

**Sixth Form
HANDBOOK
For
Students, Parents
and
Form Tutors**



We are pleased to provide this handbook for Year 12 and Year 13 which gives you information regarding Sixth Form study and procedures. It is not in exhaustive detail but we hope it gives all our stakeholders and interested parties some idea of our Sixth Form.

We work hard to ensure students have been enrolled on a suitable course and we hope, with parental support and the information contained here, that significant success is achieved by all our students.

We enclose here:

- Some reminders about our expectations of students, the procedures we follow and how they can be supported by parents and carers
- Information on the curriculum students will follow including how students will be assessed and monitored
- Sixth Form support- Careers and Finance
- The role of the Sixth form Tutor

As students continue into their non-compulsory education we know that, with us, you will want the best educational results.

Teachers at The Hazeley Academy are confident that we can ensure that students fully reach their potential. It is a remarkable Sixth Form with a true sense of identity and community coupled with excellent academic results.

In preparation for university or employment, students are expected to take more responsibility for themselves, in terms of listening to and acting upon instructions.

If there are any comments or concerns please do not hesitate to contact the respective Personal Tutor in the first instance. We will always do our best to assist in matters affecting learning and progress in school.

Mrs R Mayles
Assistant Principal (Head of Sixth)

The Culture & Climate of The Hazeley Academy Sixth Form

The Sixth Form is both an exciting and challenging time for students. It involves greater levels of freedom and choice; new opportunities for leadership, quality facilities and the chance to develop a distinct identity as well as being part of the Hazeley community. It involves the challenges of new subjects that are studied with an enhanced level of difficulty, alongside the increased demand to develop your skills as an independent learner. Additionally, your sixth form journey seeks to prepare, inform and advise you when it comes to considering your next Further Educational choices, be that going on to university, an apprenticeship or seeking employment.

For a significant number of students who join the Academy in Year 12, the sixth form experience will be new due to the different environment, people and staff, however, our ethos is to help foster the 5Cs within all of our students experiences.

Character, Confidence, Creativity, Contributing and Community - In addition to securing the highest standards of achievement, the 5Cs encourage, nurture and promote the very best qualities from our students and we value our role in helping to shape the young people of whom we are privileged to serve.

At The Hazeley Academy Sixth Form, we feel success is about more than just academic achievement. We pride ourselves on our ability to engage our students through various opportunities where they are able to take on leading roles that cover many aspects of school life. Roles such as Principal Students, Senior Students, Student Council and House representatives as well as student involvement in the wide range of clubs, societies and other extra-curricular activities we have to offer.

Parents and staff have a significant influence over the successes and achievements of our young people through supporting their learning and activities both within and outside of school. The relationship built between parents, staff and students must be based on mutual trust, respect and a commitment to improving the key learning outcomes.

PASTORAL SUPPORT STRUCTURE

**Assistant Principal (Head of 6th Form)– Mrs R Mayles (ORM), Assistant Head of Sixth Form- Miss R Tyrell,
Assistant Progress Leader Mr S Dhanji**

Academic Support Tutor- Ms S Pritchard, Pastoral Support Tutor- Ms S Harvey

6CA1	Mr D Mensah (MDM)	6VY1	Mrs J Murphy (EJM)
6CA2	Ms I George (HIG)	6VY2	Mrs A Maslin (LAM) Mon, Tue, Wed Ms C Bley (LCB) Thurs, Fri
6CA3	Mr K McFadden (CKM)	6VY3	Mrs K McMenamin (HKM)
6EA1	Mr R Hall (ORH)	6CS1	Mrs N Goodger (ENG)
6EA2	Mrs K Pollard	6CS2	Mr M Bonnett (HMB)
6EA3	Mr J Maffey (LJM)	6CS3	Mrs P McCleery (CPM)
6EA4	Mrs L Sear (CLS)	6CS4	Mr A Laurie

Core Purpose (Our reason for existence)

Growing a vibrant community of exceptional people through our 5Cs

Character – We have respect, integrity, loyalty, high expectations and resilience. We believe the differences amongst us make us even stronger.

Confidence – We trust ourselves and each other, we relish taking calculated risks, we understand honest mistakes occur and learn from them together.

Creativity – We enjoy working together designing, creating and reflecting upon solutions, including how to improve ourselves and each other in so doing making our Academy a truly inspiring place.

Contributing – We grow through engaging, helping and supporting others; participating in positive causes that make a difference to ourselves and others.

Community – We use our shared values to understand each other, to do the right thing and enable everyone to feel valued playing their part in growing our vibrant community of exceptional people.

Sixth Form Mission Statement

We believe in fostering growth across our diverse community; through our inspiring environment and our high expectations students are supported to achieve their full potential both academically and holistically. Students will have a range of opportunities that will allow their intellectual and personal growth, to be happy, healthy young people who are well equipped for their future.

Students and Parents

EXPECTATIONS

As a member of The Hazeley Sixth Form, it is important that you always strive to achieve your full potential. Students have a vital role to play in the wider community, both by setting an example to our younger students and by taking on responsibilities within the wider Academy community. Students are expected to take responsibility for their own learning and we expect them to work alongside staff, by being committed to their learning in order to achieve their full potential. If this is going to occur it is important that students abide by the following terms:

- Attend all lessons, including Independent Study lessons.
- Be punctual to registration and all lessons.
- Be fully prepared and equipped for all lessons and take individual responsibility to catch up on any missed work through absence or illness by proactively contacting/visiting subject teachers.
- Complete work by the deadlines that are set by subject teachers and tutors.
- Be prepared and have work to do when you do not have formal timetabled lessons.
- Work quietly and do not disturb other people in the Sixth Form Areas.
- Correctly use computer facilities. Personal back up files should be kept for all work. Misuse of computers leads to the loss of access rights.
- Look after and respect all student areas, including those areas given specifically to the Sixth Form.
- Abide strictly to the published Sixth Form Dress Code, which includes wearing the sixth form lanyard and ID cards and by carrying the academy access fob.
- Use the inventory system to sign in and out of the academy.
- Be engaged in study for approximately 35-40 hours per week.
- Take on the responsibilities of being senior members of the Academy community by abiding by all aspects of the Academy's code of conduct and being a role model to younger years.

The Hazeley Academy Sixth Form Home-Academy Agreement supports the **Sixth Form Handbook** and has been designed to ensure the 'Culture & Climate' of the Sixth Form is met and that parents, students and staff are in agreement when working together in a spirit of trust and co-operation. *Appendix 1*

Attendance/ Fit to Study

We would like everyone to aim for an attendance record of at least **96%** (which is in line with OFSTED's expectations of a successful Post-16 student) as persistent or intermittent absences has an adverse effect on academic progress. In any reference request, attendance data is normally required and is often based on the following:

Excellent:	98%
Good:	95-97%
Satisfactory:	90-95%
Concern:	90%

Our attendance register is also used for auditing and is vital for Health and Safety purposes, so it is key that attendance is recorded accurately. Sixth form students must use their barcode to sign into the Academy each morning by using the inventory system located by the Sixth Form entrance. Students must also register with their Personal Tutor each morning by no later than 8.40am. Parents need to inform their child's form tutor or the school attendance officer via email of any unplanned absence, by 8.40am on the morning of absence. Staff should be notified of any known absences at least three Academy days in advance (using the leave of Absence form). *appendix 3*, available in the student planner.

The table below shows which types of absences can be authorised under such circumstances: (please note that formal attendance disciplinary procedures will be used if a student does not register properly or deliberately misses lessons, please see the stepped response process.)

Unfortunately at times students health and well-being means they are not fit to study, whilst we recognise this is no fault of their own, this does impact on a student's progress. Continued absence due to these circumstances will follow a similar stepped response pattern as for those choosing not to attend, however the nature of the monitoring will differ.

<u>Authorised Absence</u>	<u>Unauthorised Absence</u>
<ol style="list-style-type: none"> 1. Medical appointment which cannot be arranged outside school hours 2. A religious holiday 3. Unwaged work experience placement by prior agreement 4. Attendance at a funeral or wedding 5. A driving test 	<ol style="list-style-type: none"> 1. Holidays 2. Part or full-time work, not part of a student's programme of study 3. Leisure activities 4. Babysitting younger siblings 5. Driving lessons

Parents will also receive an attendance update 3 times a year at each PR point.

Families are strongly urged to avoid booking holidays during term time, or agreeing to take students on trips during term time as this disrupts their education and progress. There is no automatic right to take a child out of school for a holiday as made clear in the **Education (Pupil Registration) (England) (Amendment) Regulations 2013. These will be recorded as unauthorised absences**

Students are involved in public examinations from Easter onwards and other coursework commitments span throughout the year, so non-attendance at this time would have detrimental effect upon student performance and outcomes.

Punctuality Program

Registration is 08:40 one second after this time is late

If arriving in school after registration we must know you are on the school site. Please sign in using your student ID & barcode. This includes lateness for buses, appointments, oversleeping, driving tests, siblings, community service, and any other problems that may make you late.

Lates are recorded through the main academy lates system, as well as by the tutors. Students who are late will have a pastoral lates detention.

Continued lateness will result in a meeting with parents in order to resolve the issues, please see the fit to study procedure later within the handbook.

Offsite

Year 12 Home Study: Year 12 may earn up to 3 off-site study sessions throughout the academic year. This will be based on Progress and Attendance: which will be assessed in line with PR (Progress Review) points.

Year 13 Home Study: In addition to any off-site privileges gained in Year 12, Year 13 may earn up to a further 3 off-site study sessions throughout the academic year. This will be based on Progress and Attendance: which will be assessed in line with PR (Progress Review) points. Any off-site study earned in Year 12 is subject to change & will be discussed during the start of your academic year.

Restrictions: No off-site study will be permitted on your form assembly day & Friday P1 due to assemblies & tutor monitoring.

Students are expected to be on site at all other times of the school day, when they have not got home study.

Students are permitted to take driving lessons in their non-contacts, but NOT their Independent study lessons.

Success Criteria: In order to be eligible for off-site study, students will need to fulfil the criteria for both Progress, Stamps & Attendance. This encompasses:

- **Progress:** To be forecasted to achieve minimum target grade (MAG) in all subjects at each PR point.
- **Attendance:** To maintain an attendance of 96% or above at the time of PR calculated when including authorised absences

FAQ: What determines a session?

A= A session can be one or multiple lessons/registration however it must be in a continuous block. For example if a student has a non-contact Wed P1 & 2, they can use registration, P1 & P2 as one 'session' of their offsite allocation.

Rewards System

A rewards trips/events will run at the end of Year 12, students attitude, attendance, punctuality and progress data over the year will be used to decide whether students can access this trip.

Student of the Week

We understand that many students get it right every day. These students are always focused, organised, diligent and respectful. In addition to this, many of our 6th form students are extremely helpful and often go out of their way to support others. For these students, those who go the extra mile, they qualify for our 'Student of the Week' award. Every week form tutors nominate a tutee that fits these qualities and the deserving winners are issued with a free Cucina Voucher where they can exchange their token for a free product of their choice.

Planners and Lanyards

Every student will be issued with an academic planner. They should use this to record their progress in each of their chosen subject areas alongside other key data including independent learning tasks (homework), key dates and their stamps. A review of the planner's content is essential in the first week of term 1.

All students are issued with ID badges, access fobs and lanyards, all of which must be worn at all times around their necks whilst within the Academy.

Sixth Form Uniform

Students in the Sixth Form are expected to wear 'Smart Casual Dress wear' of their own choice. It must be clothing that would be worn in a professional or managerial environment.

Tops- Tops include polo shirts, shirt, turtleneck, smart rugby style shirt, blouses, fitted tops.

Top must not be low cut and must completely cover cleavage and midriff. Strapped tops must have straps of at least 2 inches thick.

Male students must wear a collar

Smart jumpers/cardigans/ blazers are allowed

Ties are optional

T-shirts are not permitted.

Strapless tops, backless and thin strapped tops are not permitted.

Hoodies are not permitted.

Dress/Skirts- If dresses or skirts are worn that are more than three inches above the knee, tights of one colour must be worn underneath them. Dresses must also not be strapless or have thin straps.

Skirts that are shorter than three inches above the knee must not have a split in them.

Dresses must not be made of a tight-fitting, stretch t-shirt material or any denim.

Trousers should not be tight fitting and should cover the whole leg. Chino style trousers/ suit style trousers/ tailored trousers are permitted. Straight legged cargo style trousers, with minimal pockets and no logos are permitted. Leggings should only be worn under a skirt or dress.

Jeans of any colour are not permitted.

Leggings are not permitted unless under a skirt or dress

Make up-Discreet facial make-up, nail varnish and discreet jewellery may be worn.

Shoes should be smart and suitable for moving round the Academy (trainers, combat style boots and flip-flops are not acceptable). A traditional style shoe can be of any colour. A canvas style shoe must be completely black.

Piercings

Piercings should be discreet, ear and nose piercings (must be hidden) are allowed, however health and safety will always be considered when making decisions on appropriate piercings, if unsure check with your progress leader first.

Eye brow piercings are not permitted.

Hair Colour

Students are permitted to dye their hair any colour they like, however it can be only one colour in addition to their natural hair colour. Students should be aware that continuously colouring their hair can lead to damage and we would always suggest that they have it done by a professional hair dresser.

Students and parents should refer to the visual guide on the website.

Headphones & phones

- Headphones are not to be worn anywhere in the Academy building (excluding the Hub)
- Mobile Phones are not to be used anywhere in the Academy building (excluding the Hub & the Academy canteen)

This list is not exhaustive and individual judgements may be made by the Sixth Form Management.

Environment

As a community, we wish to have a suitable learning environment for study and expect all of our students to work together to achieve this. We are very fortunate to have a modern, up-to-date Sixth Form building with excellent facilities, which provides a pleasant working environment, and as such students are expected to respect this area so that it provides a place for purposeful study. Smoking and the drinking of alcohol are strictly prohibited within our school site.

Independent learning

Every student in Year 12 & Year 13 is expected to do the equivalent number of hours of private study as they have lessons.

All students in Year 12 and 13 are allocated a number of timetabled, supervised independent study lessons undertaken in the Q Zone for Year 12 and the Pavilion for year 13. Students are registered for these sessions, attendance must be punctual.

It is important to make best use of this time either in the Q Zone, Hub, Q2 and the Pavilion. Learning to motivate oneself and take responsibility for one's own learning is central to Sixth Form study and critical success in future study and careers.

In Year 13, students have much more autonomy in planning their time and will find a significantly reduced number of IS on their timetable in order to bridge the gap between Sixth Form and further study.

CURRICULUM

The Hazeley Academy firmly believes in delivering a rounded post 16 education and the 3C element is an integral part of this delivery.

Throughout their time here at the Academy, students cover a broad curriculum. The Life Skills programme (SRE, Study Skills, Employability etc.) is delivered through the tutor schedule and in Lead Lessons. Each of these sessions provide numerous opportunities for students to look at and discuss, the issues relevant for 16-19 year olds. Alongside this, we also provide students with an extensive careers education and guidance programme.

The majority of Students will study 3 subjects at A Level or a combination of A levels and BTECs. Some learners may also be re-sitting a GCSE in Maths and English so may follow a slightly reduced timetable. The various teaching programmes aim to cover a minimum of 540 Guided Learning Hours over the course of the academic year and we aim for a minimum of 15 hours subject teaching time per week. It is expected that students will study *at least* 3 courses in Year 13. Students are also required to take part in the 3Cs provision sessions, which are provided on Wednesday afternoons.

We also offer the **Extended Project Qualification**, a two year programme, this is an independent research project that is highly regarded by universities and prepares students with the skills required for Higher Education. Some students may also have the opportunity to study **Core Maths**, which is the equivalent to an AS and is highly recommended for those students who would like to go on to study any of the sciences at A level.

Throughout the year, at each PR review (Progress Review) a student's Progress Leader might place them on academic mentoring in order to support and encourage their development.

Meeting Deadlines

Deadlines for the handing in of subject related work should *always* be met. All coursework deadlines related to external examinations are available from the necessary subject departments. Please note that if a student fails to hand in any set work by the deadline, they could forfeit their entry to that module of the examination.

Admissions and changing courses

Deadlines for applications to The Hazeley Academy Sixth Form are as follows in the academic year preceding entry:

27th January – A level & BTEC courses & Access courses

Any applications received after these dates are subject to sufficient space on courses applied for, Academy capacity, applicant profile & satisfactory references being provided. **We do permit students to access a Post 16 course after more than 3 weeks from its commencement.**

If a student wishes to change courses, they must complete a course alteration form and must ensure conversations take place with the relevant members of staff (*Appendix 2*). All course changes should happen by 30th September and changes will not be permitted after this time unless there are exceptional circumstances. Please note if initially pursuing a four subject pathway, after the 30th September students will no longer be able to relinquish one subject until the end of year 12 and will therefore remain studying four subjects for the duration of the academic year.

Progress and Assessment

Year 12

Regular checks on student progress are made during the year. There are three internal Progress Reviews per year; the results of which are sent back to parents via the student. The Student Review Process will allow students to discuss, with subject and personal tutors, appropriate targets to help them improve their performance. The detail of this will be recorded and monitored on the students PLC, so the student must have this with them at all times. A parents evening is normally held for Sixth Form students in December. **Should parents/guardians wish to follow up any issues related to the performance check, please contact in the first instance the Personal Tutor.**

UCAS Prediction exams happen the two weeks after the summer holiday, if students fail to attend these exams without a valid reason, they may be prevented from transferring into year 13. The grades the students achieve in these exams are used as their predicted grades on their UCAS application.

For any student taking an external Year 12 written examination, these occur in May and June, but some practical examinations start in March. In some cases, pre-release material is issued before the examination period. It is important that students do not take time out of school for holidays, as vital preparation for exams may be missed.

Students who are studying 4 subjects in Year 12, will need to decide which subject they are dropping at the end of Year 12 by 15st March, in order to take the AS exam in this subject. By 31st January they must highlight which two they are choosing between and will complete Pre-Public Exams in these two subjects in February.

If a student leaves a course early, parents are liable for the cost of the examination fee if it has already been paid. Parental support is invaluable in helping students to organise their time effectively and by encouraging them to meet coursework deadlines and to achieve their personal targets.

Pathway to Year 13

It is recommended for students to achieve a D/Merit in each of their exams in order to have a successful year 13, students who do not meet this mark will meet with the sixth form team to discuss their progression

into Year 13.

Year 13

Progress is reviewed three times a year in Year 13 and a parents evening is normally held in December. The Student Review Process will allow students to discuss, with subject and personal tutors, appropriate targets to help them improve their performance. The detail of this will be recorded and monitored on the students PLC, so the student must have this with them at all times. **Should parents/guardians wish to follow up any issues related to the performance check, please contact in the first instance the Personal Tutor.**

Year 13 examinations occur from January onwards. In some cases, pre-release material is issued before the examination period. It is important that students do not take time out of school for holidays during this critical time, as vital preparation for exams may be missed.

Pre-Public exams in Year 13 take place straight after the February half term, if students fail to attend these exams without a valid reason, they may not be entered for the final exams in the summer.

If a student leaves a course early they are liable for the cost of the examination fee.

Students applying to university may be lucky enough to be given an unconditional offer for that place. Students must be aware that they still need to take the exams for this unconditional offer to stand, many students will not stop working due to this, as their exam results are with them for life and are needed past getting a university place. However if students decide to take the foot off the pedal, with a drop in attendance to lessons and effort, they will be at risk of not being entered for their final exams.

Opportunities

5C Wednesday Afternoon

Students will be given the opportunity to take part in a variety of activities both within the Academy and within the local community area on Wednesday afternoons in order to add social capital to their portfolio. Some examples of what we have on offer ranges from sporting activities including the Sports Leadership Award, academic mentoring, volunteering, external work experience, Young Enterprise, MOOCs, First Aid courses and many more opportunities throughout the year. The aim of Wednesday afternoon sessions is to give students the opportunity to develop their character, confidence and creativity away from their academic studies. Students will be able to tailor make these afternoons to suit their needs and to support their applications to universities, apprenticeships and jobs. Please note, that this is not an afternoon for students to do part-time work, driving lessons or anything else that does not contribute towards their personal progression as deemed by the academy.

Work Experience

Some sixth form courses may encourage students to undertake Work Experience. Other students may need to organise Work Experience or Community Service for particular career areas, e.g. teaching or medicine. The Wednesday afternoon slot is where we would encourage students to organise their work experience, however there is some flexibility on this in order to allow students and the organisation to work what is best for both parties. All students are entitled to two days over the two years to follow some form of work shadowing, the academy will support the student in finding a placement for this.

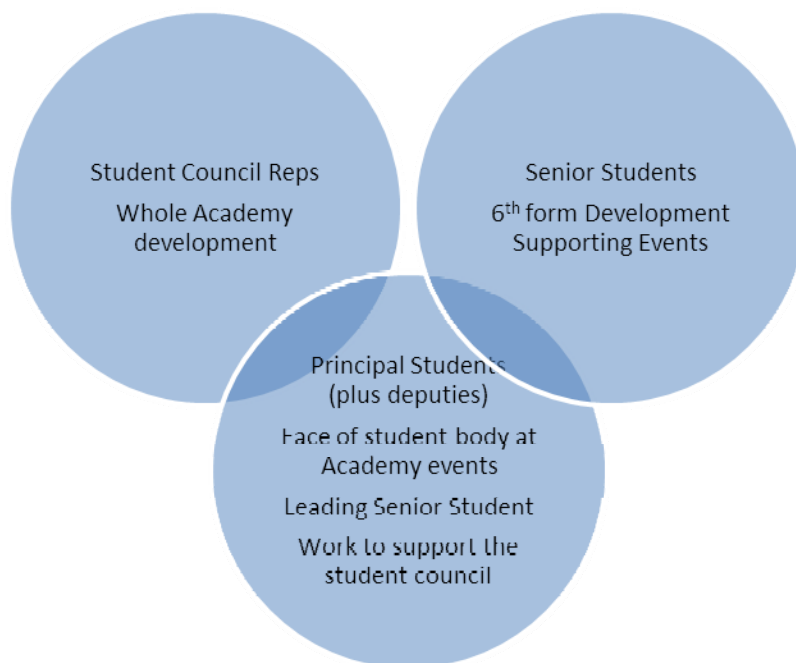
Volunteering

Students will be offered numerous opportunities to volunteer for example peer mentoring, SEND mentoring and mentoring at Oakhill Young Offenders Centre. We will also be working with local organisations and charities, to provide students with the opportunity

Sixth Form Leadership Team

At the end of Year 12 students will be able to apply to take on the role of Principal Student. There will be two Principal Students and two Deputy Principal Students. Working with the Principal Students will also be the

Senior Students; there will be 12 in from each year group. In addition students can also apply to be a Student Council Representative. Both the Senior Students and Council Reps are one year roles. The diagram below gives an overview of the responsibilities and the cohesiveness of the three roles.



CEIAG

All students will continue to receive Careers Education and Guidance. Work will involve further aspects of:

- Self-assessment
- Decision making
- Opportunity awareness
- Preparation for moving beyond Sixth Form study

During Year 12 and 13 students will meet with their tutor, with a focus on their chosen pathway. Students who do not have a focused pathway will be supported by their form tutor or Mrs Mayles to ensure when leaving the academy they have a destination.

In the summer term of Year 12 a Higher Education Evening will be held to introduce students to some of the opportunities available at university. Regular information on Open Days is publicised through displays in the Sixth Form Hub, Academy and via email. Students should take advantage of any organised Open Day visits, as well as the UCAS fair in the summer of Year 12.

In the final term of Year 12, tutor time will be devoted to the drafting of personal statements in readiness for making job and university applications. Applications to universities are made on-line via the UCAS APPLY service and all students are encouraged to apply.

Students need to be aware that some popular degree courses (such as Law and Medicine as well as entry into Oxbridge) and particular universities, require students to sit additional tests, which need to be organised by students themselves that wish to access these courses before the end of Year 12.

Finance

Bursary

Awards of bursary payments are made in line with government policy. Applications for awards of bursaries should be made in the first instance to the Assistant Principal (Head of Sixth Form).

The Sixth Form also has access to a small fund from which emergency payments can be awarded. If you are in need, please see the Assistant Principal (Head of Sixth Form).

Copies of The Hazeley Academy Bursary Policy are available from the Sixth Form Office upon request.

Application forms and Discretionary Attendance Bursary (DAB) Agreement must be submitted to the Assistant Principal (Head of Sixth) at The Academy by the 30th September in any academic year.

Cashless Catering

The Hazeley operates a biometric cashless system in its school restaurant.

Students can put money onto their account online or parents can send cheque directly to the Finance Office – please indicate on the back the student's name and form. Alternatively, parents can use parentpay which can be accessed via the academy website. Cash can be paid into the 'account loading' machine located in the foyer area. Money will be credited to the student's account which can then be used to purchase food.

The Pronto Bar and the Brew House Café both accept debit cards.

Students entitled to free school meals will have their accounts automatically credited daily just before lunch. If a student leaves the school, money still in the account can be claimed from the Finance Office. Money unclaimed after a period of one month from the leaving date will be donated to charity.

General Information

Part time employment

There are many benefits to students working part-time, but it is important that students do not take on too many hours or responsibilities outside of the academy. We recommend that part-time employment should be limited to a maximum of 8 hours a week. Research shows that any more than this will have an adverse effect on students' work and their results.

Students should not agree to part time work during the academy day, as in joining the Sixth Form they are agreeing to be full-time students. Any such negligent actions will be viewed as defiance against the academy and will result in disciplinary steps. Please make potential employers aware of this restriction at any interview stages.

Trips and Visits

Depending on the nature of a student's course, they will be involved in a range of visits during the course of the year. In some instances, staff will wish to take students on a visit in the local area. Whereas in other cases, students might be expected to undertake individual research for a project, which might involve them, going into the local area unsupervised, or a student may wish to take advantage of an opportunity that becomes available such as a University Open Day (students can have a maximum of 2 visits per year during academy time). For any other educational visits, whereby an additional charge is required, parents will be notified appropriately.

Please note that if students wish to go on a visit/attend open days by themselves, we would advise that they take out insurance and this can be done through our Finance Office. Also, when going outside of the local

area, we advise that students travel in a group. They also need to communicate their knowledge of such trips with their subject teachers and proactively complete any set tasks as necessary. When out within the wider community we would, of course, always expect any Hazeley students to behave in safe, mature and responsible manner.

Car Park

Once sixth form students have passed their driving test, they are permitted to drive to the academy and park in the car park. Students must ensure they have insurance and tax for their car. Students who have passed their driving test and wish to park their car in the academy car park must see Ms Pritchard who will issue them a permit specific for their car number plate. On receiving this permit the student is agreeing to the following conditions

- The permit must be displayed at all times whilst the car is park in the academy car park
- Students must park in a marked bay and must park in the first available bay they come to
- They must strictly follow the speed signs and one way system within the car park
- To assist with the flow of traffic students must have arrived and parked by 8:15am and not leave before 3:30pm
- They park their car at their own risk.

Any student who parks in the car park without a permit or fails to follow the above conditions, will be banned from parking in the car park, this may be for a set period of time or for the remainder of the academic year.

Changes of Address/emergency contacts

We ask that parents inform the Sixth Form office, in writing, of a change of address or other personal circumstance. It is important that we are notified of any change to parents' day-time phone contact numbers. This is essential information in times of emergency such as accidents.

Grievance Procedure

If for any reason you feel unhappy about some aspect of a course, or have a complaint of any nature, you should in the first instance refer the matter to the subject teacher. If it cannot be resolved at this level, you should speak to the Subject leader, if it is not resolved at this level you should speak with the Assistant Principal- Head of Sixth. If it is still not resolved, a formal written appeal should be made to the Academy Principal.

Form Tutor

Sixth Form tutors play a central role in the life of sixth form students.

Students' general academic as well as personal strengths and weaknesses, their contributions to the life of the academy, their significant achievements outside the academy, and their participation in extra curricular activities should be known by the tutor. Such elements will form a major part of the summary review on the annual report and a part of any reference.

It is through regular contact via attendance to tutor time and genuine interest shown that unhappiness, underachievement and difficulties beyond the academy will be detected early, and acted upon by the tutor in the first instance.

The work done by tutors underpins the whole experience of the student in the Sixth Form – affecting ultimately performance in academic subjects, and influencing the ethos of the Sixth Form. As such, it should:

- Foster positive attributes
- Develop personal life skills
- Enable students to take increasing responsibility for their own learning and behaviour
- Develop an atmosphere conducive to learning

Most importantly, tutors' work and continuous efforts will assist Individual students in achieving and succeeding in all areas of school life - and to a level which matches, If not exceeds, their potential.

Tutors are required to be the 'front line' of the sixth form in ensuring that The Hazeley Academy's reasonable routines and expectations are **CONSISTENTLY** applied, particularly with regard to:

ATTENDANCE & PUNCTUALITY - follow up the process of attendance/fit to study procedure

MONITORING OF ACADEMIC ACHIEVEMENT – monitoring PR data and completion of interactions on Unifrog.

DRESS CODE - ensure in line with Sixth Form dress code

COMPLETION OF WORK/ORGANISATION - regular checks of student folders for each subject

FORM TUTOR TASKS- fostering integration of the group and enabling extracurricular opportunities.

LIFE SKILLS PROGRAMME- providing opportunities for students to gain an insight into personal, social, health and moral issues, preparing them for employment, H.E. and adult life.

DISCIPLINARY PROCEDURE

An informal word with a student should normally be sufficient in the majority of cases. However, in the case where a student does not respond to the informal approach, it may be necessary to use the formal disciplinary procedure shown below, which goes through a series of warnings, which need to be documented and parents will always be involved.

Sixth Form Disciplinary and Communication Stepped Response

Issue	Action	Key member of staff
<ul style="list-style-type: none"> • Small number of homework/course work late or not completed • Low level disruption in class, 6th form centre or library 	Departmental action Discussion with student Inform tutor Discuss contacting home with subject tutor	Subject teacher and subject leader
<ul style="list-style-type: none"> • Continued or larger number of homework/course work not completed • Continued low level disruption in class, 6th form study areas. 	Meeting with tutor and/or subject teacher or leader including review of 6 th form contract Outcomes noted on SIMS (copy to file) Review date agreed Letter or phone call home	Personal Tutor/ subject teacher or leader
<ul style="list-style-type: none"> • Continuation of the above 	Meeting with parents and student. Agreed contract Discussion of whether 6th Form is the correct environment Verbal / written warning	Assistant Head of Sixth Form/ Head of Sixth Form
<ul style="list-style-type: none"> • Failure to meet terms of contract 	Final written warning Discussion with parents of options other than Hazeley 6th Form Consider permanent exclusion	Assistant Principal- Head of Sixth form or Principal
<p>On rare occasions, students may be involved in serious incidents which will bypass these steps and lead to immediate intervention by the Sixth Form management team. These incidents will be dealt with in the same way as in lower school with fixed-term or permanent exclusions being one possible action.</p>		

ATTENDANCE/FIT TO STUDY PROCEDURE

Having a good attendance is part of the positive behaviours that we expect at Hazeley, and falls within our behaviour policy. Continued poor attendance to school or lessons will impact on academic performance and is regarded as a misbehaviour which can cause serious harm to their own education.

An informal word with a student should normally be sufficient in the majority of cases, however when a student does not respond and improve their attendance, it may be necessary to use a more formal procedure shown below.

Attendance level	Action	Key Member of staff
Attendance is below 90% due to unauthorised absence or continued failure to attend tutor time or lessons	Student and tutor meeting, followed by two weeks of monitoring	Form tutor
Attendance drops below 80% due to unauthorised absence and no improvement in attendance to tutor time or lessons	Student, Tutor and Parent meeting with member of sixth form team with a further two weeks of monitoring	Form tutor- Assistant Head of Sixth Form/ Assistant Principal- Head of Sixth made aware
Attendance drops below 70% due to unauthorised absence and no improvement in attendance to tutor time or lessons	Student, Parent and Head of Sixth meeting, 2 weeks supervision in Q zone with an hour supervised revision in Q zone after school. Parents will be asked to pay exam entry fees up front, if attendance between this meeting and the end of Year 13 meets 90% the school will reimburse the fees.	Assistant Principal Head of Sixth Form
Further days absence and no improvement in attendance to tutor time or lessons	TLC meeting Student, Parent and Assistant Principal- Head of Sixth and Principal meeting to discuss position in the academy and possible permanent exclusion.	Assistant Principal – Head of Sixth Principal

If a student is missing for at least 20 days without authorisation, and we do not reasonably believe the student is sick or absent for another unavoidable cause and we cannot establish where the student is living and reasonable enquires have been made, a student will be taken off roll.

If the decision is made that students will not be allowed to continue to study at Hazeley, students or parents might wish to appeal the process and if so, they must do so in writing to the Principal within 10 days of this decision being made

OTHER IMPORTANT INFORMATION

Adolescence can be a turbulent time and a minority of young people do experience not inconsiderable anxiety due to relationship, work, self-image and health pressures. Parents and teachers will, we know, do their best to help but in extreme cases it is recognised that specialist guidance may sometimes be necessary. Former students and their parents have found the following of help:

Youth Information Service (YIS) (information, advice and counselling)	MK 604700
Citizens Advice Bureau	08701 264050
Education Welfare Service	657800
MK Careers Centre / Connexions	398300
NHS DIRECT	0845 4647
MK Rape Crisis Centre	691969
Brook Advisory Service	669215
MK Bereavement Service	231292
Victim Support	607989/08454503883
Social Services	253170
Samaritans	0845 7909090
NSPCC (Helpline)	0800 800 5000

Appendix 1

Sixth form Home-Academy Agreement

As an Academy we will:

- work to the Staff Code of Conduct and Professional Standards modelling good relationships and creating a climate for outstanding learning.
- provide a curriculum that challenges and motivates all students;
- have clear learning objectives in lessons, fully utilising resources;
- encourage and praise effort and progress.

- promote a code of conduct that creates a safe, well-ordered and caring environment; where students are supported at all times, especially in times of need or uncertainty.
- encourage, praise and reward high standards of behaviour always;
- inform you of any concerns or successes that arise, about attendance, behaviour or learning

- recognise and reward good attendance.
- expect and maintain high dress code standards for all sixth form students;
- give sufficient notice if specific equipment is required.

- indicate clearly the task expectations and provide support for students;
- set appropriate homework that reinforces and extends learning objectives;
- mark work regularly; giving clear targets for improvement
- provide a homework framework and Student Planner to empower student responsibility.
- check and sign the Student Planner weekly;

- be open and welcoming and offer students opportunities to become involved in the life of the Academy; enhancing and enriching the education of the student within and beyond the Academy.
- promote the opportunities available to students and inform of forthcoming events and students' achievements.

- give parents regular information about their child's progress and attainment;
- establish a dialogue leading to the setting and achievement of targets;
- make sure that we listen to concerns and do our best to provide a prompt response and support.

On behalf of the Academy:



Date: August 2016

Sixth form Home-Academy Agreement

As a Parent or Carer I will:

Familiarise myself with the contents of the Post 16 Handbook with particular reference to:

- recognise that sixth form study is a full-time occupation
- support the academy with the expectation that students attend all lessons, tutor periods and Drop Down Days
- follow the agreed procedures set out in the Post 16 handbook for the notification of absence
- encourage my son/daughter to keep paid work to a maximum of 8 hours per week

- support the Academy in maintaining high standards of appearance that are in line with Post 16 dress code.

- take an interest in what my child is learning and support them
- praise effort and good work
- seek to support my child and respond to the Academy's advice in this respect

- encourage my child to behave appropriately
- work with the Academy to find solutions if behaviour is unacceptable
- support the Academy if sanctions such as detentions, isolation or exclusions, are necessary
- ensure my child adheres to academic honesty policy

- provide a suitable area for quiet, independent study at home, recognising the needs of a Post 16 learner
- encourage my child to strive to do his/her best
- communicate with the Academy if any issues arise

- support Academy events and encourage participation in extracurricular clubs and activities

- maintain close communication with the Academy on aspects of home or Academy life that could affect my child's progress, including attendance and pastoral issues
- discuss my child's progress at Parents' Evenings and at other times
- raise concerns directly and promptly with the Academy, with the expectation that the Academy will respond and within a timeframe that allows the queries to be addressed appropriately.

Parent/Carer name:

Date:

Parent/Carer Signature:

Sixth form Home-Academy Agreement

As a student I will:

Abide by the Post-16 Handbook with particular reference to:

- be punctual and attend all lessons, tutor periods, assemblies and Drop Down Days
- notify Sixth Form staff of known absences at least three Academy days in advance (using the leave of Absence form) and refrain from taking holidays and organising appointments during term time. For unknown absences, I will contact the Sixth Form Office by 8.45am on the morning of the absence. Provide a written communication from my parent/guardian on the first day of return.

- be fully prepared and equipped for all lessons and take individual responsibility to catch up on any missed work through absence or illness.
- complete homework and coursework for the deadlines that are set by subject teachers and tutors.
- use my Sixth Form Planner to record my progress and set SMART targets to aid my progress when identified by subject teachers.

- be prepared and use my independent study and non-contact lessons effectively with an aim for each lesson and ensure work set for cancelled lessons is completed as directed.
- work quietly and not disturb other people in all areas of the Academy building during Non-Contact periods.

- correctly use IT facilities and keep personal back up files of all my work.
- look after and respect all student areas including those areas given specifically to the Sixth Form.
- To adhere to the academic honesty policy

- abide strictly to the published Sixth Form Dress Code which includes wearing the sixth form lanyard and ID
- read the Post 16 Handbook and be aware of the Post 16 Behaviour for Learning Code and potential sanctions that could be used if I do not comply.
- behave appropriately in and out of class, follow the Academy's code of conduct 'CODES' and meet the Academy's expectations.

- recognise that I am a full-time student by being engaged in study for approximately 32-35 hours per week and limit any part-time work to a maximum of 8 hours per week.
- talk with parents and teachers about any concerns or worries I might have at the Academy.
- take on the responsibilities of being senior members of the Academy community by abiding by all aspects of the Academy's code of conduct and set an example as a role model for younger students in the Academy.

Name of student:

Signature:

Date:



THE HAZELEY ACADEMY POST 16 – COURSE ALTERATION FORM

Should only be completed after discussion with Form Tutor & Sixth Form Office

STUDENT NAME:		FORM GROUP:	
Subject transferring to:			
Transferring subject Head of Faculty name:			
Transferring subject Head of Faculty signature:			
Withdrawal from:			
Subject teacher name/s:			
Subject teacher signature/s:			
Reason for alteration:			
Discussed with Tutor :	Date:		
Tutor signature:			
Parental explanation provided overleaf:	Yes/No		
AP (P16) authorisation:	Yes/No		
Exam withdrawal necessary:	Yes/No		
If yes, withdrawn from exam:	Date:	Form Received:	
Exam Officer's signature:			

Post 16 office received for processing:	Date:	Initial:
Amended on Course Manager in Sims:	Date:	
Timetable reissued:	Date:	

File in student file when processed

Parental Support

Parent name:	
Please give reasons for supporting the decision to alter existing courses:	
Parent signature:	
Date:	

SIXTH FORM APPLICATION FOR LEAVE OF ABSENCE

Under the Education Act, parents are required to ensure that their children receive full time education. It is a legal requirement that any absence requested for a student must be approved and noted by the school. As a school we feel strongly that parents should only apply for leave of absence if absolutely unavoidable.

If you wish to apply for Leave of Absence for your son/daughter:

- Parent / Carer - Please complete Part A below and return this entire sheet to the Sixth Form Office not less than one week prior to the period of absence required.
- Student – Please complete Part B in consultation with your subject tutors ensuring that you have discussed the implications of your absence with them and that you have received work set to be completed in your absence.
- The form will be returned to you, indicating in Part C whether leave of absence has been granted or not.

THE HAZELEY ACADEMY		APPLICATION FOR SIXTH FORM LEAVE OF ABSENCE	
PART A: (to be completed by Parent/Carer)			
NAME OF STUDENT			FORM
DATE OF ABSENCE	FROM	TO:	
Number of Days (Inclusive):			
Periods (if part of a day)			
REASON FOR ABSENCE			
SIGNATURE OF PARENT/CARER DATE			

PART B: (to be completed by members of staff affected by absence only)			
SIGNED:			
Subject	Teacher	Confirm work set	Y/N
Subject	Teacher	Confirm work set	Y/N
Subject	Teacher	Confirm work set	Y/N
Subject	Teacher	Confirm work set	Y/N
Exams Officer:			
Form Tutor:.....			
Received by: Date: Authorised:.....			
For 1 day's absence please hand to Student Services			
For 2 or more days' absence please hand to the Assistant Head of Sixth Form			
For 3 or more days' absence please hand to the Head of Sixth Form			