

BISHOP HEBER HIGH SCHOOL



Sixth Form Student Handbook 2025-26

RESPECT • OPPORTUNITY • ACHIEVEMENT

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Welcome to Sixth Form!

Hopefully you have had a restful and enjoyable summer break following your GCSEs and are joining us refreshed and raring to go ready for this exciting next stage in your educational journey.

For the first time, you now can choose the courses that you want to study, and although the demands of level 3 qualifications such as A levels and BTEC courses will be a big step up from GCSE, you will be supported every step of the way by your teachers and the staff team here at The Heber.

As a Sixth Form student you are a role model for younger pupils within the school and our expectations of you are sky high. This includes a need for good organisation, an exceptional work ethic, and exemplary attendance and conduct. In return, you can rely on high quality teaching by expert staff, as well as numerous opportunities for additional enrichment via Personal Development lessons, school clubs, societies, and plentiful extra-curricular offerings.

Your induction to Sixth Form marks the beginning of a challenging journey to gaining A level qualifications or equivalent and to achieving your future goals whether that be Higher Education, an Apprenticeship, or employment. Our aim is for all students to achieve outstanding outcomes, but also to gain a wealth of additional enriching experiences to help you become a happy, well-informed, and respectful global citizen.

You will always be supported by your Tutor, your teachers, and the Sixth Form / Pastoral teams. Remember - our aim is to guide and support you in being the absolute best you can be. Seize the opportunity ahead by working hard and you will reap the rewards.

Mr Garnham and Mr Williams

Senior Leadership Team (SLT)

| | |
|--------------------------|--------------------------|
| Mr D Curry (DCu) | Headteacher |
| Mr M Ridley Thomas (MRT) | Deputy Headteacher |
| Ms U Mort (UMo) | DSL / Deputy Headteacher |
| Miss H Windsor (HWi) | Assistant Headteacher |
| Mrs R Abbotson (RAb) | Assistant Headteacher |
| Mr A Cummings (ACu) | Assistant Headteacher |
| Mr J Garnham (JGa) | Assistant Headteacher |

Sixth Form Team

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|---|
| Mr J Garnham (JGa) |
| Director of Sixth Form |
| Email: jgarnham@heber.org.uk |
| Mr C Williams (CWs) |
| Deputy Director of Sixth Form |
| Email: cawilliams@heber.org.uk |
| Year 12 Tutors |
| Mrs B Budgen & Mrs K Moreland (B&M) |
| Mr G Forster and Mrs L Griffiths (G&F) |
| Ms K Wilson (KWi) |
| Mrs O Limbert (OLi) |
| Mrs L Stanisstree (LSt) |
| Mr T Roberts (TRo) |
| Year 13 Tutors |
| Mr M Lindley (MLi) |
| Mr M Parsons (MPa) <i>was RLe</i> |
| Mrs P Mullan (PMu) |
| Mr R Mawhinney (RMy) |
| Mrs N Stubbs (NSt) |
| Mr S Smith (E&S) |
| <i>with Mrs E Hopley & Mrs K Pedder</i> |

Here to help

Mrs M Nesbit

Business Manager

16-19 Bursary / Welsh EMA Co-ordinator

mnesbitt@heber.org.uk

Mrs G Ashford

SENDSCO / Access Arrangements

gashford@heber.org.uk

Mrs S Vaughan

Inclusion Manager / DDSL

svaughan@heber.org.uk

Mrs Y Morgan

Site Manager

maintenance@heber.org.uk

Miss B Hughes

Education Welfare Officer

rbakerhughes@heber.org.uk

Miss L Bower

Attendance Administrator

attendance@heber.org.uk

Mr D Rees

Examinations Officer

examsanddata@heber.org.uk

Mr G Naylor

Network / System Manager

itsupport@heber.org.uk

Term Dates 2025-26

| | |
|---|---|
| AUTUMN TERM 2025 | |
| CPD Day 1 (Staff only) | Monday, 1 st September 2025 |
| CPD Day 2 (Staff only) | Tuesday, 2 nd September |
| Induction Days - Year 7 Sixth Form Only | Wednesday, 3 rd September |
| STEPS Appointments (8.30 a.m. – 8 p.m.) | Thursday, 4 th September |
| Whole School Returns (Week B) | Friday, 5 th September |
| Half Term (Break-up) | Friday, 24 th October |
| Half Term | Monday, 27 th – Friday, 31 st October |
| Half Term (Return to School) | Monday, 3 rd November |
| Christmas Holiday (Break-up) | Friday, 19 th December (12.30 p.m.) |

| | |
|------------------------------------|--|
| SPRING TERM 2026 | |
| Whole School Returns | Monday, 5 th January 2026 |
| Half Term (Break-up) | Friday, 13 th February |
| Half Term | Monday, 16 th – Friday, 20 th February |
| Half Term (Return to School) | Monday, 23 rd February |
| Spring Break (Break-up) | Wednesday 1 st April |
| CPD Day 3 (Staff only) | Thursday, 2 nd April |
| Spring Break (inc. Easter weekend) | Friday, 3 rd April - Friday, 17 th April |

| | |
|--------------------------------------|--|
| SUMMER TERM 2026 | |
| Whole School Returns | Monday, 20 th April 2026 |
| May Day Bank Holiday (School Closed) | Monday, 4 th May |
| Half Term (Break-up) | Friday, 22 nd May |
| Half Term | Monday, 25 th May – Friday 29 th May |
| Half Term (Return to School) | Monday, 1 st June |
| Summer Holiday (Break-up) | Friday, 17 th July (12.30 p.m.) |
| CPD Day 4 (Staff only) | Monday, 20 th July |
| CPD Day 5 (Staff only) | Tuesday, 21 st July |

Timings of the school day

| | |
|---------------|---|
| 08.45 | School opens – tutor rooms available |
| 08.55 | AM registration / tutor time (15 mins) |
| 09.10 | Period 1 (60 mins) |
| 10.10 | Period 2 (60 mins) |
| 11.10 | Break (20 mins) |
| 11.30 | Period 3 (60 mins) |
| 12.30 | Period 4 (60 mins) |
| 13.30 | Lunch (40 mins) |
| 14.10 | Period 5 (60 mins) |
| 15.10 | PM registration (10 mins) |
| 15.20 | Students depart |
| 15.30 | Buses depart |
| 15.30 – 16.45 | Extra-curricular events, clubs and activities |

Attendance and Punctuality

A high level of attendance and punctuality is critical to your success and achievement. Research evidence shows a correlation between absence rates and attainment, meaning that even missing a few days can have a negative impact on your grades.

You are expected to attend school each day and be present in your tutor base by 08.55 a.m. prompt. You must not miss **any** timetabled sessions including subject lessons, Personal Development lessons, registration, and supervised silent study hours, other than for genuinely unavoidable reasons. Inevitably, authorised absences may sometimes occur for valid reasons such as illness, but we encourage all students to strive for 100% attendance and to always be punctual.

Students with attendance that falls below expectations will lose the privilege to sign out early on afternoons where they have no Period 5 lesson.

Post-18 references for universities, apprenticeships, employment applications etc. will include contextual details of your attendance record during Sixth Form.

Punctuality

Punctuality is imperative; the first few minutes of every session are an important time, where registers are taken, resources are handed out, and / or recaps of previous learning take place. Arriving late affects your own learning, distracts others, and disrupts teaching.

Your attendance and punctuality is not only important for your achievement, but it will be illustrated with context in your reference for either UCAS / apprenticeship / employment or any other destination post Sixth Form. Poor punctuality reflects badly and does not conform to the school ethos of 'Respect'.

Unforeseen Absences

If you are unwell, or absent for another unforeseen reason, you or your parent / carer should inform the school before 9.00 **on each day** of absence. Your parent / carer can either:

1. Call 01948 860571
2. Email attendance@heber.org.uk

All absences **must be explained** (with **evidence** provided) to avoid an unauthorised absence being recorded. This can be done by phone call or e-mail to our attendance mailbox (attendance@heber.org.uk). Students cannot self-certify absences and an automatic 'absence text' notification is sent to parents / carers on any AM / PM registration where a student is absent without a recorded reason.

If you ever need to go home during the school day due to illness, permission must be sought from the Director or Deputy Director of Sixth Form, or your Tutor before you sign out. We need to know you are well enough to get home on your own. Parents / Carers will also be notified and asked their permission for you to leave site.

It is your responsibility to catch up on all work missed due to absence.

Foreseen Absences

These will only be authorised if the reason given is valid (see examples below) and appropriate evidence has been provided.

Examples of authorised circumstances may include:

- A medical appointment which cannot be arranged outside of school hours.
- To look after a family member or another person for whom the student has caring responsibilities; however, this does not cover babysitting younger siblings.

- A religious holiday in line with the student's faith
- A visit to a university either to attend an open day (maximum of 3 days to be approved in a year) or for an interview.
- A work experience placement which is an integral part of a course, cannot be arranged during the specified work experience week and for which the student does not receive a wage (please discuss with the Do6 / DDo6 prior)
- Participating in a significant extra-curricular activity, such as drama, music, sport or volunteering. Authorised absence will be granted only where the activity reflects a significant level of personal achievement, for example, taking part in a regional or national event, or for some other one-off event. Authorised absences for this reason will be granted sparingly; where a pattern of frequent participation in such activities is proposed, solutions will be explored personally with the student / their parents.
- Attendance at the funeral of a close friend or family member.
- Severe disruption to a student's mode of transport where there is no practical way of getting to school.
- A driving test (practical or theory)
- Court attendance
- Family bereavement
- Wedding of an immediate family member

In most cases, the reasons above will be treated as authorised absences if valid evidence is provided and an absence request has been completed. The 'Leave of Absence Request Form' can be found on the school website. Suitable evidence could include an appointment card / letter / booking confirmation etc.

You should make your tutor and subject teachers aware of your foreseen absence and request work in advance where possible to

ensure you do not fall behind on your studies. Non-essential activities (e.g. driving lessons) should not be arranged during the school day and will not be authorised. If you are unsure as to what is an acceptable activity then speak to a member of the Sixth Form Team.

Following a recent legal ruling, the ability for the Headteacher to approve holidays during term time has been highly restricted and, in most circumstances, will be declined. However, in exceptional circumstances (e.g. religious observance) you can request approval from the Headteacher, by completing a Leave of Absence form (available on the school website or from the Main School office). A decision on whether this is authorised will be based on circumstances, prior attendance record and the limits placed on the school by the tightening of the law on holidays.

Failure to provide a valid reason / evidence for an absence will mean you will be recorded in registers as having an **unauthorised absence which may affect your permission to have Period 5 sign out privileges, where applicable.**

Attendance Intervention

All students must strive for 100% attendance. If your attendance falls below 97%, you should expect to have an 'early intervention' conversation with your tutor according to our 'Attendance Matters Framework'.

If your attendance falls below 95%, then this is a cause for concern and your parents will be contacted and may be invited to discuss the situation with a member of the Sixth Form Pastoral Team / EWO.

If your attendance falls below 90% with a significant number of unexplained / unauthorised absences, the school reserves the right to ask you to make advance payment of your exam /

qualification entry fees, which can potentially amount to hundreds of pounds.

You may be withdrawn from courses where absence makes exam/qualification entry untenable. It is therefore very important that you make every effort to resolve any unexplained absences and provide evidence as necessary.

If absence is the result of a long-term medical condition or other serious personal circumstances, then please make sure your tutor / a member of the pastoral team is told so we can be aware and ensure you are given appropriate support as required.

Signing in / out

Sixth Form students are given additional privileges to leave the school site during lunch time (for example to go home or to the village) however **must sign out and back in again at Student Services using your student ID card and the electronic card reader** if you do go off site. Likewise, you must also sign in / out if you leave school during the day for an appointment or other authorised reason.

If you are late into School on any day and miss AM registration, **you must also sign in personally at Student Services, explaining the reason you are late.**

This is essential as we need to know who is in the school building in the event of an evacuation (for example due to a fire alarm).

Always SIGN IN and OUT!

Period 5 Privileges

Sixth Form students will be given the opportunity to sign out any time from 13.30 onwards if you do not have a timetabled lesson or activity Period 5. This will only be authorised where you do not have a subject lesson, enrichment lesson or Silent Study period.

This is a privilege that **will only be granted after a specified minimum number of weeks at the start of term (as decided by the Sixth Form Team) and is dependent on students consistently meeting high expectations in terms of their studies, attendance, punctuality and conduct.**

Permission is subject to students, and parents / carers agreeing to the terms in the Sixth Form Period 5 Sign out Agreement.

If you are given permission to leave early on any day due to not having a timetabled lesson during Period 5, **you must sign out with Student Services / the electronic card readers.**

Students cannot sign out from school and then return later (e.g. to get a school bus).

Sixth Form Study Programmes

Nearly all students will study 3 A level / Btec courses which have 9 taught hours per fortnight. In addition, you will have 3 hours per fortnight Personal Development lessons which are for non-qualification activities - ranging from statutory content such as Relationships and Sex Education, to opportunities to participate in sports / social action projects. A unique feature of Bishop Heber Sixth Form is that students have 1 hour per fortnight for a 'Wellbeing' lesson where they can take part in social sports / games or creative activities. All students will also have a minimum of 4 hours of Supervised Silent Study per fortnight, which is to be used to complete additional independent study for your courses.

All your time in school should be used productively whether in supervised silent study sessions or non-contact periods. If you cannot be self-disciplined and manage your time effectively, you may be placed on a Sixth Form Support Contract (SSC) and more silent

supervised study periods will be added to your timetable to help you structure your time. We want to trust you to manage your own time and respect our school ethos of high standards, but if you are unable to meet these expectations then you may forfeit Sixth Form privileges including the option to leave site for lunch / Period 5.

Independent Study / 9-9-9

Unlike the earlier years at school, students in the Sixth Form will have independent study time / non-contact time. This is when you have no timetabled lessons, but it is NOT all “free time”. You should be studying for a minimum of 18 hours per fortnight for each subject outside of lessons, including at home. We adopt a shared language of 9-9-9 to explain study expectations. This means that for each subject, students:

- have 9 hours of taught / contact time per fortnight.
- should expect approximately 9 hours of directed tasks / activities including homework and Silent Study + designated work.
- should work for an additional 9 hours per fortnight, completing their own independent learning activities. This may include consolidating classwork, revision, practice papers, wider reading, Seneca Learning, Up Learn etc.

During school hours, you can use the Sixth Form Centre and the Canteen as social study spaces, and the Library as an additional drop-in **silent** study space (subject to availability and lower school lessons). A ‘free room timetable’ will be provided at the start of the academic year that will include other classrooms that are permitted to be used for quiet study when needed.

It must be stressed that your non-contact time is extremely valuable and should be used as

fully and sensibly as possible. Personal organisation of workload should enable this time to be some of the most important and valuable of your timetable in the Sixth Form.

Even when you have completed all set homework / assignments you should be re-drafting / organising notes, reading around your subject, researching further into topics covered in lessons and expanding your understanding independently. You can read through textbooks, complete past exam papers, review mark schemes and examiners reports, self-quiz, use online learning platforms, and much more. For more subject-specific ideas of how to use this time wisely, please consult your subject teachers and use your Silent Study + plans as a guide.

Supervised Silent Study

This is time for independent reading / completion of work in a silent environment, with a member of staff. All students begin with at least 4 lessons of silent study per fortnight. Depending on your subjects, reports, progress, attitude to learning, completion of homework, being on a Sixth Form Support Contract (SSC) etc, you may have more than 4 lessons of silent study on your timetable.

Attendance at these sessions is **compulsory** – registers are always taken - and you must ensure you are prepared and bring suitable work as you will not be allowed to study elsewhere or use a computer room (you can do this during your non-contact time). Failure to attend supervised study lessons will lead to sanctions including lunchtime / after-school catch-up to make up for the lost study time, and forfeiting your permissions for P5 sign out.

All students will be given a subject-specific ‘Silent Study Plus’ plan at the start of the year, which will give directed learning activities for you to complete in your Silent Study lessons and also spanning into your independent

learning time. You will be required to provide evidence of completing these 'Silent Study Plus' tasks to your subject teachers. The aim is that Silent Study Plus tasks will give you examples of how to use your own independent learning time most effectively, specifically for each subject.

Personal Development / Wellbeing

Sixth Form Study Programmes include 3 hours per fortnight of 'Personal Development' lessons. These take place every Thursday P1, and alternate Wednesday's P5. These lessons are also compulsory parts of the Sixth Form Curriculum and include a comprehensive programme of sessions including Study Skills, Personal Safety, Relationships, Financial Literacy and Travel in the Wider World. There is also comprehensive Post-18 Careers and Pathways information and support delivered via a combination of PD lessons and during your tutor time programme.

All students will also have 1 'wellbeing' lesson per week. These lessons will give students additional opportunities to participate in other exciting non-qualification activities and enrichment, designed to give students a chance to unwind and have fun doing something social and enjoyable. The wellbeing lessons include activities such as sports/games, board games, clay modelling / drawing, creative writing and much more.

Sixth Form is about more than just your chosen subjects and qualifications – it gives you the opportunity to get involved in new interests – such as sport, volunteering, arts/craft, performing arts, design/making and much more.

The aim for all Heber students is to leave school having achieved highly in your courses, but also having the addition of extra life experiences and enrichment, giving you a

rounded personal profile that is of great value to you, and prospective future employers.

Enrichment Weeks

Each half term students will normally be given the opportunity to earn an additional Period 5 sign-out during the last Wednesday PD lesson of the block. To earn this privilege, we require each student to complete a minimum of 2 hours of qualifying enrichment activities and record a reflection outlining what they have gained from the experience. The aim of this is to encourage students to complete activities that will help them to stand out to future employers, universities and apprenticeship providers and ultimately improve their life chances.

Qualifying enrichment activities include:

- Volunteer for a school event (open evenings, etc).
- Any exceptional out-of-school volunteering for example a Charity shop / food bank / other (must be verifiable).
- Complete a MOOC (massive open online course).
- Attend an in-person or online lecture.
- Volunteer in-school (book buddies, in lessons, clubs, Heber leaders).
- Organise / help with an in-school fundraising activity.
- Super curricular activities – e.g. complete additional academic reading to help with future applications, attend enrichment programmes etc.

The Scholars Programme

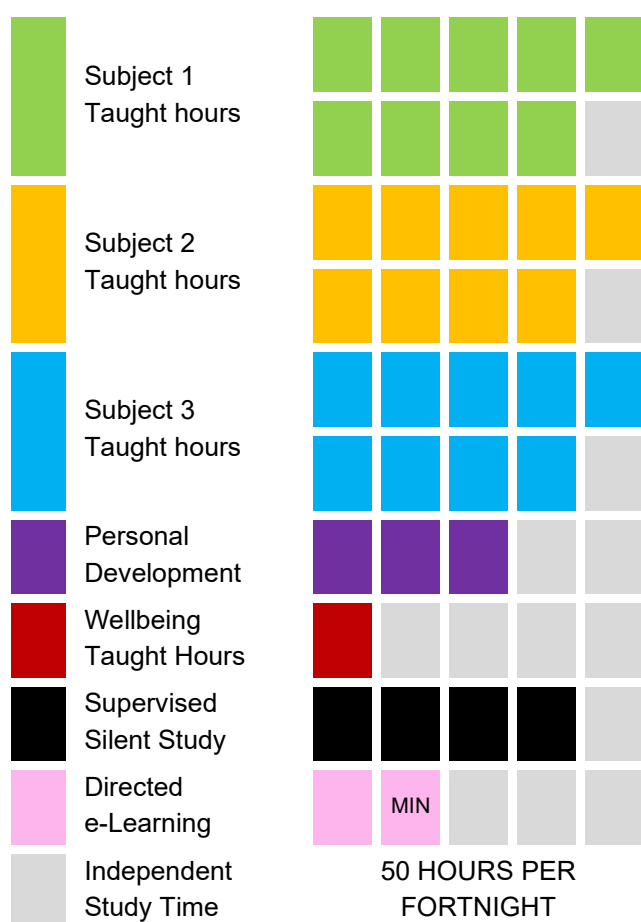
Students have the opportunity to join our in-house 'super-curricular' enrichment programme which is designed to stretch and challenge sixth formers to go beyond the

confines of their subject curricula and seek out additional knowledge and insight within (or beyond) their chosen subject areas.

The Scholar's Programme involves monthly group meetings, which are designed to provoke discussion and thought, and signpost participants to activities that will broaden their academic credentials, ideal for including on applications to Russell Group / Oxbridge universities, or for competitive Apprenticeship schemes.

Students will find out more about the programme in the first few weeks of term.

Figure 1: Illustration of a 3-subject fortnightly timetable – allocation of hours.



Changing courses

All students should have considered their course choices carefully prior to enrolling in the Sixth Form.

For course change requests, students **MUST** first discuss their desire to change qualification courses with their subject teachers and / or their tutor within the first month of study. There is a yellow form which needs completing for any course changes; this requires the signature of the student, the signature of your parent/carer and the agreement of Director of Sixth Form before any changes can be agreed. Course changes are subject to any subject-specific entry requirements, places being available in the class(es), and scrutiny of the student's future plans and ambitions.

Homework

Homework assignments in Sixth Form will be set regularly by each subject (using Microsoft Teams / Arbor our MIS) and students should expect to need to complete at least 2-3 hours of independent study outside of subject lessons each day. Homework should be supplemented by doing your own independent study in addition to specific assignments – for example consolidating your notes, wider reading, practice questions, past papers etc. Presently – all homework assignments are documented via Microsoft Teams and students are strongly encouraged to use the Office 365 calendar and Teams App to diarise their work deadlines.

Learning and Teaching Checklist

To learn effectively, students will need certain important information. For each course you will be provided with:

- Course details / specification / exam requirements.
- Timelines showing when topics will be taught throughout the year.
- Details of deadlines and internal exam dates.
- Frequent summative assessments throughout each term.
- Clear and appropriate deadlines for each assessed piece of work.

- Constructive and explicit feedback as to how your work can be improved.
- Opportunities to make improvements to submitted work.
- Guidance about how to catch up on missed work.
- A folder check before each reporting period to ensure you are making good progress and are well organised.
- Access to appropriate learning resources for your courses, including Knowledge Organisers etc.

Extended Project Qualification (EPQ)

All students will have the opportunity to complete the EPQ (Extended Project Qualification). The EPQ gives you an opportunity to achieve a highly valued qualification by completing an independent study project into an area of your own interest. You will learn project management and research skills and will be required to complete a reflective online project log as you progress. You will then produce a final project piece which can be a long-form essay of 5000 words, or a short-form essay (1000 words) with an artefact (e.g. physical / digital accompanying piece).

The EPQ is worth up to 28 UCAS tariff points and universities will often reduce their required entry grades for students who study this qualification and achieve a good grade. The choice of project cannot overlap any material covered in the student's A-level courses, but it can look at an aspect in more detail and extend beyond the specification. Many students will pick a topic area related to either the university course or career they wish to pursue in the future. The EPQ is completed independently during your non-contact lessons as well as at home. To do it well requires effort and dedication. Students who have gone on to study at the University of

Oxford or the University of Cambridge have found discussing their EPQ has been a pivotal part of their interviews and significant in showing their passion for the course they wish to study.

You can check a university's website first to see what their policy is on the EPQ as it varies between institutions.

L3 Mathematical Studies (Core Maths)

A new academic enrichment course available at Bishop Heber for the first time from September 2025; AQA Level 3 Mathematical Studies is a diverse, engaging and inclusive qualification that aims to equip students with the right quantitative skills to reach their future destination, whatever that may be.

The course content includes 4 compulsory modules, which are complemented with 9 optional modules split into three possible themes.

Compulsory Content:

- 3.1 Analysis of data
- 3.2 Maths for personal finance
- 3.3 Estimation
- 3.4 Critical analysis of given data and models

Optional Content:

- A: Statistical Techniques
- B: Critical Path and Risk Analysis
- C: Graphical Techniques

Financial Support

EMA - Welsh Education Maintenance Allowance (if you live in Wales)

If you live in Wales, you may be eligible for the EMA. The Education Maintenance Allowance (EMA) is a weekly payment of £40 to help 16- to 18-year-olds with the costs of further

education. Find out more information including if you are eligible by checking the EMA information found here:

<https://www.studentfinancewales.co.uk/further-education-funding/education-maintenance-allowance/>

If you believe you are eligible, please collect an information pack from the Sixth Form Office. This is funded by the Welsh government but is often not accessed by students so **if you might be eligible please apply!**

16-19 Bursary (if you live in England)

The 16 to 19 Bursary Fund provides financial support to help students overcome the specific financial barriers to participation they face so they can remain in education.

There are two types of 16-19 bursaries:

- Vulnerable bursary of up to £1,200 a year for young people in one of the defined vulnerable groups
 - In care
 - Care leavers
 - In receipt of Income Support (IS) or Universal Credit (UC) in place of Income Support in their own right
 - In receipt of Employment Support Allowance (ESA) and Disability Living Allowance (DLA) or Personal Independence Payments in their own right.
- Discretionary bursaries that institutions award to meet individual needs. For example, transport, meals, curriculum-based field trips, other course related costs, books and equipment.

All students joining or continuing within the school's Sixth Form at the start of September will be given a bursary explanatory letter, and can request an application form if you believe you meet the eligibility criteria. Eligible

students should complete and submit their applications to the Business Manager by Friday 26th September 2025 (although you can apply any time in the year).

Time Management and Employment

Managing your time is more critical in the Sixth Form. Whilst we appreciate that you may want to earn money through part-time employment in the evenings or at weekends, be careful to balance your working life and studies in school. Don't commit to too many hours and refrain from excessive work commitments during exam time. Do not expose yourself to unnecessary stress by trying to balance an excessive workload out of school with the demands of Sixth Form.

Universities vary in their recommendations with the University of Oxford not allowing students to work more than 8 hours per week and Bangor 16 hours per week.

10 hours a week is the maximum recommended to ensure that paid employment / volunteering commitments do not have a negative impact on your studies. The more hours you work, the more pressure it will place on your studies and general well-being. Experience is very beneficial for future applications but remember to find the right balance and do not let an employer take advantage through pressuring you to work excessive hours.

At the same time, there may be opportunities for work within school that would be ideally suited to balancing with your studies. These opportunities will be advertised in the Sixth Form Centre and in morning notices from your Tutor as / when they arise.

Dress Code

By accepting a place in our Sixth Form, you have agreed to adhere to the dress code. The school is keen to promote personal choice and flexibility, but is also determined to ensure that, in an 11-18 School, the Sixth Form maintains the high standards of appearance which exists amongst younger year groups and is representative of a professional working environment.

Sixth Form dress is best described as 'smart casual' and must reflect personal and school standards. Scruffy, torn or indecent dress, or unnecessary flouting of the code is not acceptable – in extreme cases you will be asked to return home to change into something more appropriate.

Basic rules to remember are:

- Appropriate footwear should be worn (no sliders or flip-flops).
- No hats / sunglasses to be worn inside the building unless for medical need.
- No pyjamas, fleeced trousers, blankets, or hot water bottles.
- No bare shoulders or exposed midriffs.
- No excessively distressed / torn clothing should be worn.
- No hot-pants / short-shorts.
- Skirts should be an appropriate length (i.e. longer than arms when stood up straight).
- No clothing should contain indecent or offensive logos, text or images.
- Tattoos should be covered.
- Airpods / Earphones / Headphones should not be worn in shared areas.

Always consider if what you are wearing sets a good example to younger students as you are role models and leaders within the school community and younger students look up to you as sixth formers. If you are unsure what is

appropriate, then speak to a member of the Sixth Form Team. School leaders reserve the right to decide whether what you are wearing is acceptable or not on an individual basis, using the dress code as a guide.

The Sixth Form are also expected to wear their ID badges (issued within the first few weeks of year 12) at all times and to produce them when asked. Students who cannot present their ID card will have a new one ordered automatically and the cost recharged to parents/carers.

There are many students in the Sixth Form and most staff will only know a small number of students by name. In order to ensure that all members of the school are safeguarded effectively, it is important that we can quickly and clearly identify all people who are on the school site. Please always have your ID visible and ready for any staff who ask to see it. You will also need it to gain access to the Sixth Form Block and IT1/2. This can now also be used to sign in / out at Student Services if you leave the school site at lunchtime.

Assessment, Feedback and Reporting

Sixth Form subject **Target Grades** are aspirational and reflect our ambition for all students to achieve as highly as possible by having challenging but achievable goals. For each KS5 subject, your prior attainment at GCSE / L2 is compared to past national data to derive an appropriate, but ambitious, target grade.

A **Currently Expected Grade** is reported home in both of your yearly school reports. These are informed by formal assessments, teacher assessment and professional judgements and indicate the grade you are expected to get at the end of the course if you carry on working at a similar level and with the

same learning habits as at the time of the report.

Following each report, you will be required to reflect and where necessary, take action to make improvements if your Currently Expected Grade is below expectations / targets.

The twice-yearly formal reports will also include data on your **Learning Habits**. This will be scored on a 4-point scale as either: Exemplary, Good, Below expectations, or Unsatisfactory and is based on your lesson preparedness, organisational skills, meeting deadlines, quality of work and wider engagement and ambition in terms of your learning.

Post-18 Predicted Grades are required prior to applying for university. These can also be used to support early applications for Apprenticeships or other post-18 programmes. Post-18 Predicted Grades will be decided by your subject teachers and be *optimistic* whilst also being *realistic* based on your assessment evidence to date. This gives you the best possible chance to achieve a place on your chosen future course / pathway, but also embeds accountability to ensure you work hard throughout the 2-years to provide evidence of your capability. The Post-18 Predicted Grade is initially issued at the end of Year 12 and is confirmed prior to the submission window for university applications, around the September / October of Year 13.

Each course / subject will have its own programme of assessment which should be made clear to you at the start of each academic year. You will also receive regular feedback from your Subject Teachers on your work and in some cases also from your Form Tutor.

Internal Assessment and Examinations

Summative Assessment weeks are scheduled in Year 12 and Year 13 and are designated time periods where subjects will have students sit formal 'in-class' topic / unit / course assessments in order to assess progress to date. The outcomes of these assessments will inform (but not dictate) the reports home.

In the summer term of Year 12, formal **Progression Exams** take place which aim to assess students on a broad range of the taught course content to date. The Progression Exams are important in identifying potential progress concerns that could – in circumstances where a student is far below their target grade in one or more subjects – result in a conversation about what support is required for the student to successfully continue to Year 13.

In Year 13, students have the opportunity to sit two separate series' of mock exams in preparation for their end of course external examinations.

Summative assessment outcomes are reported home via the twice-yearly reports.

Examination Entries

The school makes a commitment to pay for all first attempts at exams provided students have a good attendance record (see the previous attendance section). First resits of Maths GCSEs (if applicable) will be paid for by the school if they constitute part of your timetabled commitment. i.e. those students hoping to improve their grade to a C/4 having not achieved a C/4 by the end of Year 11. Any A-level / Level 3 resit entries are your responsibility and will not be paid for by the school. Relevant entry forms are available from Student Services / the Exams Office to

ensure you are entered for the correct exam board, modules, etc. Deadline dates for entries are published well in advance and details are available on the school website for parents.

Any questions or concerns then please see Mr Rees in the Exams Office (end of the corridor at the front of school next to the canteen).

As part of the Sixth Form Contract, you must commit to full-time attendance on all courses. Failure to attend regularly could mean that you will be refused examination entry for one or more **courses or will initially have to pay entry fees for it yourself as an external applicant**. If this situation does arise, parents will be involved in the discussion prior to the decision being made.

Students and/or Parents/Carers will be required to pay for modular resits or repeat examination entries for any BTEC or Applied General / Vocational courses.

Pastoral Support

Tutor Groups

You are allocated to a Tutor Group at the start of Sixth Form. It is within these groups that your Personal Development lessons and other enrichment activities are delivered as well as time allocated to apply to UCAS, Apprenticeships, Employment etc. Important messages and 1-1 mentoring sessions also take place in these sessions and the form tutor should be your first contact if you have any concerns or questions. Tutors will support you and act as your advocate / representative within the school, but will also hold you to account and demand from you the highest standards and effort. The tutor time programme is designed to enhance students study skills and to prepare them for both their exams and the future working world.

Tutor time, including registrations, Personal Development sessions etc. are to be treated as having the same importance as lessons, and as a result you should arrive promptly, show the highest level of behaviour and not attempt to leave before the end of the allocated time for the session. You need to take full advantage of the opportunity to have time with your tutor for support in your studies.

Tutor PD time schedule

| | |
|-----------|-----------------------------|
| Monday | Weekly Admin & Notices |
| Tuesday | Study Skills |
| Wednesday | Reading |
| Thursday | Issues / Debates / Pathways |
| Friday | Quiz of the week |

Role of the Tutor / Guidance

Tutors will be the first point of contact for teaching staff and also parents/carers. It is worth getting to know your tutor as they will support you through UCAS/Apprenticeship or Employment applications in the future.

You and your Tutor will have regular mentoring meetings, 1-2-1 during form time. Important elements such as attendance, work quality and study skills will be assessed, and clear targets will be stated. Student Target Setting Day (STEPS) at the start of Year 12 and Y13 allows Tutors, students and parents to meet and discuss your previous progress and set targets for the future.

You will also discuss with your Tutor your social contribution to the Sixth Form and the wider community, the effectiveness of your private study, the need for help with specific study skills, relevant matters of discipline, and any other matters affecting your overall experience as a Sixth Form student.

It is normally the Tutor who will write any reference that is required whether it be for University or Employment. They will be asked

to comment on attendance, punctuality, extra-curricular activities, behaviour etc.

Every other Thursday morning is a separate Year 12 and Year 13 briefing assembly in the new Canteen Extension. All Sixth Formers are expected to attend their year group assembly on time. These briefings are very important as it is the only chance to give information to year groups from both staff and students.

Other sources of support

If you ever have a concern or something that you want to share, then we are always here to listen. You can talk to your Form Tutor or any trusted adult in school. Mr Garnham and Mr Williams operate an open-door policy so you can pop to the Sixth Form office in the Sixth Form Centre at any time. There are also school-wide pastoral staff who you can speak to including the Designated Safeguarding Lead - Ms Mort (Deputy Headteacher) and the Deputy Designated Safeguarding Lead - Ms Vaughan (Inclusion)

<https://www.bishopheber.cheshire.sch.uk/parents/safeguarding-mental-health-well-online-safety>

You can also email stayingsafe@heber.org.uk for non-urgent concerns, and this email inbox is monitored daily Monday – Friday.

Outside of school sources, you may also wish to access external support and the following charities and organisations may be helpful depending on your circumstances:

[External Support Links.docx](#)

(click the link above to access the full list of support agencies)

School Facilities

The Library

Sixth Form students will normally need to use the library more often than younger students - for resources, computer access and as a study area. On joining the library, you are enrolled as an adult member for life so please look after your membership card as there will be a cost to replace it.

Please be aware that the Library is designated as a silent study space, and students in the Sixth Form are not permitted to have their mobile phones visible in this space. They *can* use tablets / laptops and wear headphones.

The library has a wide range of information and resources and has access to the whole of the stock of Cheshire Libraries - 1.5 million items.

In addition, we have a subscription to JSTOR online library of digital books, journals and articles to support students with independent study and research – especially useful for EPQ!

The library is open all day from 8.00 a.m. and until 7.30 p.m. on Tuesday and Thursday, and until 6 p.m. Monday / Wednesday / Friday. Please ask the librarian / resource manager for any help you might need whilst working there.

The Community Gym

Bishop Heber High School has a community gym facility that is situated in the school, which can be used by students at a discounted membership fee. Students have access between the hours of 3.30pm – 4.30pm each day.

I.T. Facilities and Support

As a member of the Sixth Form, you may request to connect your own devices to our separated 'guest' WiFi network. You should be aware that in doing so, all your device traffic (including browsing data) will be monitored and filtered. Your continued use of the school network/IT systems is conditional to you abiding by the **Acceptable Use Agreement** which you will need to sign before being connected. Please see the Network Strategy Manager in the ICT Support Office to arrange access or for troubleshooting any IT problems.

If you choose to bring in any electronic device (mobile phone, laptop, tablet etc...) it remains the **responsibility of the student and their parents** to ensure that it is adequately **insured against loss and / or any possible accidental damage**. If you do have your own laptop, you are welcome to bring it into school for learning purposes **at your own risk**.

Students have a responsibility to ensure that they keep their network password private and select a password that is suitably 'strong' such as using lower and upper case, letters, numbers and special characters in combination. Two-factor authentication will also be required to access most school systems / sites, including Office 365 applications and services. This will require students to use an Authenticator App or their phone as the 2nd device.

Arbor (School's MIS)

Arbor is the School's Management Information System and student's are required to use the Arbor website / App (Arbor Student Portal) to access their 'live' school timetable, and other information including Attendance / Behaviour data, exam schedules, reports etc.

Microsoft Office 365 / Teams / Email

Bishop Heber High School uses Microsoft Office 365 software which includes productivity applications such as Word, Excel, PowerPoint etc. All students will also have a school email address and access to Microsoft Outlook email, and are encouraged to check emails and Teams regularly and at least once per day.

Students also have a Microsoft OneDrive which should be used to store school documents in the cloud. OneDrive can be accessed via Office365. OneDrive enables you to connect to all your files, protect files, share them with others, and get to them anywhere on all devices – including from home. We recommend that you store all your school-related documents via OneDrive.

Microsoft Teams is another important tool used within school for you to communicate, access class resources and. Homework is also set using Microsoft Teams.

The Sixth Form Centre / Sixth Form Common Room

The Sixth Form also have access to their own Centre / Common Room. There is a good-sized social space, equipped with 'refectory-style' round tables, a collaborative working space, and additional toilets which can be used by Sixth Form. The Sixth Form Office (off the Sixth Form Centre) is where you will find the Director of Sixth Form and Deputy Director of Sixth Form.

The responsibility for the centre lies, in the first instance, with the Sixth Form Prefect Team. The whole Sixth Form community is responsible for ensuring that it is kept in an acceptable condition (i.e. that the fabric and the furnishings are looked after and that the rooms are left tidy and litter-free). Although, the ultimate responsibility lies with each

individual Sixth Form student and sensible use of the facilities is required by ALL students. Failure to respect the Sixth Form Centre by not putting rubbish in bins or by damaging any aspect of it may result in it being partially / fully closed and/or individual students being banned from using it. Furthermore, efforts to gain funding for further improvements will also be stopped.

Canteen Extension

The canteen and the canteen extension can be used by sixth form students in their private study time as a social study space. The canteen extension is also used as an assembly / briefing room and for other learning activities. Sixth form students can purchase food and drink from the canteen during periods 1-4 in the school day, with there being a specific sixth form offer.

Driving and Parking

In the Sixth Form, we understand how important it is for many of you to gain independence by learning to drive. However, as stated earlier, driving lessons **MUST NOT** be arranged during school time.

Parking is limited and the school has no obligation to provide parking for staff or students, therefore we encourage the use of public transport and car sharing in the first instance. Students are not permitted to park on site (gates are locked during the school day anyhow) and so most students who drive choose to park on Chester Road outside school. The school cannot accept any liability for any cars parked on the road outside school and they are parked at the owner's own personal risk. Cars must not be parked on the road immediately opposite the school entrance or in the School Bus bays or layby as they cause a hazard for other motorists and can cause an obstruction for emergency vehicles. Please be courteous to residents and do not block access and avoid illegal parking

(e.g. where there is a double white line in the centre of the road or blocking the entrance to someone's property/drive) as this is dangerous both to you and others.

We want to maintain our excellent relationship with our residential neighbours and so it is very important that sixth form students show the utmost standard of courtesy and respect when arriving to / from school (by car or by other means). This includes courteous parking, and ensuring that no litter whatsoever is dropped in the streets around school (particularly from cars).

Remember to drive carefully and to only get in a car with someone behind the wheel you trust. Driving accidents are one of the biggest killers of young people. **Drive safely at all times!**

Travelling to and from school

At all times walking, cycling and on the bus, we expect you to set an excellent example to the other students and to be a role model. **It is your responsibility to act** and not just be a bystander when you see unacceptable behaviour by other students and to report any incidents to a member of staff as soon as possible. Always be mindful of your own personal safety and do not intervene if there is a chance you could put yourself at risk – report incidents to school staff as soon as possible.

The Prefect Team

The Sixth Form Prefect Team is essential in ensuring the smooth running of the Sixth Form and key events throughout the year. A new team, including Head Prefects are elected in the Spring term.

Additional representatives may be added throughout the school year. The prefect team will be responsible for the general organisation of the Common Room and the social

arrangements for the Sixth Form including raising funds for the Sixth Form Leavers Day and Ball, organising volunteers to help with Sixth Form events as well as campaigning for improvements to the Sixth Form Centre / provision and on wider school issues.

Although every member of the Sixth Form will have a say in what goes on, the eventual decisions on any matter will be taken by the prefects. The prefects are responsible for:

- Highlighting maintenance issues to the relevant staff.
- Making sure that Sixth Form facilities are kept clean and tidy.
- Dealing with any complaints or issues made by other members of the Sixth Form and discussing any valid grievances with SLT (Senior Leadership Team).
- Encouraging and evaluating positive suggestions for improving or enhancing aspects of Sixth Form life – academic or social.
- Preparing for the various School events and other activities which take place during the year.
- Any social events which are organised by the prefects are the responsibility of the prefects and the School does not have any part in them. Staff **do not** attend Socials but are invited to attend the Leavers Ball every year.

Careers Independent Advice and Guidance (CIAG)

A substantial part of the Personal Development programme is devoted to work preparation and every student will complete relevant and meaningful work experience. All Year 12 students will undertake at least five days of work experience during Activity Week in early July and students should start looking for a placement from the start of the academic year. Previous students have arranged

placements abroad, in London or locally. The aim is to find a relevant experience that will help prepare you for the career you want to pursue and enhance your applications in the future. Employers often complain about the lack of work experience school leavers have. Don't be one of those students!

Bishop Heber subscribes to UniFrog – the universal destinations platform used by many top schools – with tools to support identifying your skills and strengths, as well as discovering all the possible post-18 pathways and destinations, and the merits / demerits of each for you personally.

We also conduct a variety of trips / visits including to Manchester for the UCAS Discovery Exhibition and to Bangor, North Wales for a University visit and tour. In addition, we will arrange appropriate visits, tours and external speakers to come in and talk about Apprenticeship and Employment opportunities.

Our external careers advisor is available for all students to arrange an appointment to discuss any aspect of careers advice and guidance.

Post Sixth Form Pathways

UCAS / University

UCAS stands for the 'University and Colleges Admissions Service' and is used to process all applications for university within the UK. Applications will begin in June of Year 12 and continue into the start of Year 13. You will be given detailed instructions, advice and guidance on how to complete the application form and how to choose your course and universities. Additional information and talks will also be given on student finance, grants and bursaries throughout the year.

Apprenticeships

Apprenticeships combine 'on the job' work experience with additional learning / training within a specific industry / domain. Degree Apprenticeships even offer the trainee the possibility of earning a degree qualification alongside working – with the cost of the degree paid for them! Apprenticeships are an increasingly popular option for post - Sixth Form study and a diverse range of options / industry areas are now available for both Higher and Degree Apprenticeships – from Business Management to Law to National Security.

Students who wish to join the world of work as soon as possible should seriously consider an apprenticeship route but remember that these are competitive pathways with many providers having extremely demanding entrance requirements including good grades and interview assessment processes. More information and guidance about apprenticeships will be shared regularly as part of Careers IAG to ensure you are fully informed of your future options.

Gap Year

It can be difficult to decide what you want to do in the future and it is not uncommon for students to choose to take a purposeful 'gap year' after their Sixth Form study in order to fully explore and consider future options.

There are benefits and drawbacks to choosing to take a gap year before pursuing your next steps. In all cases, we recommend that if you are considering a gap year, you discuss this with your Tutor / Mr Williams / Mr Garnham to explore this in more detail and whether it is the right choice for you. One good resource to find more information is the website 'Not Going to Uni' - <https://www.notgoingtouni.co.uk/>

Armed Forces

The Armed Forces including the Army, The Royal Navy and The Royal Air Force have a large number of different roles and opportunities that may be of interest to you if you want to follow an alternative route following your A level studies.

More information about these can be found on the recruitment websites for each.

Overseas

If studying abroad is of interest, then remember that different countries / regions will have different systems and processes in terms of how to apply.

If you have a sporting pedigree or high academic attainment, you may qualify for scholarships at some universities around the world which can help to part or fully fund your studies.

You will need to conduct your own research about these possibilities as every country and even institution may have different systems to process applications from international applicants.

Oxbridge and Early Entry Programme / Scholars Programme

Those students who are interested in applying to the University of Oxford, the University of Cambridge, or for Medicine, Dentistry or Veterinary Science courses will be supported in preparing their applications for these highly competitive courses.

Bishop Heber will provide tailored advice and guidance to support students via supporting additional work experience, super curricular opportunities, interview practice, personal statement guidance and pre-admissions test (entry exam) resources and practise. We also have a great network of past students and

contacts who come in throughout the academic year to deliver informative talks about the application process and what it's like to be a student in one of these institutions / fields. This is in addition to the extensive Careers IAG that all students receive.

Students interested in Oxbridge / Early Entry courses are encouraged to get involved in school student leadership opportunities to evidence the most desirable skills that may help your application to stand out from the crowd.

Enrichment / Extra Curricular

It is important to strike the right balance and there are many activities available to you at the Heber Sixth Form to enrich and extend your knowledge and understanding as well as enhance your life skills. The Sports Teams in the Sixth Form have enjoyed local and national success. You will also be able to take part in the International Trips that the PE Department organise such as Rugby tours to Italy or Ireland, Hockey tours to Holland, Netball tours to Barbados, etc. Subject Areas also organise international trips such as the Geography Department to Italy, History / Politics to London, Physics to CERN to name but a few.

In school we will expect you to play a part in supporting younger students in your subject areas as part of wider school leadership opportunities and/or you may want to extend your work experience to use on your Personal Statement for UCAS or CV for job applications. If you are interested in volunteering to support younger students within the school then speak to the relevant Subject Leader and find out what you can do to help or ask in the IRP.

There is also an opportunity for students to complete their Gold Duke of Edinburgh Award. If you are interested, you should see Mr K

Roberts or Mr Ridley-Thomas in the first instance to find out more information.

There are lots of opportunities for extra-curricular experiences outside of school as well. If you are thinking about university, then looking for summer schools and subject days during Sixth Form is a great addition to your application and gives you a chance to experience university life. There are also opportunities for accessing universities both in the UK and USA through the Sutton Trust (see their website for more details).

Students who are selected for any of Heber's many sports teams, will be asked to sign a 'Participation Agreement' to confirm their commitment to catch up their studies in the event they miss lessons to take part.

Conduct and Behaviour

Bishop Heber Values

We will show **RESPECT** for ourselves and others:

| | |
|----------|---|
| R | Ready: Arrive for school and lessons prepared to learn - on time, in the correct uniform and with the right equipment. |
| E | Environment: Keep the school environment safe, clean and pleasant |
| S | Sensible: Be sensible and think before we act |
| P | Polite: Keep unkind words to ourselves and behave considerately |
| E | Equality: Accept and celebrate differences |
| C | Cooperation: Follow instruction first time |
| T | Treat others with respect: As we would want them to treat each of us |

The Sixth Form Contract

You will be asked to sign the **Sixth Form Contract** confirming you understand the rules

and expectations of the Sixth Form at Bishop Heber as outlined in these documents. Failure to adhere to these rules or the wider rules / expectations of the school will lead to sanctions and repeated breaches can lead you to being asked to leave the Sixth Form.

Rewards and Consequences

The school uses a tiered system of Rewards and Consequences as outlined in our Behaviour and Belonging Framework.

This system provides a method of reporting both positive and negative events / behaviours and helps staff to evaluate their impact on the students' learning. Subject Leaders and the Director of Sixth Form reserve the right to place students in after-school detention due to poor behaviour or work completion. This is a rarely used sanction against Sixth Form students and if you should be placed in any form of detention it is a clear warning sign you are not meeting the expectations of a student in the Sixth Form and you are likely to underperform if you do not adjust your behaviour/attitude.

Subject Teachers and Subject Leaders can also make referrals to the Director of Sixth Form about any concerns such as behaviour, attitude, work completion or attendance. This will be followed up with the relevant support or consequence and again is a clear sign that you need to reflect on your commitment and / or seek additional support if required.

Failure to complete work, meet deadlines, follow rules or any other breach of Sixth Form or School rules/regulations may lead to students being placed on a Support Plan (see separate section) to help support them in their studies.

Student Rewards include celebration breakfasts, Headteachers Brunches, Amazon vouchers, free lunch vouchers, and other

awards and certificates depending on the circumstances.

Mobile Phone Policy

Students in years 7 – 11 will not be allowed to have phones 'used, seen, or heard' in school between 8.55am and 3.20pm. Sixth Form students are asked not to have their phones visible in shared spaces in the school, e.g. in corridors between lessons, the library, or the canteen at break / lunch. Sixth Form students can use their phones in the Sixth Form Centre, the canteen (except during break / lunch) and in silent study lessons. Staff can also give Sixth Form students permission to use phones in lessons at their discretion.

Bullying

There is zero tolerance of bullying in any form between students whether in school or outside of it. The behaviour of students is a reflection on both themselves and the school and this kind of negative / cowardly behaviour only serves to unnecessarily upset and worry people. If you are aware of bullying of any kind and of any level within the Sixth Form or wider school community then report it immediately to your Tutor, Mr Williams or Mr Garnham.

Be aware that any instance of bullying outside of school or cyberbullying is now illegal and can be reported to the police. If you are being cyberbullied keep screen shots as evidence and report it. We will tackle any incidents reported in school sensitively, but also firmly. However, you reserve the right to involve the police if you believe you are being harassed.

When writing anything down online remember that even when you think it can't be saved it can. Employers do searches for potential employee's social media presence going back years and there are many news stories of people losing jobs because of a comment they made years before when they were teenagers

and made one inappropriate / offensive comment.

- **Think before you type!**
- **Think before you speak!**
- **Consider how you would feel if someone said it to you?**
- **You don't have to like everyone...**
- **...but you don't have the right to make anyone feel bad!**

Smoking / Vaping

The School grounds and buildings are a totally non-smoking site. Students caught smoking or who are found in a "smoking situation", where circumstances suggest that they may have been smoking or vaping, will be subject to an automatic Suspension where evidence suggests they are the culprit.

Bystanders found in a smoking situation will be subjected to a half day internal exclusion in the first instance, and a one-day Suspension for the second.

Students who would like support to stop smoking will be able to access information and advice from their GP and the School Nurse through the Director of Sixth Form.

Student Support Contract

In addition to the specific behaviour / conduct issues outlined in previous sections, if you fail to meet the high standards of Bishop Heber Sixth Form, you may be placed on a tiered Student Support Contract. A Student Support Contract will be created when a student is consistently performing below expectations in terms of attitude to learning / work completion / meeting deadlines, behaviour / conduct, attendance / punctuality or contravening any other relevant school policy.

Initially, a 1-1 meeting will take place to identify any barriers to learning or challenges you may be facing in or outside of school that may be

impacting you and to find out how best we can support. SMART targets will be agreed and documented, and these will also be shared with parents / carers via letter or email. Review meetings will then take place to monitor progress against the targets with the goal of discontinuing the monitoring process once sufficient improvements have been shown over time.

In most cases, Student Support Contracts will involve additional Silent Supervised Study Periods being added to your timetable. Other Sixth Form privileges may also be temporarily withdrawn including the option to leave site at lunch time and / or the agreement to work from home for certain Period 5 sessions if applicable.

If you do not make improvements / meet your targets, the Support Contract will continue with your Parents / Carers invited to a meeting with the Director of Sixth Form to discuss the situation and agree how best to proceed. New targets may be decided as necessary.

In extreme cases, failure to take the desired actions to meet minimum expectations may result in a Suspension or Permanent Exclusion in accordance with the school's behaviour policy.

Note that Student Support Contracts are a Sixth Form-specific academic / pastoral support system and do not supersede or replace general school policies including the Behaviour and Discipline Policy. In the event of a behaviour / conduct issue, the consequences outlined in the behaviour policy will still be applied.

Student Support Contracts are a pro-active intervention that aim to give students the support and guidance needed to make the best choices possible to maximise their learning and to ensure success.

Any questions?

If you have any questions or concerns, then **always ask for help**. Registration sessions are not just for recording your attendance but are a chance to speak with your tutor twice a day if you want to ask anything or discuss anything that has happened that day. In addition, in the Sixth Form Office you can speak to Mr Garnham or Mr Williams if you have any general concerns or questions on any aspect of Sixth Form life.

No problem is insurmountable however big or small. If it worries you, then it worries us and we are here to help. Talk to us and we can find a solution or a way to manage it so you can focus on your studies and achieving the grades you deserve.

Policies



Scan the QR code or visit the link below to visit the 'Policies' page on the school website.

<https://www.bishopheber.cheshire.sch.uk/parents/policies>

All policies are relevant and by signing the Sixth Form Contract you agree to adhere to any school rules / systems as detailed in any policy found on the school website.

What next?

Keep this booklet somewhere safe in case you need to refer to it. You'll be asked to sign the **Sixth Form Contract** to confirm you accept and agree to adhere to the rules and expectations outlined in this booklet as well as

the wider school policies (see school website and key links below) and that you understand the consequences of failing to adhere to these.

We are here to support and guide you to achieve the best results and to access all the various opportunities that are part of Sixth Form life. We want to help you to achieve your life goals and to help you to develop as an individual along the way. Our success is your success!

Think about where you could be in two years' time and what you need to do to get there. Good luck!