

# Kesteven and Sleaford High School

---



## Sixth Form Student Handbook

2024-2025



# SJSF

Sleaford Joint  
Sixth Form

---

Choice - Opportunity - Success

---

# Contents

---

What is sixth form all about?	Page 3
Support and Guidance in the Sixth Form	Page 5
Curriculum and Study Expectations	Page 8
Attendance	Page 10
Monitoring student progress	Page 11
Rewards and Sanctions Policy	Page 14
The House System	Page 19
Roles of Responsibility	Page 19
Overview of applying to university	Page 20
Advice on post-18 options	Page 22
Appendix:	
1. Dress Code	Page 23
2. Code of Conduct	Page 24
3. Student Agreement	Page 26

# What is Sixth Form all about?

---

Our overriding aim is to enable you to progress from school into whatever course, employment or training best reflects your own wishes and potential. To do this we try to deal with students on an individual basis.

Sixth Form is about:

- **Studying subjects you are interested in, to a greater depth.** The work should challenge you, develop problem-solving and practical and creative skills. There may be a big jump in the pace of work and the depth of understanding required: we will help you to bridge this gap, but it will require hard work from you, especially in the first two terms.
- **Developing a broader interest in the world around you, so that when you leave school you can participate in society as a responsible citizen.** To do this, we expect that you will participate in tutorial activities, keep up-to-date with national and international news, and participate in extra-curricular activities, both in and out of school, such as mentoring or volunteering.
- **Developing your leadership or teamwork skills.** We hope you will take advantage of the many opportunities to develop your skills in a non-academic role. You might want to be Head Girl/Boy/Student, or part of the Prefect Team. You could represent your tutor group's views on the School Council. You may want to be a House Captain or participate in the Duke of Edinburgh Award Scheme. As well as giving you a big sense of satisfaction and achievement, these activities will look good on your CV in a very competitive world.
- **Meeting new people and developing your social skills.** You will be in a new tutor group and mixed classes across SJSF; you will have more time in the school day for social and extra-curricular activities. You will be allowed into town at break and lunchtimes. You will have a Common Room and be encouraged to organise Sixth Form Social Events. You will get to know your teachers better, building good relationships for learning that will be important at university.

Every student has a personal tutor who will monitor your progress on a regular basis. The Head of Sixth Form will have an overview. At the end of your time here, we hope that you will leave with good qualifications, which will allow you to access top university courses or employment. We also hope you will have a well-developed sense of respect and tolerance, preparing you to become responsible citizens in society.

## What is it all for?

With more people applying for university places each year, competition is very fierce. Consequently, universities are asking for higher grades. Jobs are difficult to get too in times of austerity. The number of students getting at least ABB grades is now 100,000 per year and many universities have an average of 7 applicants per place – much higher on some courses!

Consequently, you need to make the most of all the opportunities in Sixth Form to maximise your chances of success later. You need to show you have:

- **Good results** (the best you can achieve) – so you need to **work hard** in lessons, in your study time and at home. You need to work hard in Year 12 so that your predicted grades from teachers are good enough for universities to consider offering you a place. Appreciate the high-quality teaching you will receive and ask for extra help when you need it.
- **Potential for independent study** – you need to demonstrate that you have read around your subject (subscribe to a magazine or borrow books from the library) and perhaps studied yourself beyond what is expected for your course. You could do an Extended Project, an online study course or simply research further into topics that interest you. You could keep a diary or blog as a record of your reading on Unifrog. Your teachers have created independent work guides, available on the school website.
- **Personal skills** – universities want applicants who can show focus, initiative and leadership skills, team/interpersonal skills, confidence, and the ability to take responsibility. They want people with good organisational skills, the ability to cope with new experiences, and those with achievements such as languages, special skills in IT or other areas. To develop your personal skills, you need to make sure you take on **extra-curricular activities** i.e., do something besides your schoolwork. Consider taking on a leadership role in school, participating in activities such as the Duke of Edinburgh Award or Sports Leaders, or organising work experience or volunteering.

We will support you achieving all these things, but you must take the initiative!

# Support and Guidance in the Sixth Form

---

During Sixth Form there is a team of people who are available to support you with your overall progress and development.

Tutor groups in the sixth form are slightly smaller, with around 25 students on average, which allows your tutor plenty of time to get to know you. This is vital, as they will be the person who writes any references for university, other courses, or job applications.

## **Role of the tutor:**

- To register and monitor your attendance
- To provide guidance on any subject-related issues that occur – however, you should also speak to your subject teacher
- To offer a friendly ‘ear’ for any personal issues, if required
- To monitor your academic progress, and undertake regular academic reviews on a one-to-one basis
- To write any references for further education, training, or employment
- To talk to 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, behaviour or progress becomes an issue, either across more than one subject or if a problem persists
- To discuss and authorise any changes to subject courses that occur
- To offer a friendly ‘ear’ for any personal issues, if required
- To monitor your academic progress and giving you praise where it is due or extra support if it is needed
- 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 talk to parents, tutors, and subject teachers about any of the above issues as appropriate

Please come and make an appointment, or just drop in, to the Key Stage 5 Office (at the bottom of the K Block stairs). Alternatively, please e-mail [sarah.chant@kshs.uk](mailto:sarah.chant@kshs.uk)

## 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. See Miss Chant if you want to discuss a referral. Mrs Watts oversees SEN and can help support you with your studies; e-mail her to discuss and issues you have.

## 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 you are planning a career in, for example, medicine, veterinary medicine, nursing, teaching, or physiotherapy you 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.

Miss Chant is the Careers Leader. If you have arranged a work experience placement, you will need to complete an application on Unifrog using the placements tool. She can also help you to find out about work experience opportunities available during your time in the Sixth Form as well as advise you on further career opportunities.

You will also be able to speak to Miss Chant or Mrs Cook to arrange a one-to-one interview with an independent Careers Guidance Provider if you wish.

## Who's who?

Head of Sixth Form	Miss S Chant	<a href="mailto:sarah.chant@kshs.uk">sarah.chant@kshs.uk</a>
Sixth Form Administrator	Mrs E Cook	<a href="mailto:emily.cook@kshs.uk">emily.cook@kshs.uk</a>
Assistant Head, Pastoral	Miss A Kopsidas	<a href="mailto:amy.kopsidas@kshs.uk">amy.kopsidas@kshs.uk</a>
Careers Lead	Miss S Chant	<a href="mailto:sarah.chant@kshs.uk">sarah.chant@kshs.uk</a>
Finance Director	Mrs L Bedford	<a href="mailto:lauren.Bedford@robertcarretrust.uk">lauren.Bedford@robertcarretrust.uk</a>
Pastoral Manager	Mrs M Watts	<a href="mailto:michelle.watts@kshs.uk">michelle.watts@kshs.uk</a>
SENCO	Mrs K Brown	<a href="mailto:kayles.brown@kshs.uk">kayles.brown@kshs.uk</a>

**Tutors:**

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

## The Academic Day

	<b>KSHS, Carre's &amp; St.George's</b>
<b>Registration and Tutor time</b>	<b>08.45–09.05</b>
Period 1	09.10-10.10
Period 2	10.15-11.15
<b>Break 1</b>	<b>11.15-11.35</b>
Period 3	11.40-12.40
<b>Break 2</b>	<b>12.40-13.20</b>
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 to get to their first lesson on time.

### 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 you are suffering financial hardship,

please speak to Miss Chant or Mrs Cook to discuss the possibility of applying for an appropriate bursary.

There are specific financial criteria that apply 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.

## Curriculum and Study Expectations

---

### Year 12

It is expected that the vast majority of students will study 3 A-level/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 3 hours per subject of supervised study per week. As a guide, we recommend that you 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; you will receive guidance from individual teachers.

Quiet study areas will be available at other times: in the library, a study room, the common room or any empty classrooms around the school. A list of the available rooms will be provided to each tutor group and be displayed in the Library and Common Room.

### Year 13

You will continue with the same subjects that you chose at the beginning of Year 12. It is expected that you should study for 4 to 5 hours per subject per week in addition to your 5 hours of timetabled lesson time. Where you have demonstrated that you can study independently, have good attendance and are making good progress, you may be offered the chance to apply for Home Study. This will be a privilege and may be withdrawn if your progress and/or attendance fall.

### Paid Employment

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



## Changing or Dropping a Subject

You may decide you have chosen the wrong subject(s) in the first few weeks. If after a couple of lessons, you really don't think you want to continue, please speak to the subject teacher, your tutor and the Head of Sixth Form for advice and guidance. You need to be sure about why you want to change a subject. Some questions to ask are:

- **Are you struggling?** Is it just the big 'jump' from GCSE that will improve over time, or does your subject teacher really have doubts about your ability to cope? Are you putting in enough study time to really understand the new work? Don't underestimate how long this can take in the first term. Another subject may be just as challenging in different ways.
- **Is it the teacher you're not sure about?** If you have a teacher, you haven't had before, remember that it takes time to build a good relationship with somebody new, and getting to know their routines may take a little time. Give them a chance! Try not to let it cloud your judgment about the subject.
- **Is it the subject content that you don't like?** Often, a subject isn't how you imagined it would be. Again, do your research. It may be that the more exciting aspects of a course that you were looking forward to come later, and you have to learn the more fundamental skills and concepts first.
- **Do you need this subject?** Try to think ahead to university applications or future jobs. The subject you are doing may well be important to your future, so do your research before swapping it for another.
- **Is the workload too high?** Don't be tempted to swap to a subject that seems to have less work in the first few weeks... the chances are that the pressure will come later in the course. All Level 3 courses are hard work in different ways – there aren't really any easy options.

If you still decide you want to **change a subject**, you will need to collect a 'Request to change a subject' form from your tutor or the KS5 office, and ask the subject teacher for your new choice to fill it in. Your parents and various other people will have to sign the form before it is agreed. This must be done by **29<sup>th</sup> September**; after this date you will have missed too much work in the new subject.

## Examinations

You will sit your formal A-level, BTEC or CTEC examinations at the end of Year 13, where you will be assessed on the work for both Year 12 and Year 13. Some BTECs also have exams in Year 12. However, during the two years there will be regular assessments of your progress and you will receive termly tracking grades.

### Year 12 Assessments

- W/c 4th November – formal assessment fortnight
- 21<sup>st</sup>/22<sup>nd</sup> April – Year 12 internal examinations Part 1
- 23<sup>rd</sup>/24<sup>th</sup> June - Year 12 internal examinations Part 2

In order to progress into Year 13 you will have to pass that subject in the Year 12 summer examinations.

If you study a subject at KSHS you will be entered for the subject at KSHS and you will sit the examinations at KSHS.

If you study a subject at SGA or Carre's you will be entered for the subject at SGA or Carre's and you will sit the examinations at the school where you are entered for the examination. You will be told the arrangements for jointly taught courses by your teachers.

## Attendance

---

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

Students must swipe in and out of each SJSF site with their lanyard for fire registers and 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 do not 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 you know in advance that you will be absent from a lesson in any of the schools, you study in you should complete an Absence Form (collect from Sixth Form Office). You will need to get this signed by all your subject teachers, tutor and a parent before it is authorised by Miss Chant. You should take the completed form to Mrs Cook in the Sixth Form Office as she monitors attendance. If you wish to request a longer absence you need to complete a leave of absence form from the website, to be authorised by Mrs Smith.

For an unplanned absence, your base school must be contacted 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 you do not attend, and we don't have valid reasons we will:

- Phone/text home in first instance

- Write a letter home if absence persists
- Privileges will be withdrawn, such as free periods or Home Study.

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

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

---

To assess your progress, we will monitor your attainment and effort at regular intervals throughout the Sixth Form.

### Targets

- Near the start of Year 12 we will set you a target grade for each of your subjects.
- It will be based on data and knowledge about your prior performance at GCSE.
- It will be discussed between you and your subject teacher and should represent a realistic yet challenging target.
- Your 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 you:
  - A predicted grade (based on your current work, effort etc.)
  - An effort grade
  - A Concern Code (if applicable)

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

**Effort Grades:** You are expected to always work to the best of your ability and the expectation is that students will receive a '2' as a minimum (ideally a '1') for consistently meeting all criteria. 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 you can set targets to improve during the following term.

### **Effort Grade 1\***

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

### **Effort Grade 1**

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

### **Effort Grade 2**

- You 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**

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

### **Effort Code 4**

- Your classwork and homework are invariably not of the appropriate standard. You 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 you, 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 you should be aiming to achieve in the final examination/ end of the course.

- The predicted grade relates to the grade your teachers think you are likely to achieve based on your current level of work.

Your tutor will discuss your tracking grades on a one-to-one basis with you in Tutorial. This will be as part of a regular Academic Review Process. You will be able to record your own progress and reflections, as well as set yourself targets for improvement.

If you are underperforming in more than two subjects, you 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 your parents where a problem persists.

### **Parents' Evenings**

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

### **Reports**

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

# Sixth Form Rewards and Sanctions

---

## 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. Home study will be permitted for 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%)
- Students 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, or when having authorised Home Study.
- 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.

<b>Stage 1.</b>	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.
<b>Stage 2</b>	A written warning will be issued by the Head of Sixth Form. A copy of the written warning will be sent home.
<b>Stage 3.</b>	A written warning will be issued by the Head of School. A copy of the warning will be sent home.
<b>Stage 4</b>	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 kit/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><b>Escalation of an offence sanctioned with a Sixth Form Detention.</b></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>



	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)	
Stage 2	<b>Escalation of an offence previously sanctioned.</b> Physical altercation between students. Sustained bullying, including name calling. Bringing the school into serious disrepute. Persistent non-cooperation/disruptive behaviour.	Restorative mentoring conversation with a member of staff. Removal of privileges, as appropriate. For example, Home Study, non-contact periods, rewards events.
Stage 3	<b>Escalation of an offence previously sanctioned.</b> 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.	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.
Stage 4	<b>Escalation of an offence previously sanctioned.</b> 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.	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.

#### 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 involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. This includes downloading and submitting work taken from the Internet or using AI to create content. Other common forms of plagiarism would be using quotations without attributing their source or passing off the ideas of others as if they are your own. Plagiarism does not have to be word for word theft of material but a "close imitation of another's work".

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 – either 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 which you submit for assessment must be your own
- You must not copy from someone else or allow another candidate to copy from you
- Referencing - If you use the same wording as in a published source, you must place quotation marks around the passage and state where it came from. This is called referencing.
- You must make sure that you give detailed references for everything in your work that is not in your own words

**If your work is submitted** and it is discovered that you 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
- You will be disqualified from that unit for that examination series
- You will be disqualified from the whole subject for that examination series
- You will be disqualified from all subjects and barred from entering again for a period of time.

Do not think you will not be caught; it is easy for markers (and your teachers) to spot plagiarism. Markers can spot changes in style and use of language. Markers are highly experienced and familiar with work on the topic they mark – they will no doubt have read the very same sources you have used! Internet search engines and computer software can match phrases or pieces of text with original sources.

# The House System

---

In the Sixth Form it is expected that you will play a role in the House System by continuing to support House activities and collecting House Points. You will continue to be in the same House that you were in during Years 7-11, or if you join the Sixth Form new, you will be allocated a House. You may want to consider becoming a House Captain, or just to help with the organisation of selected House Activities. If you have ideas for Sixth Form House Competitions, please see Mr Rooke.

## Roles of Responsibility in the Sixth Form

---

In Year 12 there are opportunities for Year 12 to apply to be Form Prefects, House Captains and Careers Ambassadors. In Year 13 you can apply for the Student Senior Team – Head Boy/Girl/Student; Deputy Head Boy/Girl/Student and two Assistant Head Boys/Girls/Students, as well as Subject Prefects, Forces Prefects, Well-being Ambassadors, and Duke of Edinburgh Prefects.

Information about the job roles and how to apply will be circulated at the relevant points in the year. If you wish to be considered for some of the Year 13 roles, then it is good to get experience and show your reliability in some of the Year 12 positions.

Roles of Responsibility give you a chance to develop your teamwork and leadership skills as well as building a strong school community. They are also useful to add to your CV or Personal Statement in Year 13 – which makes you stand out from the crowd.

# 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 you for the application process.

## **From September of Year 12 – Research careers**

- During the year, you 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 you 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!
- You should think about what you enjoy, what you're good at and what careers you might be interested in
- You must check whether you need specific qualifications, admissions tests, or work experience, as for Primary Teaching for example.

## **June/July of Year 12 – Research universities**

There are over 150 universities and other Higher Education institutions; you 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 you wish to apply to in order to get a feel for the place; it is time-consuming and expensive, so we recommend you visit only the 5 you 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.

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

- You will apply online through UCAS – the University and College Admissions Service - completing personal details, examination results, your course and university choices and your personal statement.
- When you are ready to apply (the earlier, the better!), you pay by debit/credit card, and then school will add your reference and send off the application.
- The deadline is **31st January**; however, we advise you to aim for the end of December. For Oxbridge, Medicine, Dentistry and Veterinary Science, you must apply by **15<sup>th</sup> October**. Art, Drama, Dance and Music courses may also have different deadlines.

### October-April of Year 13- Interviews and receiving offers

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

### August of Year 13–Results Day

- Please check when A-level/BTEC/CTEC results day is and avoid booking holidays at this time! It is always on a Thursday, usually around the mid-end of August. Hopefully you will get the grades for either your 1<sup>st</sup> or 2<sup>nd</sup> choice.
- If your results are not as you hoped for, you 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.**

## Employment and Apprenticeships

---

During the sixth form you will have the chance to find out about various opportunities for Apprenticeships, Employment and Training, through talks, at the SJSF Careers Fair, or with our Independent Careers Guidance Provider. You will have the chance to research different careers that you are interested in and be encouraged to look into different training and employment options if you do not wish to go to university.

# Useful Websites for post-18 options

---

UCAS university application and course search <https://www.ucas.com/>

Not going to uni <http://www.notgoingtouni.co.uk/>

Apply to uni <http://www.applytouni.com/>

The Which guide to universities <http://university.which.co.uk/>

What uni <http://www.whatuni.com/>

University statistics - The official website for comparing UK higher education course data <http://unistats.direct.gov.uk/>

Apprenticeships <https://www.gov.uk/further-education-skills/apprenticeships>

Best course for me <http://www.bestcourse4me.com/>

Jobs in Lincolnshire, <http://www.jobsite.co.uk/jobs/lincolnshire>

University scholarship information <http://www.thescholarshipclub.org.uk/scholarships>

Job search <https://www.schoolleaverjobs.co.uk/>

RAF careers <https://www.raf.mod.uk/recruitment/>

Gap Year <http://www.yearoutgroup.org/>

# 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 95% 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 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 with your lanyard. You must also swipe 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, but must be kept quiet during lesson times, and at an acceptable level all other times. If the cleaners find the room in an unacceptable state, the room will be locked.
- No visitors from outside the 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 is a supervised resource centre that students may use to study in. (please see below for library guidelines)
- Study rooms in the House, or 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, 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 each day, or until 4.00pm on Fridays.
- 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

---

- I understand that my acceptance on the courses I have chosen is subject to the approval of the Headteacher of my proposed Learner Base
- 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
- 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
- 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.
- 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.
- 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.
- I understand that failure to attend timetabled lessons or to complete tasks satisfactorily may result in my temporary or permanent exclusion from courses.
- I agree to pay for all examination re-sit fees (if applicable)
- 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
- 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
- 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
- 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
- I understand that if my course includes work-based learning I must abide by the rules and regulations imposed by the Learning Provider