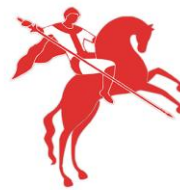


Kesteven and Sleaford High School



Sixth Form Parent Handbook

2023-2024



SJSF

Sleaford Joint
Sixth Form

Choice - Opportunity - Success

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Ethos and Aims

Our overriding aim is to enable every student within the sixth form to progress from the school into whatever course, employment or training best reflects their own wishes and potential. To do this we try to deal with every student on an individual basis.

As part of the Sleaford Joint Sixth Form, we provide an incredibly broad curriculum which offers all students the opportunity to achieve their full potential in intellectual, creative, practical, social and spiritual skills. We also offer a range of extra-curricular activities through which students can take on additional responsibilities and gain new skills.

Every student has a personal tutor who will monitor their progress on a regular basis. The Head of Sixth Form will have an overview. At the end of their time here, we hope that students will leave with good qualifications and having made good progress from their own starting point, which will allow them to access top university courses, apprenticeships, further training/education or employment. We also hope students will have a well-developed sense of respect and tolerance and to prepare them to become responsible citizens in society.

Support and Guidance in the Sixth Form

We take the whole development of students seriously and have a well-structured system to monitor and guide students through the Sixth Form. Tutor groups in the sixth form are smaller, with 20-25 students on average. This allows each tutor plenty of time to get to know his/her tutees.

Role of the tutor:

- To register and monitor attendance
- To provide guidance on any subject-related issues that occur
- To offer a friendly 'ear' for any personal issues, if required
- To monitor academic progress, and undertake regular academic reviews on a one-to-one basis
- To write any references for further education, training or employment
- To liaise with parents and the Head of Sixth Form about any of the above issues as appropriate

Role of the Head of Sixth Form:

- To take action if attendance becomes an issue
- To authorise any changes to subject courses that occur during the year
- To offer a friendly 'ear' for any personal issues, if required
- To monitor academic progress of all students, identifying those who deserve praise or who need extra support
- To provide guidance on applying to university or for alternative education or employment, in conjunction with the Careers Department
- Oversee all UCAS applications and references
- To liaise with parents/carers and tutors about any of the above issues

We encourage parents to get in touch with tutors or the Head of Sixth Form if there are any issues about which you are concerned (see page 6).

Student Support and Special Educational Needs

We have a Listening Service in school, operated by our Student Wellbeing Ambassadors and our Student Support Team based in the House who can offer advice and help. Miss Chant can make a referral.

Students with SEN will continue to receive support from the SEND department throughout the sixth form as required.

Work Experience and Careers Advice

We strongly encourage Sixth Form students to be involved in work experience, especially that which is relevant to their future career plan. Many Sixth Form students choose to arrange a work experience placement during Wednesday afternoon enrichment sessions. If they are planning a career in, for example, medicine, veterinary medicine, nursing, teaching, or physiotherapy they will find that it will be almost impossible to secure an offer at university without some relevant work experience.

All Year 12 students are expected to arrange, and carry out, a work experience for one week at the end of the Summer Term. Students should begin to plan for this as soon as the academic term starts in September.

Mrs Walker is the Careers Leader. If students have arranged a work experience placement, they will need to complete a Placement application via the Unifrog website. Mrs Walker can also help students to find out about work experience opportunities available during their time in the Sixth Form as well as advice on further career opportunities.

Students will also be able to speak to Mrs Walker to arrange a one-to-one interview with an independent Careers Guidance Provider if they wish.

Financial Support: 16 – 19 Bursaries

The 16-19 Bursary is a limited, discretionary fund made available for supporting eligible young people with the costs of transport, books, educational visits or other course materials or equipment essential to successfully completing their programme of study. If at any time during the Sixth Form they are suffering financial hardship, please speak to Mrs L Bedford, Finance Director, to discuss the possibility of applying for an appropriate bursary.

There are specific financial criteria that apply in order to receive a bursary and students will need to provide evidence in support of their application. The bursary payments will be dependent upon a student meeting the Sixth Form expectations regarding academic work, behaviour and maintaining a minimum of 95% attendance at morning registration and lessons.

Application Forms are available on the school website.

Who's who?

Head of Sixth Form	Miss S Chant	Sarah.Chant@kshs.uk
Sixth Form Administrator	Mrs E Cook	Emily.Cook@kshs.uk
Assistant Head Pastoral	Mrs D Collett	Deborah.Collett@kshs.uk
Finance Director	Mr L Bedford	Lauren.bedford@kshs.uk
Careers Leader	Miss S Chant	Sarah.Chant@kshs.uk

Tutors:

12A	Mrs A Ellison	13A	Mr R Stone
12F	Mrs B Fleming	13F	Mrs K Fairhead
12L	Mrs K Cowell	13L	Mrs H Renard

The Academic Day

	KSHS, Carre's and St. George's Academy
Registration and Tutor time	08.45–09.05
Period 1	09.10-10.10
Period 2	10.15-11.15
Break 1	11.15-11.35
Period 3	11.40-12.40
Break 2	12.40-13.20
Period 4	13.25-14.25
Period 5	14.30-15.30

All students based at KSHS are expected to register every morning with their tutor. If they have lessons at CGS or SGA Period 1 then they will be able to leave at 8.55am in order to get to their first lesson on time.

Curriculum and Study Expectations

Year 12

It is expected that the vast majority of students will study 3 A-level or BTEC/ CTEC subjects. A few students may take 4 if they have exceptional GCSE results. We encourage most students to take an Extended Project Qualification (equivalent to half an A-level).

Each subject will have 5 hours of timetabled lesson time, and an additional 4 hours of supervised study per week. As a guide, we recommend that students should study for a further 4 to 5 hours per subject per week, to include revision and wider reading, in addition to any homework tasks. This will vary slightly from subject to subject; students will receive guidance from individual teachers.

Quiet study areas will be available at other times: in the library or any empty classrooms around the school. A list of the available classrooms will be available on Reception, in the Library and Sixth Form Common Room.

Year 13

Students will continue with the same subjects that they chose at the beginning of Year 12. It is expected that they should study for 4 to 5 hours per subject per week in addition to the 5 hours of timetabled lesson time. Where they have demonstrated that they can study independently, have good attendance and are making good progress, students will be offered the chance to apply for Home Study. This will be a privilege and may be withheld if Year 12 Results were below that expected or withdrawn if their progress and/or attendance fall. Students will also be registered for quiet study in the Library for 2 hours a week.

Paid Employment

While paid employment provides much-needed money and work experience, we strongly recommend that students do **no more than 8 hours paid employment per week**, as it will impinge on their study time. Under no circumstances should paid employment take place during the school day.

Changing or Dropping a Subject

If students wish to change or drop a subject they must speak to the teachers concerned as well as a Head of Sixth Form before taking action. A Form will need to be completed, which we will ask you to sign, before any decision is made. In Year 12 any changes should take place **before the 29th September**.

Attendance

Attendance plays a vital role in the Sixth form as a huge amount of work is covered in any one day. Students should aim for 100% attendance; below 95% will be a concern.

Students must swipe in and out electronically with their Lanyard at all 3 SJSF sites for Fire Register purposes. They must also register in person with their tutor at 8.45am each day. Attendance will also be electronically recorded at every lesson at all schools: KSHS, Carre's and SGA, and a central Record of Attendance is kept for every student in the Sixth Form. **Attendance is expected at all lessons including Supervised Study, Extended Project, Wednesday afternoon and Friday morning enrichment/core sessions and assemblies.**

Absences should only be for days of religious observance, in an emergency, for a driving test (not lessons), interviews or University open days (a maximum of 3 is recommended). We will no longer authorise absence for family holidays in line with government legislation. We would ask that where possible, medical appointments are made out of school hours; however we appreciate that this is not always possible. We may ask for written evidence of the appointment.

If a student knows in advance that they will be absent from a lesson they should complete an Absence Form (collected from Reception). They will need to get this signed by all their subject teachers, tutor and a parent before it is authorised by Miss Chant. They should ensure that they catch up any missed work as soon as possible.

For a more extended absence, parents/carers should complete a leave of absence form, available on the school website, which will be reviewed by the Head of School.

For an unplanned absence, we ask parents to contact KSHS on the first day of absence and again if absence is likely to be more than three days. A doctor's certificate may be required for a long absence through illness.

If students do not attend, and we don't have valid reasons we will:

- Phone/text/message via MCAS in first instance
- Write a letter home if absence persists
- Privileges will be withdrawn, such as free periods or Home Study
- 16-19 Bursary payments may be stopped (if applicable)

In extreme circumstances, students' future within the sixth form will be reviewed (see Disciplinary Procedure).

Monitoring Student Progress: Target Setting, Tracking, Assessments and Reporting

In order to assess students' progress, we will monitor their attainment and effort at regular intervals throughout the Sixth Form.

Targets

- Near the start of Year 12 we will set a target grade for each subject.
- It will be based on data and knowledge about prior performance at GCSE.
- It will be discussed between the student and their subject teacher, and should represent a realistic yet challenging target.
- Students' progress throughout the year will be monitored against this target

Tracking

- Each term there will be some form of assessment which will allow teachers to provide key pieces of information about each student:
 - A predicted grade (based on their current work, effort etc.)
 - An effort grade
 - A Concern Code (if applicable)

Predicted Grades for A-levels will range from A*-U. A*-E are passes, whereas U is 'unclassified'. For BTEC/CTECs the grades are Distinction*, Distinction, Merit or Pass. Students may well attain low grades at the beginning of each year while they adjust to the level of work required, so don't panic if they were getting top grades at GCSE and now are getting Cs.

Effort Grades: Students are expected to work to the best of their ability at all times and the expectation is that students will receive a '2' as a minimum, but ideally a '1'. Any student who is given effort grades 3 or 4 for a subject must find out from their teacher what concerns he/she has, so that they can set targets to improve during the following term.

Effort Grade 1*

- Students 'go the extra mile' e.g. consistently completing all classwork and homework to the best of their ability; completing additional work/independent learning; being proactive in seeking advice to improve their work/address issues.

Effort Grade 1

- Students complete work to an appropriate standard for their ability, hand in all homework on time, and attend all lessons on time. They also complete additional work as an independent learner (e.g. 'reading around' the subject).

Effort Grade 2

- Students regularly complete classwork and homework to an appropriate standard and on time, and attend almost all lessons on time. There may be some evidence of additional learning.

Effort Grade 3

- Students' work may be inconsistent or unsatisfactory in terms of quality for a given subject. They may also miss occasional deadlines for classwork and homework, or attendance and punctuality may be less than satisfactory.

Effort Code 4

- Students' classwork and homework are invariably not of the appropriate standard. They may have regularly missed deadlines, and/or punctuality and attendance are unacceptable (many lessons missed). There will be no evidence of additional learning.

Concern Codes If a teacher has any concerns about a student they will also provide additional information as detailed below:

A- Attendance Concerns – missing lessons leads to gaps in learning

C- Coursework Concerns – falling behind leading to underperformance

I- Independent Study Concerns – not enough work outside lessons leading to underperformance

P- Participation and Engagement Concerns – lack of contribution reduces understanding and success

H- Homework Concerns - concerns about the quality and/or completion of homework.

O- Organisation Concerns e.g. lack of equipment, organisation of class notes, punctuality to lesson and meeting deadlines.

Notes:

- The target grade is the grade a student should be aiming to achieve in the final examination
- The predicted grade is the most likely grade a student will achieve based on the grade they are currently working at.

Tracking grades and the results of Formal Assessments will be sent home to parents by post or uploaded onto MCAS.

Form tutors will discuss tracking grades on a one-to-one basis in Tutorial. This will be as part of a regular Academic Review Process. Students will use pages in the Sixth Form Planner in which to record their own progress and reflections, as well as set themselves targets for improvement.

If a student is underperforming in more than two subjects, they will be asked to see the Head of Sixth Form so that appropriate intervention can be taken. This may be additional support from subject teachers or learning mentors, additional supervised study sessions or a review of the subjects being taken. We will involve parents at this stage.

Formal Assessments

Year 12 students will sit formal assessments in November, April and June of Year 12. The fortnight beginning 7th November class teachers will arrange a formal assessment during class time which will inform the Term 2 Tracking grade. In the weeks beginning 24th April and 26th June there will be Year 12 examinations which will take place in the examination hall at the school where they study that subject. Students must pass these examinations in order to automatically progress into Year 13.

Parents' Evenings

A Parents' Evening will be held in Term 3 for parents and subject teachers. There will also be a full parents' evening in and Term 2 of Year 13. This will be a chance for you and your son/daughter to speak to the individual subject teachers to discuss specific strengths and areas for improvement in each subject.

Reports

Parents will receive a written report from each subject teacher in Term 6 in Year 12 and Term 4 in Year 13.

Rewards and Sanctions Policy

1. Overview

All Sixth Form students are expected to adhere to the whole school behaviour policy, however, there are a number of adjustments that are in place to reflect the age and maturity of Key Stage 5 students. The highest of standards of behaviour are expected from all Sixth Form students and the Sixth Form and school culture strives to establish a calm, safe and supportive environment whereby students feel respected and valued. Students are encouraged to be personally responsible for their own conduct and behaviour and to work with other members of the school community to achieve their personal and academic potential.

All members of the school community are expected to adhere to this policy.

2. Rewards

The school believes that it is important to encourage good conduct by celebrating and rewarding good behaviour. Following the issuing of tracking grades, students who have demonstrated high levels of effort are awarded letters of commendation as a formal acknowledgement of their achievements. Following the October set of tracking grades, Year 13 students are able to earn the opportunity to receive home study. Home study allows students who have demonstrated academic responsibility, high levels of conduct and behaviour and high levels of effort the opportunity to work from home for up to two afternoons a week. Students will have the opportunity to receive prizes in our Rewards Assemblies and to reward academic progress and achievement, we hold an annual Senior Prizegiving event for Years 11 to 13.

3. Sixth Form Expectations and Code of Conduct

All Sixth Form students are expected to adhere to the Sixth Form Code of Conduct and to work with the school to allow for the meeting of their academic, personal, social and emotional needs. All Sixth Form students are required to complete the 'Student Agreement' which indicates the fundamental expectations that the school have of them when starting their Key Stage 5 courses. All students are expected to:

- Adhere to the Sleaford Joint Sixth Form Student Agreement
- Demonstrate consistently high positive attitude and commitment to their education, including consistently high levels of respect for others
- Respect the individual rights of all members of the school community
- Maintain high levels of attendance (over 90%)
- Year 12 must remain on the school premises, other than during break times and when travelling between Carre's, KSHS and St George's Academy for lessons
- Attend all lessons punctually. This includes Supervised Study, Enrichment, Assemblies, Core and Extended Project Qualification lessons
- Attend tutor time each morning at 8:45am

- Adhere to the expectations of the Sleaford Joint Sixth Form Dress Code
- Adhere to the school ICT Code of Conduct
- Accept responsibility for their own learning with the support of teachers
- Complete all work to the required standard by the required deadline by using time, in school and at home, effectively
- Promptly catch up with all missed work by liaising with subject teachers following a period of absence
- Act as a positive role model for younger students and behave in a manner which is expected of a Sixth Form student
- Take advantage of Enrichment and super-curricular opportunities to improve key skills and enhance employability
- Demonstrate a collective responsibility for Sixth Form workspaces
- Be responsible for ensuring that all work submitted is your own and that sources are referenced appropriately

4. Discipline Procedure

Sixth Form students are encouraged and supported to display the highest levels of behaviour and conduct at all times. When a student fails to meet these expectations, they can expect members of the Sixth Form team to consider the most appropriate action that reflects the circumstances on an individual case basis.

4.1 Sixth Form Detentions

The Sixth Form strives to treat students like an adult, but the school operate a Sixth Form detention for students who fail to meet our expectations. Students are supported to take responsibility for their own behaviour and learning and are encouraged to understand the intrinsic reward of success, but also acknowledge that behaviour has consequences; cooperative behaviour results in rewards while uncooperative behaviour results in a negative consequence. Detentions can be issued by any member of staff. Students are placed into a 20-minute detention on a Friday breaktime for transgressions which do not require formal disciplinary action. The detention offers the opportunity for quiet reflection or for a mentoring conversation to ensure that support is put in place to avoid such behaviour in the future. Students who are issued with a Sixth Form detention will not be placed on the formal Discipline Code.

4.2 Discipline Code of Practice

The Sixth Form Discipline Code of Practice is based on the system that is used in the workplace and includes a four-part system. Students should be aware that the vast majority of Sixth Form students complete their two-years without being placed on the Discipline Code. Equally, students should acknowledge that failure to meet the expectations that we have of Sixth Form students regarding attendance, work ethic, conduct and behaviour, SJSF dress code and effort will result in the Discipline Procedure being implemented.

Stage 1.	An official verbal warning will be issued by a member of the Sixth Form Team. A letter will be sent home to explain that a verbal warning has been issued.
Stage 2	A written warning will be issued by the Head of Sixth Form. A copy of the written warning will be sent home.
Stage 3.	A written warning will be issued by the Head of School. A copy of the warning will be sent home.
Stage 4	Headteacher's review. A review of the students' place within the Sixth Form will be conducted. Parents/carers and the student will attend a review meeting.

4.3 Behaviour for Learning Sanction Guidance

Sanction	Example	Further Support/Sanction
Detention	<p>Failure to wear student lanyard.</p> <p>Failure to sign in/out correctly on a SJSF site.</p> <p>Overzealous behaviour (e.g. pushing and shoving).</p> <p>Behaviour/actions that disrupt learning.</p> <p>Lack of bit/books/equipment.</p> <p>SJSF Dress Code not adhered to.</p> <p>Chewing gum.</p> <p>Poor behaviour in the wider community.</p> <p>Poor behaviour during non-contact time.</p> <p>Late to lesson without good reason.</p> <p>Poor standard of work/lack of effort.</p> <p>Littering/eating outside of designated Sixth Form areas.</p> <p>Defiance towards staff (first offence).</p> <p>Use of bad language between students.</p>	Restorative mentoring conversation with a member of staff.
Stage 1	<p>Escalation of an offence sanctioned with a Sixth Form Detention.</p> <p>Bullying (first offence).</p> <p>Accessing out-of-bounds area during school hours.</p> <p>Continued defiance (despite prior warning).</p> <p>Continued overzealous behaviour despite warnings.</p> <p>Behaviour/actions that disrupt learning (continued).</p> <p>Persistent SJSF Dress Code issues.</p> <p>Minor damage to equipment/facilities.</p> <p>ICT misuse.</p> <p>Plagiarism.</p> <p>Possession of a banned substance/object.</p>	<p>Restorative mentoring conversation with a member of staff.</p> <p>Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.</p>

	<p>Truancy from a lesson, tutor time, assembly, Core session or Enrichment. Persistent lateness. Bringing the school into disrepute. Untargeted offensive verbal remarks (e.g. homophobic or racist language)</p>	
Stage 2	<p>Escalation of an offence previously sanctioned. Physical altercation between students. Sustained bullying, including name calling. Bringing the school into serious disrepute. Persistent non-cooperation/disruptive behaviour.</p>	<p>Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.</p>
Stage 3	<p>Escalation of an offence previously sanctioned. Plagiarism of a formally assessed piece of work (e.g. NEA, assignment). Deliberate/targeted use of homophobic/racist language. Unprovoked/premeditated physical assault of a student. Possession of an illegal substance/object. Sustained and persistent bullying. Shoplifting.</p>	<p>Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events. Internal isolation. Fixed term exclusion.</p>
Stage 4	<p>Escalation of an offence previously sanctioned. Assault towards a member of staff. Serious assault of a student. Organised theft (including when in uniform outside of school). Possession of a weapon in school. Sharing/dealing of a banned substance/object.</p>	<p>Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events. Internal isolation. Fixed term exclusion. Permanent exclusion.</p>

4.4 De-escalation of Formal Disciplinary Action

Following placement on a stage of the Sixth Form Discipline Code, a review will take place at the end of the following half term. If the student has improved their behaviour, then consideration will be made regarding de-escalating the stage that they are on. For example, a student placed on Stage 2 of the Discipline Code who has no further concerns raised could be taken down to a Stage 1 at the end of the half term. If the student then completed a further half term with no concerns raised, they could then be removed from a Stage 1 and would return to a clean discipline record.

Plagiarism

Plagiarism is a form of cheating which is taken very seriously, and ignorance cannot be used as an excuse. If plagiarised work is submitted to the examination board there are very serious consequences, both for the individual student and examination centre – Kesteven and Sleaford High School, Carre's Grammar School or St George's Academy. If a teacher finds that a student's work has been plagiarised, the school will impose very serious sanctions upon the student.

The **examination board regulations** state that:

- The work a student submits for assessment must be their own
- They must not copy from someone else or allow another candidate to copy from them
- Students must make sure that they give detailed references for everything in their work that is not in their own words, placing quotation marks around the passage.

If a student's work is submitted and it is discovered that they have broken the regulations one of the following penalties will be applied (decision will be made by the examination board):

- The piece of work will be awarded zero marks
- They will be disqualified from that unit for that examination series
- They will be disqualified from the whole subject for that examination series
- They will be disqualified from all subjects and barred from entering again for a period of time.

Overview of the process for applying to University

The majority of our students go to university each year, so we do spend a lot of time preparing students for the application process.

From September of Year 12 – Research careers

- During the year, students will have the opportunity to research different careers and their requirements, as well as have a talk about the pros and cons of going to university
- Having an idea of future career or higher education courses will allow them to try and get any relevant work experience e.g. teaching requires recent classroom experience, and some universities specify a minimum time period e.g. 10 days in the previous 12 months.

June/July of Year 12– Research courses

- There are about 100,000 to choose from, so this can be a difficult decision!
- Students should think about what they enjoy, what they're good at and what careers they might be interested in
- They must check if they need particular qualifications, admissions tests or work experience

June/July of Year 12 – Research universities

There are over 150 universities and other Higher Education institutions; students can choose up to 5 (which may include different courses at the same institution). Things to consider:

- Course details as they vary hugely from place to place
- Location, reputation, size, campus/city, facilities and costs will also be important
- What kinds of grades/points they will require?

It is advisable to visit the universities that they wish to apply to in order to get a feel for the place; it is time-consuming and expensive, so we recommend students to visit only the 5 they are considering seriously. Most Open Days are in June and July, but please consider how much school time is lost through these visits and try to visit some at weekends. We may organise an Open Day trip to Sheffield or De Montfort universities.

July-December of Year 12/13- Complete an application

- Students apply online through UCAS – the University and College Admissions Service - completing personal details, examination results, their course and university choices and their personal statement.
- When they are ready to apply (the earlier, the better!), they pay by debit/credit card, and then school will add their reference and send off the application.
- The deadline is **31st January**; however, we advise students to aim for the end of December. For Oxbridge, Medicine, Dentistry and Veterinary Science, they must apply by **16th October**. Art, Drama, Dance and Music courses may also have different deadlines.

October-April of Year 13- Interviews and receiving offers

- For some courses students will have to attend an interview and may need to provide samples of work or a portfolio.
- They will (hopefully) receive a range of offers from their 5 choices.
- In about April time they will need to choose a 1st and 2nd choice university – usually these are ‘conditional offers’ i.e., students will get a place if they get certain A-level/BTEC/Diploma grades. It is best to have a lower grade offer at their 2nd choice (insurance offer).
- Applications for student finance need to be completed online by the end of May.

August of Year 13- A-level Results Day

- Please check when A-level results day is and avoid booking holidays at this time! It is always a Thursday, usually around the 15th August. Hopefully students will get the grades for either their 1st or 2nd choice.
- If their results are not as they hoped for, they can go through ‘Clearing’ and look at where different vacancies are or take a Gap Year to re-apply and/or re-sit exams.

Please note, we will organise various talks, activities and trips throughout Year 12, and a Higher Education Information Evening for Parents in June of Year 12.

We also arrange talks and give information about routes into Apprenticeships, as well as taking students to the SJSF Careers Fair.

The Parent Teacher Association

The PTA was formed in 1948, made up from parents and teachers dedicated to the development of the school and its pupils. The principle role of the Association is to help raise funds; all monies raised from the various social events are used solely to support the school. The school planners issued to each student, digital video equipment and other items which a department's normal budget will not stretch to, have all been provided by the PTA. The Association also provides refreshments at all the school's musical and dramatic productions.

If you would like to support the school, please come along to some of the social events organised by the PTA each year. There is also the chance to participate in the '200 Club', or to make a covenanted donation which is exempt from Income Tax. Please contact the school for further information.

Appendix

1. SJSF Dress Code

The Importance of the Dress Code

Sleaford Joint Sixth Form operates a Sixth Form Dress Code which is both SMART and FORMAL. The appearance, as well as the conduct, of the Sixth Form students who are highly visible around the town contributes substantially to the reputation of SJSF and positively enhances the employability of all students. The visiting speakers, including universities on a national scale, never fail to be impressed by the smart appearance and mature conduct of our students. The dress code therefore, directly contributes to our destination success rates being well above the national average and in direct contrast to less formal Post 16 providers. Sixth Form students are also role models for the younger students, in the same way that staff are.

The Dress Code

The core characteristics of our dress code are smart and formal. Items of casual clothing, even smart casual, are not smart enough.

Students may choose to wear:

- Smart, formal suit with shirt and tie
- Smart, formal jacket, skirt/trousers and blouse/top
- Smart, formal jacket and dress
- Smart, formal footwear
- In colder weather, a smart jumper or cardigan may be worn under the jacket, but not instead of.
- If a coat is worn, it is as well as, not instead of, the jacket.
- The SJSF purple lanyard, provided by the base school, must be worn at all times.

Further guidance

- In the case of skirts/dresses, the length must be at least mid-thigh at all times
- In the case of blouses/tops, no strappy tops, sheer fabric or bare midriffs are allowed
- Clothing should not have logos or slogans
- Appropriate smart shoes should be worn. Shoes with excessively high heels, trainers, canvas shoes, open-toe footwear and other casual footwear should not be worn.
- Students are allowed to wear subtle jewellery. Facial piercings, with the exception of one small nose stud, are not permitted.
- Tattoos should not be visible and hair and make-up should show no extremes of style/fashion; if dyed, hair should reflect a natural colour
- If a student loses their lanyard, the base school will replace it the first time. Any further replacements will be charged for.

Students on certain practical courses will have course-specific clothing – please see course leaders for more details.

The Head of Sixth Form or Headteacher reserves the right to make a decision about the suitability of a student's dress. Students may be sent home if their dress is considered unsuitable.

2. KSHS Code of Conduct

1 Pupil Behaviour

- All members of school should treat others (including visitors) with consideration and respect.
- Language should be polite and appropriate at all times.
- Behaviour should be mature and appropriate at all times.
- We are a 'Healthy School' so there should be no smoking on site or immediately outside.
- No alcohol or drugs should be used, supplied or possessed at any point during the school day.
- No aerosols are allowed on the school site.
- Mobile phones should not be used during lessons or in public areas of the school, please use sensitively.

2. Attendance and Absences

- Students should aim for 100% attendance; below 90% will be a concern.
- If you know in advance you will be absent you should collect an Absence Form from Reception. It must be signed by all your subject teachers, tutor a parent and your Head of Year and then returned to Mrs Harbin on Reception. You should ensure you catch up with any missed work.
- If you have an unplanned absence, please telephone school and leave a message to explain why. For a long absence through illness, we expect letters from parents and a doctor's certificate.
- Absences should only be for interviews, University open days (a maximum of 3 in school time is recommended), medical appointments or exceptional family reasons. Family holidays will not be authorised.
- Dental and medical appointments should be in students own time where possible.
- Driving tests (theory and practical) are permitted absences, but not driving lessons.
- If you are late and miss either registration or tutorial, you must sign in electronically. You must also sign in and out leaving the school site during the school day for lessons at other schools, break or lunch.
- If you feel ill during the school day, you MUST inform Reception and should not go home without informing the school.

3. Respect for School Environment

- No chewing gum is allowed on site.
- No food or drink may be consumed in classrooms, except water, unless the teacher has given permission.
- Hot food and drinks prepared in the House should be consumed in the designated eating area.
- The Common Room is used by large numbers of students and therefore must be kept clean and tidy. Please put all rubbish in bins and ensure cups/cutlery

and washed up. The Senior Team / Prefects will organize a cleaning rota at the beginning of each term. Music will be allowed at break and lunch times but must be kept at a quiet sound level. If the cleaners find the room in an unacceptable state, the room will be locked.

- No visitors from outside SJSF are allowed in the Common Room.
- No student parking is permitted on the school site as there is very limited space for staff and visitors. Parking in Riverside Close is also unavailable for parking.
- Sixth Formers, like the staff, are expected to take a lead in picking up any litter around the school and promoting a clean environment.

4. Private Study

- The library should be a quiet study area, any student not respecting the library rules may be asked to leave (please see below).
- Study rooms elsewhere in the school, should be quiet.
- Year 12 will be registered for supervised private study for 4 hours a week. Year 13 who do not make good progress may be allocated a number of supervised study sessions to help them get back on track.
- For students in Year 13 who make good progress, work hard and have good attendance, some Home Study will be granted. This may be reviewed if any concerns about pupil progress emerge later.

Library Guidelines.

- The library is a popular whole school resource. SJSF students accessing the facility must be mindful of their conduct and language at all times, setting positive examples of behaviour to younger students.
- The Library is open from 8.30-4.30 daily.
- Periods 1&2 are designated as silent study sessions for SJSF students. These sessions are for meaningful independent study only, and students will be invited to leave the library if they are not using the facility for this express purpose.
- For the remainder of the academic day the library will be available for use by the whole school, including Year 7 library lessons. SJSF students must continue to study quietly during these sessions. Access to the computers may be restricted, so please check with library staff who will be happy to advise.
- Mobile phone use is for work purposes only. Music is permitted with the use of headphones only. During break and lunch times mobile phone use is strictly prohibited for all students from yrs.7-13.
- Drinks with a secure lid only please, and no food allowed at any time.
- Staff are on hand to help students access and source appropriate learning resources.
- All books and resources that are borrowed from the library must be returned within the agreed timeframes laid out at the time of loan. Replacement charges will be requested for resources that are not returned.

3. SJSF Student Agreement

- a) I understand that my acceptance on the courses I have chosen is subject to the approval of the Headteacher of my proposed Learner Base
- b) I agree to abide by all the expectations and codes of practice set by Kesteven and Sleaford High School, and by the expectations relating to visiting students at Carre's Grammar School and St George's Academy
- c) I understand that tutorial sessions, enrichment activities and other activities I am directed to attend will form part of my Sixth Form studies and I agree to attend these
- d) I understand that the expected level of attendance at registration each morning and to lessons is 95%. Failure to maintain this will result in investigation and could result in disciplinary action.
- e) I understand that it is an expectation to attend registration each morning with the tutor and that I am punctual. Exceptions to this are in the case where home study has been officially granted in Year 13 or there have been exceptional extenuating circumstances agreed by the Head of Sixth Form.
- f) I agree to attend timetabled lessons, to complete set tasks satisfactorily (including examination coursework), to keep to deadlines for the completion of work set by the teaching staff and to meet the SJSF final coursework deadline set by the department.
- g) I understand that failure to attend timetabled lessons or to complete tasks satisfactorily may result in my temporary or permanent exclusion from courses.
- h) I agree to pay for all examination re-sit fees (if applicable)
- i) I understand that if I fail to attend an examination or fail to complete coursework I will be charged for those units of the examination
- j) I understand that if I should leave a course or courses after the examination entries have been made, I will be charged for any fees incurred
- k) I agree to sign in and out each time I enter or leave a school site to ensure that an accurate record of students on the school sites is available for fire and emergency purposes and to record movement between sites and wear my Sleaford Joint Sixth Form lanyard at all times
- l) I accept that whilst every care will be taken to ensure that the whereabouts of students is monitored as the schools have a Duty of Care for students during the school day; this assumes students will act responsibly whilst they are travelling between sites within the recognised routes
- m) I understand that if my course includes work-based learning I must abide by the rules and regulations imposed by the Learning Provider