



Abbot Beyne School

Sixth Form Handbook



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1. Welcome and Introduction

Welcome to Abbot Beyne Sixth Form. By choosing to study here you are giving yourself access to a high quality education and support programme which will help you to grow as a person. You will receive a wide range of experiences and opportunities to help you develop as an individual and to support you with taking the next steps into higher education, training or employment.

Being a Sixth Former is a new stage of your education. It is your first step into voluntary education and your first real opportunity to thrive as a truly independent learner. At this stage of your education, you will be studying only subjects you have chosen, teaching styles will be different and group sizes will be smaller. There will be differences over lengths of deadlines and private study, with expectations about independent study being very clear.

Remember, you are still working within a school with all the normal expectations about work, effort, behaviour and politeness. One way of seeing Sixth Form Education is a continuation of a familiar ethos whilst giving you more responsibilities and privileges in order to shape your future positively and equip you to be valued and valuable members of a global community.

You will have many opportunities, both academic and extra-curricular during your time here and we fully recommend you seize all opportunities that you encounter and embrace R Values; Respectful, Responsible and Resilient.

Your Sixth Form provision will include:

- A fully supported transition programme from Year 11 into the Sixth Form
- An excellent induction programme for external students joining our Sixth Form
- A designated Sixth Form area including access to IT facilities, individual study rooms, a kitchen and Common Rooms
- Teaching and Learning which challenges and equips you with the knowledge and skills needed for your next steps
- Provision of ipads / laptops as part of the school Ipad / laptop Scheme
- A broad range of course choices, including A Levels and BTEC Level 3 courses
- A dedicated Learning Mentor to support and enhance independent study skills
- A mentoring programme designed to support you and raise aspirations
- Personalised careers information, advice and guidance
- A programme of visits and work experience, including visits to universities, workplaces and UCAS conferences
- Opportunities to gain vital employability skills through involvement in in-class support, peer mentoring and a range of extra-curricular activities
- The opportunity to take part in the Sixth Form Leadership Team and become a role model for students at Abbot Beyne School



2. Timings of the school day

Lessons start at 8.30am every day and finish at 3.00pm. Check the table below to see the full timings for each day.

Monday to Friday

8.30am – 8.55am	Mentoring
8.55am – 10.35am	Lesson 1
10.35am – 11.00am	Break
11.00am – 12.40pm	Lesson 2
12.40pm – 1.20pm	Lunch
1.20pm – 3.00pm	Lesson 3

3. Term dates 2020-21 and Inset days

Inset Days:	Tuesday 1 September and Wednesday 2 September
Autumn Term starts:	Thursday 3 September (Year 7 and Year 12 students return) Friday 4 September (Year 10 students return) Monday 7 September (All remaining students return)
Inset Day:	Friday 9 October
Half term:	Monday 26 October - Friday 30 October
Term ends:	Friday 18 December
Holiday:	Monday 21 December - Friday 1 January
Inset Day:	Monday 4th January
Spring Term starts:	Tuesday 5 January



Half term: Monday 15 February - Friday 19 February

Term ends: Thursday 1 April

Holiday: Friday 2 April - Friday 16 April (Easter Sunday 4 April)

Summer Term starts: Monday 19 April

May Bank Holiday: Monday 3 May

Half term: Monday 31 May - Friday 4 June

Term ends: Tuesday 20 July

Inset Day: Wednesday 21 July



4. Staff List 2020-21

SENIOR LEADERSHIP TEAM

Jamie Tickle - Headteacher

James Church - Deputy Headteacher

Fiona Airey - Assistant Headteacher/SENCO

Gavin Holden - Assistant Headteacher

Lesley Timson - Assistant Headteacher/Director of Sixth Form

DIRECTORS OF LEARNING

Hannah Bithell - Communications Faculty

Catherine Winfield - Performance Faculty

Jason Stafford - Social Studies Faculty

Celina Lowe - STEM Faculty

DEPUTY/ASSISTANT DIRECTORS OF LEARNING

Mark Young/Nicola Smith - Communications Faculty

Linda Graine - Communications Faculty (Assistant)

Shaun Randall - Performance Faculty

Karen Green - Social Studies Faculty

Nicola Sutcliffe - STEM Faculty



5. Attendance and Punctuality

As a full time student, we expect you to be in school all day every day. When you do not have a timetabled lesson, you will be expected to undertake Independent Study in designated areas in the school. We expect you to be here and on time each day, ready for an 8.30am start. If you are aware that you are not going to be able to attend school, email Mrs Timson with the reason for your absence or contact the Absence Line at Linnell Office. Absences and missed lessons are tracked and parents are informed.

Attendance and punctuality will be analysed on a weekly basis. Early intervention is essential to ensure lessons are not missed and possible attendance problems are recognised early and we will take a systematic, transparent, staged approach to deal with unexplained absence and poor punctuality:

The first instance of unexplained or unacceptable absence will result in a formal verbal warning issued by Mrs Gwinnett and recorded on Bromcom. The second instance will result in a formal written warning in a letter to parents / carers. Any further instances of unexplained absence will require you and your parent/carer to attend a review meeting with Mrs Timson to support you in improving your attendance at Sixth Form.

Our staged response to dealing with punctuality issues in Sixth Form also operates over a term. Two or more late arrivals to a timetabled lesson or mentoring within a one week period will result in a verbal warning issued by Mrs Gwinnett and recorded on Bromcom. Further punctuality problems will trigger a formal written warning home and you will be expected to make up missed time with your teacher(s) and/or mentor.

Continued problems around attendance and punctuality may result in students paying for their own examination entries and could ultimately result in you being asked to leave the Sixth Form.

Planned Absence

If you know you are going to be absent (e.g. visiting a university), speak to your mentor beforehand. You should also see the teachers of the lessons you will miss to ensure you do not fall behind with your work.

Illness

If you find in the morning you are ill and cannot come into school, your parents /carer must phone the school explaining your absence and when you hope to return. School will contact home when no message has been left. If you become ill during the day you must see a member of the Sixth Form team before taking any action.



Emergencies

If you need to miss a lesson during the day for a legitimate reason it is important you inform Mrs Gwinnett or Mrs Timson as soon as possible.

Medical and Miscellaneous Appointments

Doctors' or dentists' appointments should not be scheduled at the same time as a lesson – **except in an absolute emergency**; nor is it acceptable to arrange driving lessons or similar appointments to occur during lesson time.

Signing In/Out book

If you need, and have been permitted, to leave the site during non-directed time, use the signing in/out book together with your Student Card so that the school knows you are not on site in the event of an emergency.

Holidays

No holidays are authorised for Sixth Form students. It is not appropriate to book recreational breaks during term time.

Mentoring

Mentoring takes place from 8.30am - 8:55am each day. It is an important time for messages, registration and subject intervention; it is also a valuable time for other activities such as UCAS applications and enrichment opportunities. You are expected to be present for every mentoring session. There is also a weekly assembly during mentoring time and attendance at this is compulsory.

Personalisation

During Year 12, the expectations stated above are implemented for **ALL** students. After the final Year 12 Assessment window, when we can ensure that you are working and on track in your subjects, we will be happy to discuss an approach to personalised, individual learning. If you feel your timetable would support non-attendance during a full morning or full afternoon session this may be negotiated. Attendance, punctuality, Attitude to Learning and assessment data will all be taken into account and permission will be granted on an individual basis.



6. Studying Your Chosen Courses

Lessons

All lessons are **compulsory**. You are expected to attend every lesson you are timetabled for and be fully prepared for each lesson; this includes having the relevant books and equipment. Expect to be set work to complete outside of lessons to support the learning you have done and / or to prepare for your next lesson.

Homework

Homework will be set for most lessons and will need to be completed appropriately by the deadline. Illness should not be seen as an excuse to not complete homework; you should find out what was set and complete the work as soon as you can after your return to school.

Internal Assessment

It is important to work effectively throughout all of your time in Sixth Form. To enable this, your teachers will assess your progress at different points in the academic year and communicate that assessment to you and your parents /carers.

The Sixth Form Learning Mentor will meet with you throughout the school year as part of the Supervised Study or Study Skills sessions. This is to offer you support with your subjects and address any issues that may arise. As you will learn, the amount of work expected of you is greater than you have previously been used to. The Study Skills sessions are a way to ensure you are meeting the demands and will achieve your best potential.

Examinations

Examinations take place during the months of May and June (and at other points in the year for BTEC courses). Before this time you will be given a printout stating which examinations you have been entered for. It is **your** responsibility to check that you have been entered for the correct examinations.

Staff Absence

If a teacher is absent you have the responsibility to go to the classroom and collect information about the work that has been set. Teachers who know they are going to be absent will leave clear instructions for the completion of the work for the lesson either in person or via email. Unless otherwise stated, you should remain in the classroom where you are timetabled for that lesson, to complete the work set.

Changes to your Course

You may discover that you have chosen the wrong course; your previous examination results may have been different than expected or you may have simply changed your mind. As long as you meet the entry requirements and it is within the first half term of Year 12, we will



happily facilitate such a request where possible. It is very important that you understand that once you start your course you cannot drop it at any point during the two years.

7. Core programmes and Independent Study

The Sixth Form Curriculum comprises of the following elements which build to make a personalised programme of study for each student:

A Levels: Students can choose three A Level subjects dependent on prior attainment from a range of different subjects.

Vocational Level 3 Courses: Students can choose one, two or three subjects. We offer a range across different subject areas.

GCSE Maths and English: All students who have not reached a Grade 4 prior to joining us will be expected to re-sit these qualifications.

Level 3 Core Maths: Students who do not wish to take A Level Maths have the opportunity to take this subject alongside their main three subject choices.

Extended Project Qualification (EPQ): Students can choose to undertake the EPQ in Year 13 as an additional qualification. This allows students to show a depth of study in one particular area of their studies which enhances their UCAS and job applications.

Extended Programme: All students have the opportunity to participate in Enrichment activities which comprise of many sporting and cultural activities. Students also undertake a period of work experience in Year 12. The mentoring programme supports the UCAS and careers programme to ensure students have clear progression strategies in place following their results in the August of Year 13.

One major difference between Year 11 and Sixth Form is that you have time in school when you are not timetabled to be in a lesson. We expect you to use this time to study by reading round your subject, making notes, completing homework, researching, revising for tests, assessments and exams including creating revision materials, planning or drafting work.. How you choose to use these times can have a significant impact on your ability to work independently and your success in your subjects. We have dedicated spaces where students should work during your Independent Study periods in order to allow you to study successfully. These include:

- W3 - a dedicated IT area at the top of Woodlands;
- Classrooms on the second floor of Woodlands - including access to IT in W12
- Sixth Form Study Rooms on the ground floor of Woodlands.

Desks and limited computer access are available in these rooms but there is Wi-Fi access for students to work on your own laptops, tablets etc.



8. Sixth Form Privileges and responsibilities

The Common Room

This area has casual furniture, areas for informal study and is an area for Sixth Form students only. We ask you to respect this room – graffiti or vandalism is not acceptable and because it is **your** Common Room, we expect you to monitor it at all times. Please ensure that others treat the Common Room appropriately. You can eat in the Common Room but please ensure that any rubbish goes in the bin. There is a kitchen area for you to use. **Do not let anyone from outside of our school or the Sixth Form into the Common Room.**

As a student in the Abbot Beyne Sixth Form, I agree to meet the following objectives:

- To complete work to the best of my ability at all times and meet deadlines set
- To take responsibility for my own learning by completing independent research into my areas of study and completing all homework set as requested
- To contribute to the life of the school as a whole
- To arrive punctually to lessons, mentoring and enrichment activities. To sign in or out when arriving or leaving the premises after normal registration time
- To check emails daily
- To take responsibility for informing school of the reason for any absence, in advance wherever possible
- To behave in a way which provides a positive role model for younger students
- To ensure that I do not partake of or bring onto the site any alcohol, tobacco or illegal substances
- To adhere to the dress code for Sixth Form
- To keep part-time work to out of school hours and to a maximum of 10 hours per week
- To have respect for others needs to be able to work quietly and keep noise to a minimum
- To have respect for the privileges enjoyed by Sixth Form students and ensure that mobile phones are used only in and around the Woodlands building.

Sixth Form Dress Code

Our dress code is “smart casual / smart office wear”. Students are expected to dress at all times in a manner that is fitting for maturing, young personnel in a professional situation. We realise that one of the attractions of being a Sixth Former is the privilege of not wearing a uniform. However, the following are not considered smart casual and therefore not acceptable:

- Jeans or denim
- T-shirts
- Trainers
- Low cut or short tops
- Shorts



Any student who does not comply with the dress code will be sent home to change – this includes students sitting examinations. In all of this, the emphasis is on self-respect, maturity and setting a good example. Should there be any uncertainty over our dress code, please discuss it with Mrs Timson.

Lanyards

It is a legal responsibility of any institution that caters for young people to ensure they are safeguarded against harm. As such every adult or student who is not identifiable by a uniform must wear a lanyard with their picture on. As such all Sixth Form students must wear a lanyard at all times in the building. At the beginning of the year, you will be issued with an electronic key card to access the building. If you lose your key card, it is vital that you inform school so that it can be cancelled and therefore cannot be used by someone else to access the school.

Digital Devices

The school has a policy of not allowing phones to be used in lessons or on corridors. Please comply with this. You may choose to use devices in the Common Room and Study Areas (for work) but do not use them around school, in corridors or classrooms where your teacher has not agreed for you to do so. Please set an example of what we expect as you move around school, so younger students see sensible role models complying with basic school policies.

We encourage you to use your own devices such as laptops and tablets for work in study areas and lessons where this is appropriate. As you become more independent learners, you may find it easier to transfer work if you use your own devices. We expect you to use Wi-Fi appropriately.



9. Leadership Roles

As a member of Abbot Beyne Sixth Form, you are the oldest students in the school and as such, we expect you to act as role models for other members of the school community, being positive and friendly and supporting students who might need your help. We expect all Sixth Form students to support staff and the school in a wide variety of roles, from the day to day work of ensuring safe movement around the building to supporting school events such as Open and Consultation Evenings and sporting and musical events.

For those of you who are keen to be even more actively involved in leadership roles and responsibilities, we offer a range of roles and opportunities to all members of our Sixth Form. Detailed information about these roles will be given to students in September and we hope that many of you will apply and get involved. Leadership roles for Sixth Form students include the following Head Students, House Captains and Sports Captains.

Students with leadership roles will also be part of a range of Student Learning Council groups in the wider school. The Student Learning Council gives you a voice and is pivotal in developing and amending school policy and organising any events.

Abbot Beyne Anti-Bullying Policy

Abbot Beyne initially received the Staffordshire Anti – Bullying Pledge in July 2011 and have renewed this award several times since. Our school became a Stonewall Champion in May 2016 and part of the Diana Award Anti Bullying ambassador programme in September 2018. The training was renewed in September 2019. As a school we are committed to achieving a bullying free environment so we can learn in a relaxed and secure atmosphere.

Bullying or harassment of any kind is unacceptable at our school. If bullying does occur, all students should report it in the knowledge that incidents will be dealt with promptly and effectively. We are, therefore, a TELLING school. This means that anyone who knows that bullying is happening to themselves or anyone else is expected to tell someone.

Bullying involves any repeated action on the part of one or more persons that the victim in question finds extremely hurtful. It should be noted that the above definition would, therefore, exclude one off events and could in some cases, perhaps, involve the so-called 'bully' or 'bullies' not realising the significance of their action. Bullying can take different forms and can be blatant or exceptionally subtle. Bullying can be:

Emotional: being excluded, tormented (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of aggression and intimidation.

Racial: racial taunts, use of racial symbols, graffiti, gestures

Sexual: unwanted physical contact, sexually abusive or homophobic comments and graffiti.

Verbal: name-calling, spreading rumours, teasing



Cyber: All areas of the internet, such as e-mail and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.

Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated equally and with respect. Students who are bullying need to learn different ways of behaving and may themselves need help and guidance in this area. The school has a responsibility to respond promptly and effectively to issues of bullying.

Students should be encouraged to report all cases of bullying to: Mentors, Progress Leaders, Pastoral Tutors, Student Leaders, or any other responsible adult in the school.

Sixth Form students have had training as Anti-Bullying Ambassadors through the Diana Award programme to help organise the many different ways we could implement anti-bullying within our school to make a difference in areas such as cyberbullying, and how to use social media safely.

HELP ORGANISATIONS

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri -10-4) 0845 1205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Childline 0800 1111



10. Other key information

Fire Drills

Stay calm and follow your teacher's instructions. Leave all your belongings in the room. Leave the school building as quickly and calmly as possible by the nearest fire exit. The fire exits are on display in each classroom. Make your way onto the front field and line up. Wait to be registered by a member of staff. Remain outside until you receive further instructions.

16-19 Bursary Fund

If you are eligible for Free School Meals then you can apply for extra funding to help with the costs incurred through learning. You will only receive the funding if you attend school and perform well. If you are not in receipt of Free School Meals you are still entitled to apply for extra funding in times of hardship. Details will be given to all those who may be eligible.

Food and Drink

There is not a dedicated Sixth Form café on site but you can purchase your drinks, snacks and lunch from the Lunch Box at Linnell. As there is limited seating available and you should return to Woodlands to eat or drink. Students are not allowed to eat in corridors, classrooms or the LRC and we ask for your co-operation with this. You may eat in the Common Room and other general school social areas.

Support

Post-16 courses offer a higher challenge than you would have previously encountered. Seeking further support and guidance if you encounter difficulties is normal and expected. The Key Stage 5 Learning Mentor or your Mentor are always on hand in the first instance to help with any issues that may arise. Ultimately we want you to be successful and enjoy your time in the Sixth Form. If there are any barriers to this at any point, please make sure that you raise concerns with your mentor and your subject teachers in the first instance.

Provision of ipads / laptops as part of the school Ipad / laptop Scheme



11. Ipad and Acceptable Use Policy

If you take your iPad home, your parents will have signed an Acceptable Use Policy. That policy states that it is the responsibility of students to look after the iPad assigned to them. This includes:

- Keeping the iPad in the protective case provided at all times (the case provided must not be replaced with an alternative case)
- Ensuring that the iPad is adequately charged before it is brought into school each day
- Keeping the iPad well away from any food, drink and other liquids
- Periodically wiping the screen to protect it from marks and grease
- Keeping it safe – students must not leave the iPad lying around or place it anywhere it could be stolen or damaged (this may invalidate any insurance claim)
- Maintaining a lock-code for the iPad – students must not reveal this code to anyone else apart from the school ICT technician or the designated teacher
- Manage the memory space on the iPad responsibly in order to access school apps, documents and resources
- Inserting and removing the charger lead correctly and carefully (the school will not replace chargers that have been damaged through carelessness)

Within Abbot Beyne School , the use of iPads to access the internet and school network will be monitored and filtered, in line with internet access across the school network. To encourage use as a fully immersive digital device, we will allow students to install their own music, books, films and apps. However, they must comply with the following guidelines:

Students must NOT:

- Use their iPad to access content or websites that are inappropriate or illegal
- Ignore copyright – any media placed on the iPad by students must be their own or copyright-free
- Install apps that are age inappropriate or offensive. Abbot Beyne will remove any apps/media that it considers to be inappropriate
- Try to 'jailbreak' the iPad or change the settings that have been put on by staff
- Use the iPad to engage in any kind of criminal activity, gambling, spamming, hacking, etc.
- Use the iPad to take photographs / audio / video recordings of any other students / member of staff without their consent.
- Use their iPad for playing games during lessons

Students must also make sure that they use the iPad in lessons in accordance with the class rules of the relevant teacher – some uses and activities may only be allowed in certain subjects or at certain times. Any violations by students will be taken seriously and Abbot Beyne School will take appropriate action, including loss of school internet access, locking or removing features and wiping or repossession of the iPad. Parents/carers will also be informed where these guidelines have been breached.

