaviour are important in helping students to feel safe and learn well, and parents and carers play a key part in this. It is vital that parents and carers fully support school staff to maintain high standards of behaviour with their sons/daughters, whilst they are at school and on their journeys to and from school. Featherstone High currently uses the "SIMS Behaviour module" to record incidents of behaviour. Students accumulate points for each incident. We use this information to develop and inform our behaviour management strategies and to produce a computer-generated report for parents / carers. This can be viewed on the internet based Parents Learning Gateway. During lessons, teachers follow the 3 strikes rule when students do not follow the school's ground rules:

**Strike 1:** The student's name will be written on the board and he/she will receive a warning from the teacher about the offensive behaviour.

**Strike 2:** If the offensive behaviour persists, the student will be moved in the teaching area.

**Strike 3:** Should there be no improvement, the student will be removed to the Head of Department's or another teacher's teaching room/area.

If a student is defiant and/or there is a serious incident, the student will be placed "On Call". Members of the Senior Leadership Team will be on call throughout the school day to support staff with incidences of poor behaviour. Once a call has been placed, a member of the SLT will attend. In all circumstances, the student will be removed from the class/area. The member of SLT will investigate the incident and an appropriate response will take place. This could include a sanction.

### Detentions, Seclusions, LBSC & Exclusions, Late to School

If a Sixth Form student is late for school twice in one week, they will receive a 1-hour Head of Year detention at the end of the respective week. Students who also truant a lesson will be added to the detention list. Failure to attend will result in a Head teacher's detention.

### Reports

Students will be placed on report and receive a detention if they break the ground rules and reach a certain level of points.

1. Form Tutor Report:

2. TLR Report:

3. Assistant Head teacher (AHT) Report:

#### 4. Lead Behaviour Professional (LBP) Report

Failed LBP report could lead to a fixed term exclusion or referral to the Learning & Behaviour Support Centre.

Serious breaches of school discipline, which include dangerous or anti-social behaviour such as fighting, sexual harassment or abuse, use of illegal substances, smoking, use of offensive language, possession of weapons etc. may result in students being:

1. Secluded from lessons, break time and/or lunchtime for a fixed term, (internal).

2. Excluded from lessons, break time and lunchtime and being placed in the Learning and Behaviour Support Centre for a fixed term, (internal).

1. Excluded from school and / or lunchtime for a fixed term, (external).

2. Excluded from School Permanently (external).

Following a fixed-term exclusion, parents/carers will need to attend a re-admission meeting where agreed behavioural targets will be set for the student. Students returning from exclusion are placed on report to the Assistant Head Teacher attached to their Year. The Head teacher reserves the right to permanently exclude students from Featherstone High School Sixth Form. Permanent exclusion will be used as last resort, after trying to improve a student's behaviour through means of appropriate support. However, there are exceptional circumstances in which the Head teacher may decide to permanently exclude a student for a 'one-off' serious offence.



### Aims

To offer guidance to all Sixth Form Tutors and Students on the movement around within the Sixth Form building and around the main school

### Scope

All Sixth Form Students, Sixth Form Tutors, Classroom Teachers, Sixth Form Pastoral Team

### Responsibility

TLRs Year 12 & 13, Sixth Form Tutors, Subject Teachers, Staff & Students

### Movement around the Building

- All staff and students are expected to walk on the left at all times.
- Students are expected to move to their lessons **quietly** and **quickly** using the shortest route possible. Arriving within 2 minutes of start of lesson.
- Students intentionally taking the longer route will be sanctioned for truancy.

### Main Reception

- This area will be student free, only students arriving late to school or who are leaving for an appointment will be able to access reception.
- Students are not allowed to move around building via the reception walkways.
- Office area – Students are only to be in this area if there are with a member of staff.
- Staff wishing to take students into the Sixth Form building are asked to use the entrance via the quadrangle, which is at the back on the Sixth Form building.

### Sixth Form Building (1)

- Student movement between the main building and the Sixth form block will be via the quadrangle and to the rear of the Sixth Form building (up the steps).
- Staff will not be able to walk students through reception.
- The Reception area will be student free. Only students arriving late to school or who are leaving for an appointment will be able to access reception.
- CCTV covers the route between the buildings.
- SLT & TLR's on learning walks/duty will monitor this area.

### Sixth Form Building (2)

- The front staircase (by reception - between the ground and first floor) is to be used by students at the beginning of the day and the end of the day only so that reception can be kept clear.
- The back staircase will be 'two-way traffic' with all keeping to the left in line with the rest of the school.

### Library

- Students are only permitted to work in the library during free periods. Students are not allowed in the Atrium during free periods

### Classroom

- Students are not allowed in classrooms unsupervised. Students will be sanctioned accordingly and in line with school policy.

### Aims

To offer guidance to all Sixth Form Tutors and Students on the dress code within the Sixth Form

### Scope

All Sixth Form Students, Sixth Form Tutors, Classroom Teachers, Sixth Form Pastoral Team

### Responsibility

TLRs Year 12 & 13, Sixth Form Tutors, Subject Teachers & Staff

### Dress Code

The sixth form ethos strives to project a **professional** look and environment. Students will be required to be dressed professionally in the following when attending and representing the Sixth Form, including to and from school.

#### Male Students

- Suit or Trousers & Smart Jacket
- Shirt
- Tie
- Smart & appropriate shoes
- No trainers or footwear of similar ilk
- ID Badges must be worn at all times.

#### Female Students

- Formal Skirt or Trouser Suit with Smart Jacket (Skirts to be minimally of knee length & jacket to be waist length)
- Blouse or professional smart top (blouses must cover shoulders - no strap/string like tops)
- Smart & appropriate shoes
- No trainers or open toed footwear of similar ilk
- ID Badges must be worn at all times

Please note that denim is NOT allowed.

#### Females

Abayas can be worn, however the smart dress code must be worn underneath and smart jackets/blazer to be worn over the top at all times.

#### Jewellery

Students are to ensure that jewellery is kept to a minimum of a pair of **plain studs & a narrow kara**. Students will be requested to remove any items of jewellery deemed inappropriate.

Students who are not wearing suitable clothing or not dressed in a professional manner will be required to return home and change and parents will be informed.

Students should not wear excessive make-up.

### Aims

To ensure all Tutors, Subject Teachers and Students are aware of the registration procedures and their relation to Bursary payments

### Scope

All Sixth Form Students, Sixth Form Tutors, Teachers, Sixth Form Pastoral Team

### Responsibility

Sixth Form Tutors, TLR 12 & 13, Sixth Form Personal Assistant

### Attendance

The success of student's learning and making good progress within their subjects and achieving the highest possible grade relies upon students ensuring that they attend school every day and every lesson. Within the Sixth Form students will be expected to take full responsibility in aspiring to maintaining 100% attendance record, with minimum required of 95% attendance. Student absence will be recorded in the SIMS cover software package which will also support the monitoring of those students eligible for 'Student Bursaries'.

### Authorised/Unauthorised Absences / Lateness

Any absence will be considered to be *unauthorised*, unless there is a valid reason otherwise. If a student arrives after the second bell this is considered as **NOT PUNCTUAL**. If the claimed reason for absence is foreseeable, then you should apply for authorised absence in advance. In such cases, it is unacceptable to miss classes and then claim that the absence should be authorised. It is extremely important that your parent or carer rings the school on the following number on the day of absence if you are ill **020 8571 8581**.

In all cases of foreseeable absences, a form (collectable from reception) must be completed at least **72 hours** in advance of the absences. You will be requested to seek authorisation from your subject teachers via signatures on the absence form where the TLR for the relevant year group will then give final authorisation. Where the claimed reason for absence could not reasonably have been foreseen, consideration will be given as to whether the absence was unavoidable.

1. All students are expected to attend school on time. Registration will take place at 8.30am for Year 13 and 3.45pm for Year 12. Sickness or known absences must be reported in accordance with absence reporting.
2. The only exception to this is where the student has sought permission 3 days in advance for an absence and it has been agreed by the TLR of that year group. A leave of absence form must be completed and given to the Sixth Form receptionist.
3. Students are expected to respect and help maintain the environment of the building, which includes classrooms, library, IT Pod, Café area, 'breakout areas', toilets, garden terrace and corridors. There should be no litter left around.

4. All Year 13 students must be in school by **8.30 am every day** and Year 12 Students must be in school by **10.30 am every day** (unless their timetable states they have a lesson Period 1 & 2 then they should be in school at **8.45 am**). If you arrive after this time then this should be recorded as "late". Every morning the receptionist will record and monitor students who are late. If a student is late more than twice in one week then they will automatically attend a 1-hour Head of Year detention. If lateness continues then parents / carers will be contacted. Students on bursaries who are late more than twice per half term will result in BURSARY payments being denied.
5. All students in Years 12 and 13 will attend school each Wednesday at 8:30am to 1:30pm
6. If a student is absent they are required to produce a letter from home written by their parent / carer on the day of their return to school. This will allow the Sixth Form administrator to assign the appropriate code to the student. If letters are not given in, the appropriate codes cannot be assigned therefore this will affect the attendance % and be recorded as an unauthorised absence.
7. PSHE & Assembly will be fortnightly. Each tutor group is expected to present an assembly and preparation is undertaken in tutor periods, a rota will be issued at the beginning of the school year in September.
8. Tutors are encouraged to allow students to be involved. SGT are held weekly and tutors are responsible for creating a rota and must be copied to Pupil Progress TLR to ensure all students are met weekly. Tutors will stay with their group for the duration of the tutor time.
9. Tutor absence: The TLR team will ensure that tutor groups are covered by an appropriate staff member whenever a tutor is absent.



### **Aims**

To offer guidance on the Sixth Form attendance, punctuality and truancy protocol

### **Scope**

All Sixth Form Students, Sixth Form Tutors, Sixth Form Pastoral Team

### **Responsibility**

TLRs Year 12 & 13, Sixth Form Tutors, Subject Teachers & Staff

### **Attendance**

High student attendance is critical to academic success. It is the responsibility of all stakeholders to ensure that student attendance both to school and lessons remains as high as possible. The Sixth Form target is for every student to be in school at least 95% across the year. With rigorous monitoring and high expectations of the year group, this target is achievable and realistic. To ensure the highest attendance, the following practices and procedures are to be followed:

### **Role of the Tutor**

The tutor is critical in maintaining student attendance as they see the students on a daily basis and have first oversight of their daily and weekly attendance. Where there are concerns with attendance to lessons or school, the tutor must address this with the student and the parent. If a phone call is made, then this needs to be logged on SIMS as an initiative also the HoY informed so that a sanction can be imposed and a report set up as required. Tutors should place students on tutor report as the first step of monitoring attendance, punctuality or truancy.

### **Role of the Sixth Form Administrator and Receptionist**

The receptionist must ensure that any cases of truancy, lateness or absences are reported to the tutor and HoY on a daily basis and recorded on the spreadsheet. This spreadsheet will be used to inform the HoY of which students need to be sanctioned further. The receptionist must also monitor patterns of absences, lateness or truancy and inform the HoY/tutor.

The Sixth Form Administrator is responsible for updating the attendance google.doc that supports discussions at the TLR meeting. Attendance letters should be sent to parents when a student's attendance falls below 95%. Where there are genuine medical concerns, the HoY may instruct letters are not be sent, and close monitoring is to continue. The Sixth Form Administrator is also responsible for supporting the receptionist/HoY with contacting parents where there are attendance, truancy and punctuality concerns and logging these on SIMS.

It is important that the SIMS attendance mark sheets are fully maintained and that there are no missing codes. The receptionist/administrator must contact the member of staff in the first instance to complete the register. Where there are ongoing concerns with a member of staff not completing registers, then this must referred to the Director of Sixth Form. The Sixth Form administrator should also send out weekly letters to parents where there are unauthorised absences (as per lower school).

### **Role of the HoY**

It is a key priority of the HoY to track and monitor attendance, truancy and punctuality and intervene where there concerns. The HoY must liaise with the receptionist on a daily basis to pick up issues or to be aware of students being absent for more than one day. Issues of poor punctuality or truancy must be addressed via the detention system. The HoY must closely check lists are accurate and may use discretion on whether a student is placed on detention or TLR report.

Where a student's attendance falls below 93%, and there are no genuine reasons, a meeting must take place with a parent/carer. Where there are concerns about poor punctuality, truancy or patterns of absences of days taken off, the students is to be placed on TLR report for 2 weeks. If successful after these two weeks, the student needs to be closely monitored.

Students that are persistently late or truant lessons must be placed on TLR report for 2 weeks and sanctioned according. Truancy to lessons must be sanctioned by the HoY and parents informed. A meeting will be required if there are still concerns.

### **Role of the Director of Sixth Form**

Where there are ongoing concerns with regards to attendance (below 90%), punctuality or truancy the Director of Sixth Form will request a further meeting with the student's parent. Students will be placed on SLT report for 2 weeks, and then closely monitored thereafter. Where there is no improvement, a further meeting will be requested and further actions/sanctions identified.





### Aims

To offer guidance to all Sixth Form Tutors and Students on absence procedures

### Scope

All Sixth Form Students, Sixth Form Tutors, Classroom Teachers, Sixth Form Pastoral Team

### Responsibility

TLRs Year 12 & 13, Sixth Form Administrator & Learning Mentor

### Procedures

1. All students are expected to have a minimum of 95% attendance, in line with whole school targets
2. Students who are attending trips will be assigned appropriate attendance codes on SIMs. Subject teachers are required to inform the Sixth Form administrator of which students are out on trips **24 hours** in advance
3. Students must complete a leave of absence form (**see Appendix A**) for any absence that they know about in advance. It must be signed by all relevant subject teachers, tutor and the TLR for the relevant year group before the student can leave site.
4. The absence request form should be completed **three days before the event**.
5. If students are going to be absent, it is extremely important that parents/carers ring the Sixth Form on telephone number: **020 8571 8581** before 8.30 am. Absence due to sickness will remain unauthorised until parents telephone the school or until a written explanation from a parent/carer or doctor is received by either the Sixth Form receptionist or Attendance Officer.

### University Visits

1. A maximum of three university open day visits in the summer term of Year 12 and two university open day visits in the autumn term of Year 13 are allowed for each student. An absence request form must be completed as above. If a student has poor attendance, then this Leave of Absence may not be granted
2. For sickness or absences without prior warning, the tutor should request a parental note upon the student's return. This must be handed to the Sixth Form administrator.
3. The Sixth Form receptionist will amend on SIMs any absences that are phoned through to the Sixth Form reception. The Sixth Form administrator will work with the TLRs and learning mentor on school attendance and have joint responsibility to chase up and update SIMs regarding attendance.
4. It is the tutor's responsibility to monitor absences, to raise and follow-up any concerns. Absences should be initially discussed between tutor & student during SGTs. Where a tutor has concerns about a student's attendance, it is important that they communicate their concerns to the TLRs immediately.
5. Family holidays should be avoided by all Sixth Form students during the school term. Leave that is requested must be done using the yellow application for leave during term time form and will only be authorised by the Head teacher in exceptional circumstances.

6. Driving lessons and tests are not allowed in school time, and medical appointments should be made outside of school hours wherever possible.



Featherstone High Sixth Form

Guidance: UCAS projections

June 2019

Page 1

### **Aims**

To offer guidance on UCAS projections

### **Scope**

All Sixth Form Tutors, Sixth Form Pastoral Team and teaching staff

### **Responsibility**

TLRs Year 12 & 13, Sixth Form Tutors, Subject Teachers & Staff

### **UCAS projections policy**

As all A Level and BTEC courses are now linear, it is important that the UCAS projection reflects their progress and potential by the end of the course. All students are given an ALPs target grade at the beginning of their courses. The ALPs target grade is set at what the top 25% of students nationally achieve based on their GCSE APS. This target is therefore aspirational.

Each year a number of students outperform their ALPs targets and based on previous data, around 70% of students at FHS achieve their A Level or BTEC target grade.

The UCAS projection should be as aspirational as possible. The projection should motivate students to work hard in Year 13 and support them in securing the very best university for their ability. We would expect the overwhelming majority of projections to be roughly in-line with the students target grade.

When entering a UCAS projection for A Level or BTEC, please consider the following:

- 1) The target grade
- 2) The students' progress in Year 12
- 3) The end of year exams
- 4) Previous cohorts results
- 5) Coursework grades

6) Any BTEC external assessments/grades

For consistency, the following should be applied when giving a UCAS projection:

- 1) A student may be given a projection above their target grade but this must be evidenced based. For those students applying to Oxbridge or top end Russell Group Universities, please consider an A\* as a projection.
- 2) No student should be given more than 1 grade below the target
- 3) Consideration of whether a student is resitting a BTEC examination unit

Where a class is taught by more than one member of staff, it is important that both discuss and agree on the projection. Where a new member of staff takes over a Year 13 class (and is the only teacher), the LT must ensure the teacher is supported with the projections.

Teaching staff also need to discuss with the student, the rationale for the projection. The projection may be increased only by the Lead Teacher and if there is sufficient evidence that indicates a significant improvement in work ethic and results in the Autumn term.



## SIXTH FORM ABSENCE REQUEST FORM

Please complete at least **three days** in advance

This form is to be used for absences which you know about in advance. These could include school-approved activities such as university open days and interviews. There could also be other absences which are unavoidable for you such as hospital treatment.

You should take this form to your form tutor and ***each*** of your subject teachers who should sign to confirm their permission for your absence.

***Please note that this absence is not authorised until your Head of Year signs the form.***

Please return the completed form to the Sixth Form Reception.

Your name: \_\_\_\_\_ Form: \_\_\_\_\_

Date of absence: \_\_\_\_\_

Reason for absence: \_\_\_\_\_

Duration of absence: \_\_\_\_\_

Period Number	Subject	Teachers Signature
Registration	Form Tutor Name:	
Period 1 & 2		
Period 3 & 4		
Period 5 & 6		
Period 7 & 8		
Head of Year	HOY Name:	
Parental Signature	Name:	
Entered on SIMS	By:	Date & Time:

### Aims

To offer guidance to all Sixth Form Tutors of their role and of their duty within the pastoral care system

### Scope:

All Sixth Form Tutors, the Sixth Form Pastoral Team

### Responsibility:

TLRs Year 12 and Year 13

### The Tutor

The tutor plays a fundamental part in the success of his or her students. This is especially so in the Sixth Form where the tutor has both a pastoral and an academic role in order to support students in university applications.

Tutors should have high expectations of the students in your tutor group in terms of punctuality and reliability and the way to realise these is to set the example yourself. Arrive on time, interview with sincerity, take an interest in your tutees' problems and progress and do not leave early.

### Registration

All the details are set out in Procedure 101 "Registration" and Procedure 102 "Absences". You should read these through carefully and familiarise yourself with the procedure. **(These numbers can be found in top right hand corner of the page, think it refers to a different handbook)**

### Dress Code

It is the tutor's job to ensure that students are wearing the correct dress. If students are not, give a warning. If they arrive at school the next day again not dressed appropriately, they must be sent to see the TLRs. Details of the dress code requirements can be found on page 9 'Dress code'.

### Assemblies

A tutor has an enormous impact on the quality of the assemblies that the students produce. Although the assembly is briefed as the students' responsibility, inevitably it is the tutor that will end up doing a lot of work to ensure a quality production.

On special occasions your tutor group will be expected to contribute and it's up to you to motivate them.

### PSHE

Details of PSHE can be found in Procedure 105 "PSHE" **(again same REGISTRATION)**. The tutor's input into PSHE lessons is vital to ensure an enjoyable and educational lesson.

## Tutorials

One to one interviewing underpins successful tutoring and is the basis for offering students the personal guidance and mentoring they need in order to succeed. You should aim to mentor a select group (pastoral and academic concerns) every week, and more if you think the student needs extra support. Enrichment trackers can also be completed during this time. Each session should last for 10 minutes and is an opportunity for you and the student to discuss his/her progress in all their subjects, to air any concerns about his/her performance in studies and in the sixth form in general and to find out if life is going well for them. It is an important way to get a broader picture of a student's life, so if the conversation is drying up, ask them:

- whether they do any sport or exercise,
- discussion over grades, study techniques, how to revise and potential university courses / apprenticeship pathways
- what books they are reading,
- what films they have been to see,
- whether they are involved in extra-curricular activities e.g. Enrichment
- Career ambitions

Ask them about part-time work and remind them that research shows that more than 9 hours per week leads to a drop in grades.

Agree some targets for the students to progress. This is most important for future referral at parental meetings or for reference writing.

## Problem Tutees

You will need to use SIMs & Behaviour Management to check whether a student is causing concern in their subjects. Your first step is to discuss the matter (s) with the student. Agree an action plan if this is appropriate and then feed back to the subject teacher. If there is a persistent or more serious problem, discuss it with the TLRs and contact the students' parents to alert them to the problem.

## Tutor Meetings

Week B Monday, there is a Year 12 and Year 13 Year Team meeting. This is a forum for discussing problem students, or students with problems. It is a way for tutors to alert the tutor team and update them on any action that is being taken.

Active tutoring means contacting home yourself when necessary – phone numbers are always available from SIMs or from the Sixth Form receptionist or administrator. However, before you do this, always discuss the problem with the student and inform the TLRs.

## Major Problems

There may be times when you do not feel you can help. Remember that you are not a confidant and students should be told that you will have to pass on some information. Pregnancy, drug abuse, sexual abuse, trouble with the police, suspected eating disorders, confusion over sexuality, bereavement and divorce may be some of the areas where you feel out of your depth. In cases like these, reassure the student that you will do what you can to help them, but do not put yourself at risk. You must follow the 'Safeguarding Procedures' and immediately inform the CP officer attached to the year group.

## Reports

Reports are issued according to the published calendar. Reports are done electronically and guidelines for these remain the same as for reports issued in Years 7-11. Please ensure you project grades and NOT a current working grade.

### Aims

To ensure that all tutors and students are engaged in the planning & delivery of assemblies; to give an overview of the PSHE Programme for Year 12 & 13

### Scope

All Sixth Form Students, Sixth Form Tutors, Sixth Form Pastoral Team, any staff leading a Sixth Form assembly, ICT support team

### Responsibility

TLRs 12 & 13 & Sixth Form Pastoral Team

### Procedure

1. Each year group will have one formal assembly each week.
2. A rota of assemblies will be produced at the start of each term by the TLRs and communicated to all tutors. Tutors will be asked to deliver two assemblies during the year.
3. The teacher leading the assembly must log a trouble ticket with the ICT support team to help set up any ICT equipment required for the assembly at least two days in advance of the assembly.
4. All ICT equipment should be set up and tested well in advance of the start time. It is the teacher leading the assembly's job to ensure it is all working correctly. In particular, video clips need careful attention.
5. For tutor group assemblies, tutors should lead and direct their tutees to selecting an appropriate and informative topic for their assembly. Tutor time can be used for the preparation of assemblies.
6. Tutees should do the majority of the work for planning an assembly; however, the **tutor is responsible at each stage to ensure the material is appropriate and well presented**. Swearing is not appropriate in an assembly.
7. Each assembly should have a point of reflection. This can be delivered during or at the end of the assembly, but should contain some moral message.
8. Notices and information will be given to students at the start of the assembly by the Head of Sixth Form and the Head of Year.
9. Staff wishing for a notice to be given out in Sixth Form assembly must contact the TLRs at least 24hrs in advance.
10. Tutors will be given the opportunity to give out any notices at the end of an assembly.



### Aims

To offer guidance to all Sixth form Subject Tutors on the delivery of PSHE

### Scope

All Sixth Form Students, Sixth Form Tutors, Sixth Form Subject Teachers and the Sixth Form Pastoral Team, Teacher i/c of whole school PSE

### Responsibility

All TLRs in both Year 12 & Year 13 – TLR Curriculum Developer

### Personal & Social Health Education

1. All Sixth Form students are entitled to a good personal, social and health education during their time in the Sixth Form.
2. All PSHE sessions will be placed in calendar format for tutors. There will be one 90 minute session every fortnight.
3. The TLRs are responsible for planning each PSHE session, Sixth Form tutors are responsible for its delivery, and tutors must ensure that they read the lesson plan and look through resources prior to the lesson to ensure the quality of delivery.
4. TLRs must forward the PSHE information to tutors 48 hours in advance, so tutors have an opportunity to read and review.
5. Tutors have a responsibility to develop the lesson plans or add additional activities to meet the needs of their tutor group or individual tutees.
6. Tutors must ensure that all resources and equipment are in place and working properly to ensure a smooth PSHE session.
7. Tutors who are absent for the session should ensure detailed lessons plans are left in place for the cover teacher.



**Aims**

To offer guidance to all sixth form tutors, support staff, students and lead teachers on the time frames of the UCAS application process. To ensure quality statements are produced to support student applications.

**Scope:**

All teachers of Sixth Form, the sixth form pastoral team, support staff & students

**Responsibility**

Director of Sixth Form, TLRs of Year 12 and Year 13, Lead Teachers & Teachers of Sixth form lessons.

**UCAS Applications**

To support the writing and guidance of university applications staff & student handbooks have been created, which include exemplar statements. TLR in charge of UCAS will have an oversight of timelines and disseminate information to staff and relevant times through the year.

**Key Dates & Timelines**

All completed UCAS application forms for courses commencing at University in October 2016 or deferred entry in October 2017 will be conducted under the following schedule:

<b>STAGE 1</b>	April – June	Subject tutor discusses post year 13 options with student during a lesson.
	May	Lead teachers and SLT sample statements
	15 <sup>th</sup> June 2015	Subject statements passed to form tutors for use in UCAS Tutor statements.
<b>STAGE 2</b>	All students will register online with UCAS and begin drafting and structuring UCAS statements Tutor to begin to collate and begin to blend into tutor reference	<b>Aim Higher Days June 2015</b> Training & guidance for student and staff  Student to have handed in a comprehensive draft <b>30<sup>th</sup> June 2015</b>
<b>STAGE 3</b>	One on one tutorial in September for tutor and tutee to work through second draft that students should have created over the summer	<b>Learning to Learn Day (1)</b> September - Time with tutor to go over draft (2). Appointments to be made for each student for tutor discussion Deadline for personal statements to tutors <b>1<sup>st</sup> &amp; 2<sup>nd</sup> September 2015</b>
<b>STAGE 4</b>	Tutor checking and feeding back to students for amendments to the statements	Student and tutor statements being checked by tutors <b>Monday 14<sup>th</sup> September 2015</b>
<b>STAGE 5</b>	TLRs rechecking	<b>Monday 12<sup>th</sup> October 2015</b>
<b>STAGE 6</b>	TLR 1-2-1 check & send	<b>Week Beginning 19<sup>th</sup> October 2015</b>
<b>STAGE 7</b>	Admissions Final Deadline	<b>Thursday 14<sup>th</sup> January 2016</b>

## Oxbridge & Russell Group Timelines

<b>STAGE 1</b>	April – June	Subject tutor discusses post year 13 options with student during a lesson.
	May to June	Lead teachers and SLT sample statements
	15 <sup>th</sup> June 2015	Subject statements passed to form tutors for use in UCAS Tutor statements.
<b>STAGE 2</b>	All students will register online with UCAS and begin drafting and structuring UCAS statements Tutor to begin to collate and begin to blend into tutor reference	<b>Aim Higher Days June 2015</b> Training & guidance for student and staff Student to have handed in a comprehensive draft <b>30<sup>th</sup> June 2015</b>
<b>STAGE 3</b>	One on one tutorial in September for tutor and tutee to work through second draft that students should have created over the summer	<b>Learning to Learn Day (1)</b> September - Time with tutor to go over draft (2). Appointments to be made for each student for tutor discussion Deadline for personal statements to tutors <b>1<sup>st</sup> &amp; 2<sup>nd</sup> September 2015</b>
<b>STAGE 4</b>	Tutor checking and feeding back to students for amendments to the statements and <b>rechecking</b>	Student and tutor statements being checked by tutors <b>Monday 14<sup>th</sup> September 2015</b>
<b>STAGE 5</b>	KP Academic Tutor	<b>Tuesday 22<sup>nd</sup> September 2015</b>
<b>STAGE 6</b>	Submitted to UCAS	<b>14<sup>th</sup> October 2015 – KP &amp; AMG</b>

### Aims

To offer guidance to all teachers of sixth form about protocols for sixth form lessons

### Scope:

All teachers of Sixth Form, the Sixth Form Pastoral Team

### Responsibility

Director of Sixth Form, TLRs of Year 12 and Year 13, Lead Teachers & Teachers of Sixth form lessons.

### Lessons

Registers should be taken for each lesson, which must be completed within **10 minutes** of the lesson starting. Students who arrive late are expected to give a sensible explanation for their lateness. Students who display a pattern for lateness or non-attendance must be followed up using departmental policies in addition to informing TLRs.

### Non-Contact Periods

These are periods where students do not have teacher led lessons. Students are required to be on site during these times and independently study, complete coursework or conduct research. Areas that **can** be used are Library and LRCG. Students are **not** allowed in empty classrooms unsupervised.

### Absences

If students are absent, their parent/carer should phone on the first day of illness and leave a message for TLRs / Sixth Form administrator. Where a student knows that they will be absent in advance (for example, open days, university interviews) they will collect an 'absence request form' from the office submitting the form and giving a minimum of 48 hours' notice. Subject teachers and tutors sign these forms, detailing any work to be done, and students finally hand them into the TLR team. The TLR team will notify the administrator to enable the correct code to be assigned

### Dress Code

Students must be wearing the correct dress code at all times. If students are not, then a warning is given. If they arrive at school, the next day again not wearing the correct dress code teachers should inform the TLRs, who may send the student home to change. It is the teacher's responsibility to enforce dress code within the classroom. If a student refuses to follow the rules, then appropriate action must be made by the subject teacher. It needs to be logged on SIMs and reported to the TLR team and also a phone call home must be made, students must be wearing their ID badges at all times.

### Netbooks

Students must only use their own netbooks, each netbook is labelled with student names. Teachers have a responsibility in checking that students have their own netbooks by looking at these labels and notifying TLRs if they do not match.

### Praise & Reward

It is vital that teaching staff use SIMs behaviour management to record positive and negative behaviour. This sort of information will be monitored by the TLR for each year group and will importantly be helpful for Sixth

Form Tutors in gathering data and support material for writing UCAS tutor statements. Equally, this will be benefiting the classroom teachers for their writing of subject statements. TLR PP will be responsible for organising reward trips in line with school reward policy at the end of each term.

### Target & Progress Grades

Students are shown how the **ALPS** system gives them a target grade for their subjects, based on their GCSE scores. The ALPS system is useful in giving students a grade for which to aim. It does not represent a ceiling but a baseline that someone of their academic ability at GCSE ought to be able to reach at the end of the Level 3 course. Students need careful counselling when ALPS grades are discussed. For some it will come as a shock to learn that their minimum target grade is a D or an E, and so you will need to reinforce the message that these grades represent a pass and success at A-level, unlike at GCSE.

You should refer to target grades throughout the year, particularly when discussing work you have marked with individual students. For students who are consistently reaching or exceeding their target grade, praise is in order. For those who do not, more effort is clearly required, and this applies equally to someone whose target grade is an A yet they are only reaching B in class work, as it does to a student whose target is D. Progress grades issued to students every half term. It would be productive if subject teachers are asked to spend at least 5 minutes during lesson time with each student discussing and explaining their progress grade.

### Students who are Underachieving

It is important that the student is spoken to first and then should go to your Lead Teacher. Help and support should be your first tactic. Discuss the issue with the student. Try to find out whether the problem is linked to understanding in your subject, or whether it is a bigger issue such as lack of organisational skills. It is often really helpful to re-negotiate deadlines and targets with students by starting with the broader picture and seeing where your subject fits into their school and homework pattern. You do not need to be a Sixth Form tutor to help a struggling student sort out a two-week plan for coping with their workload, your subject included, but you do need to step back from the immediate issue of missing work. Of course, the problem may be bigger than this, in which case, involve the tutor or the student might just be lazy: set a new deadline and as a next step, phone parents informing them of this, or send a letter home. It does take a little more effort on the subject teacher's part, but this is probably the most effective thing you can do.

### Home Learning

Home learning should be set regularly. Home tasks can be coursework development, written questions, typed essays (short or extended), reading from a text, past papers, research from the internet or any other suitable task. Students have been told to spend at least 2 hours each night on home tasks above and beyond their private study lessons.

As essays are often hand written in examinations, students should be discouraged from typing all their essay home tasks, as they need to practice hand writing for extended periods of time.

Coursework tasks should always be broken down into small sections and regular tight deadlines and checking of work need to take place throughout the year. Although many Sixth Form students are good at time management, many are not and will leave everything until the last minute unless regular reminders and targets are set during the coursework process



### **Aims**

To offer guidance on the Sixth Form Intervention strategy to support underachieving students

### **Scope**

All Sixth Form Students, Sixth Form Tutors, Classroom Teachers, Sixth Form Pastoral Team

### **Responsibility**

TLRs Year 12 & 13, Sixth Form Tutors, Subject Teachers & Staff

### **Intervention**

Early intervention is critical in supporting departments and the sixth form in securing the best student outcomes. The Sixth Form pastoral team has a huge role in supporting both students and departments so that students achieve their ALPs targets. After each data collection point, a cohort of students need to be identified that require intervention.

Students should be identified if they are significantly underachieving across 2 or more A Level or BTEC subjects or their total projected UCAS points score is significantly low compared to the overall target.

After each data collection, students identified are to be allocated a mentor. This may be the form tutor, PP, SCL or the Director of Sixth Form. They should be met on a weekly basis to discuss their progress and the details of the conversation entered into a google.doc. This google.doc needs to be set up by the PP and closely monitored.

To support the students, they are also to remain in the library after 4pm on 2 days per week to catch up on work, revise or work as needed. This will be supervised by the Director of Sixth Form and the PP.

A letter also needs to be sent by the PP/Director of Sixth Form informing of the concerns and support to be put in place for the student.

Where there is a parents evening after a data collection point, these parents should be seen either by the Director of Sixth Form or PP. Parents that are not able to attend are to be invited in for interview. Where there is a real risk that a student may fail a qualification or be at risk of not proceeding to Year 13 (likely to fail 2 or more subjects) then this must be stated to the parent and the consequences.

### Supporting Departments

To support the mentoring programme and departments, information should be collected from the departments informing what the students' needs to improve on or work missing. This will support the mentoring conversations and give a clear focus of discussion.

Students are to remain on the mentoring programme until the next data point. If they have improved, then they are to be removed. If they have not improved, then another parental meeting will be needed with either the PP or Director of Sixth Form.

### Learning Walks

It is important that the pastoral team have a visual presence around the Sixth Form building and in lessons. Where possible, PP and tutors should try and do learning walks of the students they are mentoring to ensure they are engaged in lessons and to address concerns. This will also support with the behaviour management around the building.

### Students moving from Year 12 to 13

Based on projections and before students can be proceed to Year 13, a parental meeting must take place in September and the above intervention procedures followed. A letter also needs to be sent to the parent by the PP/Director of Sixth Form, thanking them for attending and outlining the concerns and support.

Where there are concerns regarding a student's ability to complete the courses, the Director of Sixth Form will consider re-coursing the student or discussing alternative pathways at college at this meeting.



### Aims

To ensure all Sixth Form Students fulfil the Governments recommended two hours of PE within the curriculum and Sixth Form Students are part of the PESSYP. **(confirmation required)**

### Scope

All sixth form students, sixth form tutors, physical education teachers, sixth form pastoral team

### Responsibility

The member of staff i/c Sixth Form Recreational PE, PE teachers

### Procedure

1. All Year 12 & 13 students should participate in PE lessons once a week in accordance to their timetable.
2. The choice of sports available will be reviewed every term.
3. The member of staff i/c Sixth Form recreational PE will inform students of the choices available and students will be asked to identify their preferences. Preferences will be taken into account as far as possible.
4. The member of staff i/c Sixth Form recreational PE will compile registers for each sport and ensure that they are passed to the relevant member of staff in charge and ensure that the SIMs register is up to date.
5. The member of staff i/c Sixth Form recreational PE will be responsible for monitoring attendance at PE sessions, following up absences and reporting any concerns to the TLRs.
6. Students will be told which activity they will be doing during the lessons and they are expected to remain with the allocated activity for the whole term, unless express permission is sought and given by the Sixth Form PE Co-ordinator.

### Sport & Recreational PE Dress Code

Students will be required to wear the following when participating in recreational sports & PE.

#### Male Students

- Plain White T-Shirt
- Blue Shorts or Tracksuit Bottoms
- Trainers
- Red / White Socks

#### Female Students

- Plain White T-Shirt
- Blue Shorts or Tracksuit Bottoms
- Trainers
- Red / White Socks

**No jewellery is to be worn during these lessons for the safety of all students**

### Aims

To offer guidance to all Sixth Form Subject Teachers, Tutors and Students on the usage and procedures for the new building and the facilities within in it

### Scope

All Sixth Form Students, Sixth Form Tutors, teachers involved in supporting non-contact periods and the Sixth Form Pastoral Team

### Responsibility

TLRs 12 & 13, Teachers, Librarian

### Non-contact Period – Independent Study

Sixth Form students have independent study time, which is to be taken during their non-contact time/lessons. The aim of this is to enable students to develop independent study skills and to support them in their time management. Independent study time is a special benefit of being at Featherstone High Sixth Form and we should encourage students to value it in this way.

### Supporting a Working Atmosphere

- Students should work **silently** in the library and LRC. Think of it as a university library atmosphere.
- Students should use the non-contact periods to complete coursework, home learning or conduct research.
- The Café area is the **ONLY** space available for social interaction during lunch periods. Students must ensure they have credit on the account before purchasing food. Students who do not have credit will be refused.
- A quiet working environment must be maintained, so that all students can work undisturbed. Joint responsibility for this lies with all staff and students when in these areas.
- A list of quiet study guidelines will be prominently displayed in each of the areas.
- Students are allowed to listen to personal music players; however, this must not be loud enough for others to hear.
- **Mobile phones** may **not** be used for texting or any communication during a study period.

### Computers, Netbooks & Library

- Whilst in the library the teacher in charge must monitor the computer usage to ensure that students are using the computers for schoolwork only. Games and downloads, music & videos are not allowed
- The atrium is the only place for food and drink consumption.
- NO gum is allowed within the building
- Once students are on site they must stay on site unless they have a permission to leave slip. The time for home study to begin for exams will be decided and communicated by the Director of Sixth Form.

### Identifying Students

Students who are identified by the TLR team as a cause of concern and fit one or more of the following areas:

- Underachieving by two more or grades or across two or more subjects
- Students who are behind in more than two pieces of coursework
- Attendance issues or truancy
- Late to school after their designated start time

## LRC Protocol

1. The LRCG is used for Sixth Form students to work independently. All Sixth Form students have on their timetable LRCG study periods. These lessons are compulsory for all students. Students are expected to work in silence at all times. Students are not allowed to do paired or group work in the LRCG.
2. Under-allocated Teaching Staff timetabled to supervise in the LRCG must be pro-active. They should ensure students are silent, on task and are adhering to the school's Code of Conduct. Staff should note that this time is not an extension of their NCP or PPA etc.
3. **Expectations of staff:**
  - i. A register must be taken on SIMs of the students present in the LRCG in the first 5 mins. Students that are late must be entered as L.
  - ii. If a student is truanting then an email needs to be sent to inform student services/TLR team/Sixth Form receptionist.
  - iii. Staff must apply the 3 strike rule. Students should be given 2 warnings and then a request for On Call if a pupil continues to defy the rules.
  - iv. If a student does not have equipment/netbook this is to be logged on SIMs.
  - v. Students are not to be allowed to leave the LRCG to get equipment or books. They should arrive equipped to enable them to work independently.
  - vi. Staff should not sit at the front of the room doing their own work. They are expected to circulate the room to ensure the rules are being adhered to.
4. **Expectations of students:**
  - i. Students must bring all their equipment, including their netbook, to enable them to study independently.
  - ii. If a student's netbook is not fully charged or not working then they should have alternative work. Students are not allowed to leave the LRCG to speak to a member of IT facilities. This should be done at the end of the day.
  - iii. Students are not to wander around the LRCG or leave without permission.
  - iv. Students may not request to leave the LRCG to go and study in the library. LRCG study periods have been allocated as to not overcrowd areas in the Sixth Form such as the library.
  - v. Students may listen to music either through their computer or mobile phones.
  - vi. If students are caught using their mobile phones e.g. texting or accessing the internet, then the member of staff should confiscate the phone. The phone is then to be given to a member of the Sixth Form team.
  - vii. Students are to work independently. They are not allowed to do paired or group work. This will disrupt the learning of others.
5. It is important that staff supervising the LRCG are persistent and consistent in applying the above rules and expectations to ensure that the LRCG is an area of silence and there is a strong work ethic amongst students.

### **Aims**

To offer guidance to all Sixth Form Subject Teachers, Tutors and Students on the usage and procedures for the sixth form building and the facilities within it

### **Scope**

All Sixth Form Students, Sixth Form Tutors, teachers involved in covering private study and the Sixth Form Pastoral Team

### **Responsibility**

TLRs 12 & 13, Teachers, Librarian

## **LIBRARY**

### **Opening Hours**

The Sixth Form Library is open every day in term time from 8.15am – 4.30pm. Students should not enter outside these times or at other times when a 'Closed' notice is displayed. Students can use the library at break times and lunch times, before, after school, and during free periods. Independent study periods and cover lessons may also take place in the library.

### **Resources**

The Library has books to support all A level and BTEC courses, including textbooks, revision guides and wider reading resources. There is a good collection of modern and classic fiction. Students are welcome to suggest books that they think the Library should have in stock. The Library also has daily newspapers and both academic and leisure magazines.

### **Borrowing Books**

Sixth Form students can borrow up to five books for three weeks. After this time the books should, return be returned or renewed.

### **Careers**

The Sixth Form Library has a careers section, which includes university prospectuses, information on choosing and applying to university and guides to different jobs and careers.

### **Behaviour in the Library**

The Library should be treated as a silent study area. A "no talking" rule is enforced. Students are expected to work silently and independently at all times as in a university library. The use of mobile phones and the consumption of food and drink are prohibited and outside coats must be removed. The Library computers are to be used for work and study purposes only and students are asked to print only what they need. Students who distract others by talking or being disruptive will be asked to leave the Library and persistent offenders will be banned.

# Independent Study/LRC

The LRC and your non-contact periods are a real luxury at Featherstone Sixth Form and they should be respected. If you use your study periods well you can dramatically improve your attainment grades. Poor use of study time can result in disappointing grades.

## Respect your Fellow Students

- Work silently
- No mobile phones
- Personal music must be quiet

## Respect the Equipment

- Do not eat or drink in the rooms
- Report any defects immediately at the start of the lesson
- No games or downloads on the computers

## Use the Time Productively

- Always bring in work that can be completed without a computer
  - If you have finished home learning, revise
- Work quietly and diligently for the whole hour

### Aims

To inform to all Sixth Form subject teachers, tutors parents and students on the admission policy for Featherstone High School Sixth Form

### Scope

To ensure all TLRs from all year groups, subject teachers, tutors, parents and students are aware of the admission policy for all courses within the Sixth Form

### Responsibility

Director of Sixth Form, TLRs Year 12 & 13, Sixth Form tutors, subject teachers & staff

Admission to Featherstone High School Sixth Form is subject to applicants demonstrating ongoing commitment to the following code of conduct and dress code and ALL criteria stated in the prospectus in the section on course admission / criteria.

### Code of Conduct

Being part of the Featherstone High Sixth Form will mean that students agree to follow and uphold the ethos of the Sixth Form and of the whole school. Students are to share the vision of the school and its Sixth Form and are expected to conduct themselves as role models to the younger years and take responsibility for their own learning whilst positively contributing to the school and its community.

Students will have their own Sixth Form Handbook, which will be signed for on Target Setting Days by student, parent and tutor. The basic principles, which are in addition to the whole school policies, are:

- I will follow the schools Sixth Form Dress Code; ensure that I am smartly dressed at all times within the school environment and on the way home, in line with the main school ground rules. I will wear my ID card at all times. Failure to do so will/may result in being sent home to retrieve ID card.
- I will attend school on every occasion I am expected to attend; in case of illness or unexpected events, I will supply evidence of such in advance whenever possible.
- I will always behave in a mature manner, on the understanding that I am a role model for the rest of the school.
- I will never bring cigarettes, drugs, alcohol, weapons, or anything that can be deemed as a weapon onto the school premises.
- I will always be on time for my lessons
- I will ensure I always have the necessary equipment for all lessons
- I will ensure that I am respectful of the school environment (Sixth Form building) which includes the computers and facilities that have been provided to support my learning
- I will comply with the safeguarding school policy and understand that I am required to wear my ID badge around my neck at **ALL** times
- During my 'non-contact periods' I will remain in school and use this time to complete work, research my subjects areas and for general study

## Lunch

Year 13 will start at 8.30am with registration and will have the first lunch slot at 12noon. Year 12 will start at 10.30am and they will have their registration at 3.45pm. Their lunch slot will be 1.30pm. All students are to remain on the premises throughout the day. They may leave the premises for lunch only. If students are persistently late back from lunch, the pass will be revoked. (It is important to note that the start times for year groups are a guide some timetables may indicate an earlier start due to the extended day and the accommodation of broad curriculum offer). Students wishing to attend the mosque must do so in their allocated lunchtime slot.

Food purchased from outside shops or cafés **CANNOT** be brought onto the premises - **ALL** food must be consumed inside the building and litter must be placed in the appropriate bins provided.

## Dress Code

### Male Students

- Suit or Trousers & Smart Jacket
- Shirt
- Tie
- Smart & appropriate shoes
- No trainers or footwear of similar ilk
- ID Badges must be worn at all times.
- No denim clothing

### Female Students

- Formal Skirt or Trouser Suit with Smart Jacket (Skirts to be minimally of knee length & jacket to be waist length)
- Blouse or professional smart top (blouses must cover shoulders - no strap/string like tops)
- Smart & appropriate shoes
- No trainers or open toed footwear of similar ilk
- ID Badges must be worn at all times
- No denim clothing

### Females

Abaya's can be worn however the smart dress code must be worn underneath and smart jackets/blazer to be worn over the top at all times.

### Jewellery

Students are to ensure that jewellery is kept to a minimum of a pair of **plain studs & a narrow kara**. Students will be requested to remove any items of jewellery deemed inappropriate.

Students who are not wearing suitable clothing or not dressed in a professional manner will be required to return home and change and parents will be informed.

## Course Admission & Criteria - Internal Students

Internal students are actively supported and encouraged to apply to the Sixth Form. Access to courses will be based on the admissions criteria set out in the Sixth Form Handbook. Student must apply online and will indicate their early intentions of where they would like to study Post 16. They will receive advice and guidance through the Heads of Year and Tutor based on their mock GCSEs. Conditional offers will be sent to students based on their **mock GCSE grades and the admissions criteria** at that time. These are subject to change in accordance to their ACTUAL summer results. Access to levels of courses will be based on the following:

- Actual GCSE grades
- Admissions criteria
- Individual student data
- Advice and guidance of the Sixth Form Team

Courses will be deemed full when the maximum class size of 20 for practical based subjects and 22 for classroom based, is reached. The school will look at all students on an individual basis and whether they are

suitable for the courses chosen. It will be up to the discretion of the Sixth Form Team as to which courses students are able to follow. Course options could be subject to change during the autumn term if students are making less than the expected progress or struggling at the level, they have been awarded.



### Aims

To offer guidance on the Sixth Forms' admission policy.

### Scope

All Administration personnel, TLRs from all Year Groups, Subject teachers, Tutors and Students are aware of the acceptance criteria for all courses within the Sixth Form

### External Students

External students will be admitted onto courses subject to the following:

- Fulfilling all admissions criteria which apply to internal students
- Original certificates of relevant qualifications being shown
- A reference from their previous educational institution
- Subject to spaces being available on the course. The school will look at all students on an individual basis and whether they are suitable for the courses chosen
- Students will have an interview with their parents to ensure they are fully informed of the expectation and ethos of the Sixth Form. At this interview they must produce:
  1. Their UPI number from the previous school
  2. A reference from their previous school detailing attendance, punctuality (students can obtain an FHS proforma to help them gain a reference)
  3. All examination results with certificates as evidence of the results
- The administration team will contact the previous to obtain full school history and records
- Failure to produce references will delay applications and jeopardise placement

On Induction, day external students will receive an induction welcome workshop on the safeguarding, expectations and behaviour of Featherstone High School.

### Students from Overseas

Students will be requested to show their birth certificate, current passport, documentation of residency and all relevant qualifications in line with the admissions course criteria. The school will look at all students on an individual basis and whether they are suitable for the courses chosen. It will be up to the discretion of the Sixth Form Team as to which courses students are able to follow. This could be subject to change during the autumn term if students are not making the expected progress.

All students **MUST** have relevant Exam Board slips to confirm their qualifications and photocopies will be taken by the school. Students who fail to produce the appropriate documentation will not be offered a place within Featherstone High Sixth Form.



### Aims

To offer guidance to all Sixth Form Subject Teachers, Tutors and Students on the usage and procedures for the Sixth Form building and the facilities within it

### A Level

In order to access A level courses students will need to have attained a minimum of 5 GCSEs at 4 (including English Lang & Maths) or above and grade and 6s in the courses that they wish to study.

In subjects not taken at GCSE an associated GCSE will be taken into account. For example: 6 in Maths to Economics, 6 in History or English for Government & Politics or a 6 in English for Psychology.

BTEC grades would only be accepted as one grade within the 5 9-4 grades and for sciences a 6 must be obtained in both in the core & additional science.

Classes will have maximum of 20-22 students

### BTEC Level 3

In order to access BTEC level 3 certificate courses students will need to attain a minimum of 5 GCSEs at grade 9-3. This can include BTEC courses previously followed and in addition, they must have at least a 3 grade in English Language and Math; for the Applied Science level 3 course a GCSE grade 3 in Maths and Triple Science is also required. Options at this level will be to retake GCSE English and / or Maths if they have a 3 grade.

- Students can mix one A level and BTEC courses but must have the 6 grade in the A level subject they wish to take, English at a Grade C and an average points score of 42

Classes will have maximum of 20-22 students

### BTEC Level 2 Certificate

Students will be requested to show their birth certificate, current passport and all relevant qualifications. The school will look at all students on an individual basis and whether they are suitable for the courses chosen. It

will be up to the discretion of the Sixth Form Team as to which courses students are able to follow. This could be subject to change during the autumn term if students are not making the expected progress.

All students **MUST** have relevant Exam Board slips to confirm their qualifications and photocopies will be taken by the school. Students who fail to produce the appropriate documentation will not be offered a place within Featherstone High Sixth Form. In order to access BTEC level 2 certificate courses students will have 4 GCSE passes. If they have a 3 grade in Maths and or English then students will have the opportunity to retake them.

Classes will have maximum of 20-22 students

### Extended Project Qualification

The extended project qualification is a course with the equivalence of AS weighting in which students choose an area that they would like to research and they work alongside a supervisor to develop a plan for their research, write up their project and then present their findings to an audience. Increasingly students are being expected to have this qualification alongside their A levels for the top universities. This qualification shows students are passionate about the subjects or an area associated to their subjects and can work independently. Students who do not attain the grade criteria will not be able to continue the course so they can focus on their main studies.

### Criteria

Students will be able to access the course by meeting the following criteria and will be based individually

- GCSE mainly grades 9-7s
- Aspiring to Oxbridge / RG universities
- Meeting projected grades of A & A\*
- Attendance – above 95%
- Not on Academic mentoring list or underachieving

### Aims

To offer guidance to all Sixth Form Subject Teachers, Tutors and Students on student progression from year 12 to 13.

### Scope

All TLRs from all Year Groups, Subject teachers, Tutors and Students are aware of the acceptance criteria for all courses within the Sixth Form

### Year 13 Progressions - A2

In order to continue into Year 13 students will need to have attained a minimum of 3 E's in their A Level end of year exam and in addition the following will be considered in each case:

- Attendance 95%
- Effort
- Quality of class and home work
- Ability to meet deadlines

Special consideration will be given to students who fail this requirement and ONLY in EXCEPTIONAL CIRCUMSTANCES. In these cases, students will be required to attend an interview with the Director of Sixth Form. If unsuccessful in the interview students will be offered:

1. Be re-coursed onto Applied Courses back into Year 12
2. Support with finding a college place

If there are **exceptional circumstances** (e.g. relating to a medical condition confirmed by a Doctor) students, who fail at the end of year exam can appeal to the Headteacher to continue into year 13

### BTEC Level 3 Courses

In order to continue into Year 13 students will need to be working towards their minimum target grade in their BTEC level 3 coursework and passed all external exams to a pass level alongside the following criteria:

- Attendance 95%
- Effort
- Quality of class and home work
- Ability to meet deadlines

### Levels of Intervention

All students who breach the level 3 'Levels of Intervention' and have been on Senior Teacher Report will have their position within the Sixth Form reviewed alongside this criterion. BTEC students who meet their target grades, attendance percentage and behaviour & conduct agreement will continue into Year 13.

### Aims

To offer guidance to all Sixth Form Subject Teachers, Tutors and Students on sitting GCE exams.

### Scope

All TLRs, Subject Teachers, Tutors and Students to make them aware of the Sixth Form guidelines for BTEC resits in order for students to manage their workload, to study appropriately and for subject teachers to have a wider understanding of the positive impact and implications of resits.

### AS & A2 Exams

Waiting for MT to provide

### Guidelines on Coursework (BTEC & A level)

BTEC students will have a lot of coursework to complete throughout the year. It is important that students organise and plan themselves and the completion of their work within the parameters and deadlines required by their teacher. Subject teachers will offer support sessions when necessary. Those students who do fall behind will be required to attend coursework catch up sessions after or before school which will be held by the TLR team for that year group. Parents will be met with and informed and students may be placed on TLR report. In extreme cases, students will be seen by the Director of Sixth and placed on AHT report whilst coursework is being caught up.

### Intervention

Following the mock exams in January students who follow 4 AS subjects will be advised to drop one of their 4 A levels at the end of the year. Students will sit the 4<sup>th</sup> A Level as an AS exam, to give them UCAS points. Students will than 3 ½ A levels at the end of year 13.

### Aims

To offer guidance to all Sixth Form Subject Teachers, Tutors and Students on the purpose and timings of work experience

### Scope

All TLRs from all Year Groups, Subject teachers, Tutors and Students are aware of the acceptance criteria for all courses within the Sixth Form

### Work Experience Dates

Work experience is only for BTEC Level 3 and will take place throughout the year 12 and during curriculum weeks. Those students not on vocational subjects will continue with the regular lessons.

All placements, regardless of how they are found, are visited by EBSI staff to check health and safety, insurance and write an appropriate job description.

The EBSI is highly experienced at recruiting employers able to offer work experience to students with a wide range of specialist interests or additional needs, providing they are told about this in advance. If you know anything about your tutees, which could affect their work experience, please let us know.

### How the Tutor can Support

- Talk to parents about WEX during registration.
- Discuss WEX placements during small group tutorials.
- Give out Job Descriptions / letters / notices etc. promptly.
- Visit students in placements where possible



### Aims

To ensure all Sixth Form Students participate in the enrichment programme to support Personal Statements for university applications, applications to higher education institutes and employment.

### Scope

All Sixth Form Students & Parents, Sixth Form Tutors, TLRs Year 12 & 13 & Enrichment TLR

### Responsibility

TLR Enrichment & Subjects Teachers & Departments

### Enrichment Programme

ALL students will be expected to participate within the Enrichment Programme and they will also have the opportunity to have responsibility roles within the Sixth Form community. For example, they may wish to be part of the Sixth Form committee, be a Sixth Form ambassador and / or apply for the opportunity of Head Boy or Girl. The role of ambassadors can be any student wishing to take active roles within the whole school to support various projects or initiatives or help out on curriculum evenings and other school events. Each tutor group will have two Sixth Form representatives who will automatically form part of the Sixth Form committee. Head Boy / Girl roles will be advertised and students will have to write a letter of application to the Director of Sixth Form and Headteacher. The opportunities offered will give students the chance to learn new skills in their personal development and reward them for the achievements. It will support students in learning about self-management & responsibility and broadening their outlook towards society as a whole.

In the competitive world, that we live in today, we would like all Sixth Form students to go onto future endeavours as well as becoming well-rounded young adults who are able to cope with the demands of further education or working life. To prepare you for this, the enrichment programme incorporates a variety of clubs, workshops, initiatives and working parties from which students will be able to develop their skills in team working, communication, problem solving, leadership and much more.

### Below are a handful of enrichment activities you can get involved in:

1. Peer Mentoring - coaching students in younger year groups in vulnerable positions
2. Prefects - representing the Sixth Form through supporting the operation of school events
3. University Visits - helping you to make the right choices for further education
4. Departmental extra-curricular clubs - enriching your understanding of subjects that you study
5. Whole School Council - having your input in the way that the school is run
6. Sixth Form Committee - having a direct input into the way that the Sixth Form is run
7. Community Work (Charity Fundraising) - taking part in helping and supporting your local community.
8. Duke of Edinburgh - completing voluntary, skills, physical and orienteering based units
9. University Master Classes, Summer Schools
10. [www.fhscareers.weebly.com](http://www.fhscareers.weebly.com) (this link is something does not go to Firefly)
11. Enrichment Day in Summer Term

All students need to become involved within programmes, dedicating between 2-4 hours per week to non-academic work that will enhance, enrich / broaden their view / outlook. All students will be required to track their involvement in enrichment activities to support applications to higher education or employment. Enrichment profiling will help with UCAS statement writing.



## FHS Sixth Form Prefects

Prefects play a part in the running of FHS Sixth Form assisting and supporting both staff and pupils. The role of a prefect has a long tradition in schools and colleges and is a very highly regarded role. Being a prefect will support your application to university and work to help you develop leadership skills and self-confidence. Prefects will be co-ordinated by the Head Boy, Head Girl and deputies.

### Duties of a prefect

- *Assisting* with the supervision of pupils within the school day
  - Break and lunch duties
  - Astroturf football at lunchtime
  - Specific enrichment clubs
  - Supporting students in the library at lunchtime/period 5
  - Corridor monitors. (Movement around the school during change over).
  - Access to main school building (doors etc.)
  - Supporting the delivery of assemblies and house assemblies
  
- *Assisting* in the administration of whole school events such as:
  - Awards evenings, open evenings, curriculum evenings, options evenings
  - School musical/music performances
  - Sixth Form Open Evening
  - Science Week
  - School Fayre
  - Target Setting Day
  - House Events / Competitions
  - These duties may include, meet & greet, guided tours, supporting the supervision of audiences, assisting with car parking, translating.

### Aims

To ensure all Sixth Form Students who are eligible for bursaries, understand how to apply, and the basis by which the funds are administered. The purpose of the bursary is to:

- Support & retain students
- Promote positive attitude to learning

### Scope

All Sixth Form Students & Parents, Sixth Form Teachers, TLRs Year 12 & 13 & Sixth Form Administrator

### Responsibility

TLRs Year 12 & 13 & Sixth Form Administrator

### Student Bursary Allowance

The 16 to 19 bursary is a scheme to help the most vulnerable young people continue in full-time education.

### The scheme is made up of two parts:

1. There are guaranteed bursaries of £1,200 a year for the most vulnerable students which are classified young people:

In vulnerable groups - young people in care, care leavers and young people in receipt of income support (typically, young people living independently of their parents, young people whose parents have died). Schools will ask to be provided with evidence of students being in these groups and a letter for the local authority must be included.

2. Schools, colleges and training providers will then be able to award discretionary bursaries to any student who faces genuine financial barriers to staying on in education and training to help with costs such as transport, food or equipment.

A Discretionary Bursary of £600 will be awarded to young people in receipt of free school meals and who meet the conditions relating to attendance and behaviour. The Discretionary Bursary will be paid by BACS payment directly into the student's bank account in the following instalments:

**First half-termly payment** of £100 payable after six weeks from the commencement of the programme of study. **Half-termly payments** of £100 at the end of each half term.

Supporting Evidence will be:

- Confirmation from the Local Authority of entitlement to Free School Meals
- Any change in financial circumstances that will affect the student's entitlement to Free School Meals must be notified to the Local Authority authorising the free school meal entitlement.

### Statement of principles & criteria for bursaries

The bursary is based on attendance & punctuality and should be applied fairly and consistently. To receive the bursary students must adhere to the following criteria:

1. On the basis of a minimum attendance of 95% attendance, excluding authorised absences (aim to have 100%)
2. Punctuality - no more than 2 late in a half term this includes to school or to lessons.
3. Half termly payments will be made in arrears
4. Behaviour - Non receipt of payment if on TLR or AHT report
5. All absence procedures correctly followed
6. All students are eligible for a bursary if their parental income is below a certain level that will be determined by individual schools and colleges. The benefit will be based on the most current evidence of household income either through benefits in employment.
7. Residency - Asylum seekers are eligible and passports must show 'remain to leave'.
8. Students will sign a student contract which states the standards expected by the school and confirms the legitimacy of the evidence provided for the household income
9. Attainment – Students to fall a total of no more than 1 full assignments behind. Coursework deadlines met and achieving minimum target grades.

### Disadvantage Bursary Fund

Students are able to make termly applications to receive a disadvantage fund of £300 to help support their studies; this will be open to all students however based on completing the disadvantage fund form. Payments will be made to student's bank account and their name **MUST** be on the account. It will be made half-termly and paid in arrears. The criteria for the fund will be based on the same criteria listed under the 'principles & criteria for disadvantage fund'

### Bonus

Students whose attendance is 100% to lessons and 100% to school will receive a bonus at the end of each half term.

### FHS Levels of Intervention

TLR1 / TLR 2 Intervention				
Plagiarism	Homophobic Incident	Bullying	Racist Incident	Rude & Offensive
Abusive & Threatening behaviour/ language	Truancy	Disrupting & the learning of others	Damage to school property	Persistent lateness
Dangerous behaviour	Poor Attendance	Aggressive Behaviour	Cyber Bullying	

SLT Intervention				
Theft	Fighting	Assault	Defiance	Drugs/Alcohol
Serious Bullying Incident	Bringing schools name to disrepute	Incident involving a weapon	Allegation towards staff from student	Persistent Disruptive Behaviour
Persistent Bullying		Defiance after 3 strikes		

All students will be looked at on an individual basis the bursary may be withdrawn if students fail to adhere to the qualifying conditions.

### Decision

Appeal of any decision would lay with the Director of Sixth Form. If the student is still not satisfied with the Appeal decision then the Appeal will be heard by a panel of the Head Teacher and a Governor. Appeals must be made in writing within five working days of decisions being issued.

### Retained Contingency

Featherstone High School Sixth Form will retain a contingency to cover the cost of Bursaries awarded throughout the academic year due to changes in the financial or domestic circumstances of individual students. This contingency will be reviewed at the end of the academic year and any surplus distributed to eligible students as an additional payment dependent upon attendance, punctuality, behaviour and attainment.

### Bursary / DA Fund Timeline

September	Ensure Free School Meals applications are up to date. Applications to be made online direct to the Local Authority.
August	Application forms for the Bursary.
September/October	Six week qualifying period
October	Payment 1 via BACS for Bursary
December	Payment 2 Via BACS for Bursary & Payment 1 for Disadvantage Fund
February	Payment 3 Via BACS for Bursary
March	Payment 4 Via BACS for Bursary & Payment 2 for Disadvantage Fund
June	Payment 5 Via BACS for Bursary
July	Payment 6 Via BACS for Bursary & Payment 3 for Disadvantage Fund

### Aims

To offer guidance to all TLRs, Sixth Form Subject Teachers, Tutors and Students on the usage of the Internet

### Scope

All TLRs from all Year Groups, Subject teachers, Tutors and Students are aware of the responsibility they have in ensuring the Internet is used safely and solely for educational purposes

### Netbook & Use of School Computers

Each student at the start of their time in the Sixth Form will be required to give a £70 deposit to receive their own personalised netbook. The netbook will be stored at school at all times and should not be taken off the premises. At the end of each day or when students leave the premises to go home they are responsible for replacing their netbooks to the correct allocated recharging slots. Failure to do so or failure to look after their own netbook (netbooks should not be left unattended and any damage incurred at this time is the responsibility of the student assigned to the netbook) could result in losing some or all of their deposit (or usage of the netbook), depending on the circumstances. The amount will be decided upon by AHT Sixth Form / IT Services. Students are to **ONLY** use their allocated netbook. Any damage or if the netbook is not working correctly should be reported immediately to reception or IT services. At the end of each student's course, the netbook will be assessed for damage / wear and tear and the deposit will be deducted accordingly, if necessary.

### General Policies

- No personal device (Laptop/Tablets) will be allowed to connect to the school system.
- IT Services will ensure regular back up of Students Home Folder
- USB Access for student has been denied. IT Services will **NOT** copy files from USB to students Home Folder
- All work should be saved every time a change is made to prevent any loss of work done.
- Google Doc is best used as it automatically saves work

### Google Doc/Drive

- Students must use for Educational Purposes ONLY
- Students MUST use FHS username & Password
- Students MUST not share unnecessary files with others
- Google Drive can be accessed from home or school using FHS account
- Google Doc can/Should be used as a place to back up any work

### Email

- Students are **expected** to check emails everyday
- Students may only use approved e-mail accounts on the school system such as Group-wise.
- Students must immediately tell a teacher if they receive offensive e-mail.
- Students must not reveal details of themselves or others in e-mail communication, such as address or telephone number, or arrange to meet anyone.
- Access in school to external personal e-mail accounts may be blocked.
- Excessive social e-mail use can interfere with learning and may be restricted.
- The forwarding of chain letters is not permitted.

### Purpose of the Policy

- To help protect the School against liability for the actions of its students
- To help educate system users about the legal risks that they might inadvertently take

- To notify users of any privacy expectations in their communications
- To prevent damage to systems
- To avoid or reduce unnecessary time being spent on non-work related activities.
- To make clear to users who they should contact about any particular aspect of the policy

### **Internet Policy**

- Rules for Internet access will be posted in all rooms where computers are used.
- Your internet use will be monitored & screen shots can be collated in instances of usage violation.
- Instruction in responsible and safe use should precede Internet access.
- A module on responsible Internet use will be included in the PSHE programme covering both school and home use.

### **Chat Rooms**

- Students will not be allowed access to public or unregulated chat rooms.
- Students should use only regulated educational chat environments. This use will be supervised and the importance of chat room safety emphasised.

### **Netbooks X131e - Netbook Computer Policy**

At Featherstone High School, we are at a very exciting time in our journey towards sustained excellence. Featherstone High School will continue to go from strength to strength, with a committed staff and excellent facilities set within a respectful community. Our students are here to learn and, make no mistake; we will have challenging expectations throughout their time with us. We are proud of our success and will ensure we do all we can to recognise and celebrate individual student achievements. Our school motto “together we achieve” emphasises the importance of partnership in our success. We will ensure that parents are kept fully informed of our students’ progress and achievement in order to facilitate that crucial partnership.

**School Agreement will be between Featherstone High School (The School) & the student (the User):**

#### **Function**

Featherstone High School has a responsibility to ensure that all data stored on its computer systems is appropriate to the needs of Featherstone High School, is securely held, is available in a complete and accurate form when needed and complies with the Data Protection Act. The Netbook increases the risks associated with the secure storage of data. The purpose of the Policy and Agreement is to set out the criteria for the provision of Netbook and the conditions of its use.

#### **Responsibilities**

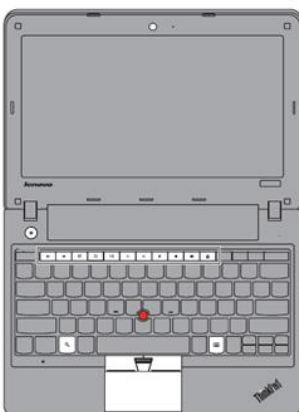
It is the responsibility of IT Services to ensure the correct configuration of the Netbook. The Netbook user is responsible for ensuring the integrity of the configuration (e.g. not installing unauthorized software). IT Services will be responsible for checking the configuration of the Netbook, and any necessary software upgrades are completed. The Netbook holder must cooperate with the IT Department and ensure their Netbook is checked.

#### **Under this agreement you will:**

- 1) The netbook is to be owned by the school and students are to make an overall contribution of **£70**.
- 2) The Netbook shall only be used by you the user **ONLY**
- 3) If a student damages the netbook, the student will forfeit their deposit of £70 depending on the damage.
  1. A new netbook will only be issued to the student on an addition payment of £70.
- 4) Any issues with netbooks must be reported to Sixth Form reception on the same day so a ticket can be logged for IT Services
- 5) If students leave for any reason other than graduation, they will return the netbook to the school in full working order.
- 6) Any damages to the netbook will need to be reported ASAP to Reception so IT Services can make the necessary checks.

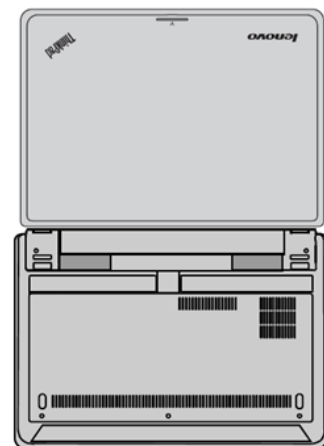


- 7) The school will not provide or specifically recommend any additional peripherals as part of the Netbook.
- 8) Prior to netbooks being issued to students:
- Each netbook must be imaged with the permitted school Image for each year level and registered in the school database with a unique identifier against the students ID.
  - Each Netbook will be labelled With Students Detail i.e. Name, Year Group, FHS No. & Netbook No.
  - Each Netbook Battery to be labelled with the Netbook No.
- 9) As netbooks are the property of the school they are not to be altered or personalised in any way that is irreversible i.e. Stickers.
- 10) Software installed by the school is subject to licence conditions and must not be distributed or deleted without written permission from the school.
- 11) Use of netbooks by students is governed by the Acceptable Use Policy that students and parents agree to for use of ICT within the school. Parents are also to familiarize themselves with the Acceptable Use Policy to further support their adherence outside of the school environment.
- 12) Any inappropriate use of the internet is unacceptable and is subject to disciplinary action and exclusion from the school networks and resources.
- 13) Students are to use their username and password to access their netbook, to protect information in incidents of loss or theft.
- 14) Software, including music, movies and games will be allowed for academic and recreational reasons, provided copyright obligations are met. Personal MP3 and other music files may be stored on the netbook. Downloading music, games and videos from the internet during school hours is prohibited except when directed by a staff member. Students are permitted to listen to digital music and/or participate in games on their netbook while at school where given express permission by a teacher for an educational purpose.
- 15) It is the student's responsibility to ensure that there is enough hard drive space and memory available to engage in all educational requirements.
- 16) Student must abide by the school's User Agreement whenever the school equipment or services are involved. This includes the netbook regardless of location. The Internet User Agreement Policy contains specific responsibilities to ensure student safety:
- Students must keep themselves and friends safe by not giving out personal details, including full names, telephone numbers, addresses, images and passwords.
  - Student should be respectful in how they talk to and work with other online, and never participate in online bullying.
  - Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student.
- 17) All netbooks are to be fully charged at the commencement of every day.
- 18) Student work will be periodically backed up on the school server during the day.
- 19) Netbooks are to be switched off at the end of the day to prevent any hardware faults.
- 20) Netbooks are to be kept in the Lapsafe room when not in use and put in the bay allocated to you.



#### Top 5 common Damages

- 1- Cracked Screen **Full Loss**
- 2- Chassis/ Hinge damage **Full Loss**
- 3- Keyboard damage **10% Loss**
- 4- Battery damage **10% Loss**
- 5- HDD Corrupt **up to 10% Loss**



YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
Alka Patel AHT	Alan Bate AHT	Joanne Ainsworth AHT	Kamal Thacker DHT Tariq Hillman DHT	Alison Lusuardi DHT Tariq Hillman DHT	Mark Thorley AHT	
Jenny Moses TLR1 Pupil Progress	Amritpal Aujla TLR1 Pupil Progress	Clare Muir TLR1 Pupil Progress James Mutton Assist TLR for PP	Joy Spreadbury TLR1 Pupil Progress	Zachary Rawlinson TLR1 Pupil Progress	Rachael Stribling TLR1 Pupil Progress	Rekha Sabharwal TLR1 Pupil Progress
Kris Bolt AAHT TLR1 Teacher Developer	Catherine Toms TLR1 Teacher Dev	Amrita Ahluwalia Acting Teacher Dev only	Nadia Habraszewski TLR1 Teacher Dev	Gurnaik Sangha Acting TLR1 Teacher Dev	Sanya Ludlow TLR1 Teacher Dev	
Inder Kaur TLR1 Curric. Dev.	Andy Webb TLR1 Curric Dev	Sarah Horton TLR1 Curric. Dev	Kashif Khan TLR1 Curric. Dev.	Charlotte Wolf TLR1 Curric. Dev	Alex McGhee TLR1 Curric. Dev.	Rebecca Perks TLR1 Curric. Dev.
7 Churchill Shefalee Afzal F8	8 Churchill Fatimah Khan B7	9 Churchill Thomas Knapp S7	10 Churchill Mehana Semar F10	11 Churchill Thurka Jeyachandran G9	12 Churchill Alex Grant 1.06	13 Churchill David Walters & Olatz Berasategi p/t 2.06
7 Curie Zuha Mirza & Shazia Hussain TA F6	8 Curie Stephanie Pearce B1	9 Curie Gemma Norman S1	10 Curie Clare Hebert (Art) F6	11 Curie Tammy Mohgal & Anita Asad G8	12 Curie Joseph Coulter 1.07	13 Curie Anna Stocking p/t & Keith Paterson G1/0.01
7 Einstein Siham El-Yamlahi & Zanib Musthfaq F10	8 Einstein Kabir Hussain B2	9 Einstein Farzana Hussain S10	10 Einstein Aleks Hughes F2	11 Einstein Maria Cruz G4	12 Einstein Habsa Butt & Paul Middleton p/t 1.1	13 Einstein COLLAPSED
7 Gandhi Nimisha Awasthi p/t & Reshma Patel p/t F2	8 Gandhi Noreen Monaf B4	9 Gandhi Tarik Embaye S4	10 Gandhi Emma Harvey & Farida Zaabar TA F8	11 Gandhi Emily Eastmond G7	12 Gandhi Amy Caulfield 1.01	13 Gandhi Matthew Purse 2.03
7 King Khushpreet Cheema F3	8 King Mehnaz Magzi-Fazaladin & Naila Yaseen TA B8	9 King Justyna Sokolowska- Goral S8	10 King Tara Morooof & Divinia Aloysius TA F3	11 King Richard Holden G6	12 King Alan Crowe 1.08	13 King Teresa Toop 2.07
7 Mandela Anya McKeever F9	8 Mandela Aftab Choudhry B5	9 Mandela Amrita Ahluwalia S5	10 Mandela Nisha Pal & Kulvinder Toor TA F1	11 Mandela Christopher Briggs & Sarah Webster p/t & Abdul Hiral TA G11	12 Mandela Catherine Carey 1.03	13 Mandela Rishi Thakur 2.02
7 Owens Sophie Osbourne F7	8 Owens Jessica Wallis B9	9 Owens Mahjabeen Wasif & Kalaivani Karunaanadan S9	10 Owen Bushra Begum F4	11 Owens Shaun Wills G10	12 Owens Charlotte Friswell 1.02	13 Owens Brendan Doherty 2.01
7 Parks Sameena Ramzan F4	8 Parks Sobia Mahmood & Harmesh Najran TA B16	9 Parks Tom Gasper & Nova Parker TA S2	10 Parks Naz Sarkar p/t & Sarah Hurlstone p/t F9	11 Parks Camilla Browne G5	12 Parks Ragee Tarabi 1.04	13 Parks Elena Sanz & Anna Widuch 2.08
7 Roosevelt Shadia Choudhry F1	8 Roosevelt Damaris Anderson B3	9 Roosevelt Sydia Wint S3	10 Roosevelt Selina Akhter F11	11 Roosevelt Graeme Clark G5	12 Roosevelt Jonathan Hymers & Nicole Jones 1.09	13 Roosevelt Paul Shillito 2.04
7 Shakespeare Paul Daron F11	8 Shakespeare Frances Rowell B6	9 Shakespeare Elena Samsen S6	10 Shakespeare Muna Hussain F7	11 Shakespeare Holly Mowbray-Brown G3	12 Shakespeare Christopher Ovenden 1.05	13 Shakespeare John Andrews & Jon Elkon p/t 2.05
Tracey Simpson	Sophia Vitoroulis	Herpreet Kalsi	Sneha Rughani	Ofis Matthew	Natasha Smith	

