



Chenderit School
A VISUAL ARTS COLLEGE

aim high

Chenderit Sixth Form

Year 13 Sixth Form Student Handbook



Name:

Tutor group:

Welcome to Chenderit Sixth Form!

We are thrilled to welcome you back to Chenderit Sixth Form and we are excited to be a part of your academic journey over the next year. This handbook is designed to give you lots of important information about how to make the most of your time here, and you will be referring to different parts of it throughout your two years with us so please keep it safe and take the time to read it carefully.

Our main goal is to ensure you have an enjoyable, exciting and rewarding time with us and we will always do our best to help you achieve academically and develop wider skills that will help you to become successful members of society.

If you have any questions or require any help or assistance over your two years with us, then please speak to a member of staff – they will always be happy to help you.

We wish you every success during your time with us at Chenderit!

- The Sixth Form Team

Mrs Millan – Head of Sixth Form

Mrs Rowe – Deputy Head of Sixth Form

Mrs Smith – Pastoral Support Manager

What is expected of you?

We expect all of our students to be a role model, both within the school environment and outside of it in the wider community too. In order to guide our students in what is expected of their behaviour, the following Code of Conduct sets out the standards that are expected. This is in addition to the whole school Behaviour Policy. This is by no means an exhaustive list, but details general principles which if broken could lead to disciplinary action being.

Chenderit Sixth Form Code of Conduct

All students at Chenderit Sixth Form are expected to:

- Treat everyone with respect and make sure that their behaviour does not discriminate against anyone or make any other person feel uncomfortable
- Respect the rights and interests of other Chenderit Sixth Form students, staff and visitors
- Attend all lessons and arrive to them punctually, including tutor time. Overall attendance should not be below 95%.
- Attend assemblies each week
- Ensure any absences are essential, e.g. for medical reasons. The reason for absence must be reported to the school's attendance officer (Mrs Craske) and Mrs Smith on the day of absence and any work missed is caught up in a timely manner. **If you need to leave site during the school day for this reason, your parents must contact the Sixth Form Team and the Attendance officer in advance to confirm and you must sign out in reception prior to leaving.** If you are ill and need to go home, you must see Mrs Liston in medical or Mrs Smith first and contact home will be made. You must not leave site without speaking to a member of staff first.
- Take personal responsibility for their own learning and make active use of the learning resources and support services provided
- Work hard and complete all work within specified deadlines.
- Take an active part in reviewing their progress with their tutor during each planned target setting week, and with subject teachers during parents' evenings.
- Seek help from their Personal Tutor or Student Services if they need it
- Act safely so that they do not put themselves or others at risk and observe all health and safety rules of Chenderit School
- **Wear their purple lanyard and their attached ID card at all times without exception**
- Act with consideration for the Sixth Form environment and other Sixth Form users
- Ensure their actions promote Chenderit Sixth Form and the school community in a positive light and do not bring the school into disrepute

All students at Chenderit Sixth Form should not:

- Behave in a disruptive, aggressive, intimidating, bullying or unruly way
- Disrupt or interfere with the education or learning of fellow students
- Misuse property and equipment, including IT equipment
- Be intoxicated or be incapable of undertaking their course work because of excessive drinking or use of controlled substances
- Cause malicious damage to, or theft of, the property of other students, staff or visitors
- Use foul or abusive language
- Gain unauthorised access to, or make modifications to files or computer material
- Carry any weapon or any other object with the intention or purpose of using it in a threatening way

I agree to adhere to the above Code of Conduct and acknowledge that failure to meet these expectations may result in disciplinary action being taken, as per the whole school behaviour policy.

Signed:.....

Date:.....

What can you expect of us?

- Clear written information and guidance about which units you will study on the course, the means of assessment for each unit and the timing of assessments
- Clear information indicating what skills are necessary to develop in order to be successful in each subject
- Lessons that are clearly structured and begin on time and help you to make progress
- Target grades for each subject that allow you to have a goal to aim for
- Regular assessment through the setting of appropriate work (this can be in a variety of formats) which is then assessed and is returned with written feedback on strengths and advice on how to improve
- Formal assessments that allow staff to provide a grade indicating the standard of work you are currently producing and, in their professional judgment, the grade they anticipate you will gain at the end of the course, assuming you continue to work to the same standards as you have been recently
- Individual meetings on Parents' Evening to discuss progress shown in your assessments, and targets set to focus on how you can progress further.
- A pastoral tutor who will guide and support you with your academic progress, as well as with any personal or pastoral matters that may arise
- A structured tutor time curriculum that allows you to take part in meaningful activities that develop your soft skills
- Progression advice regarding careers, university and apprenticeship applications and finance
- A wide range of enrichment activities that are offered by different subject areas and on a whole school

Sixth Form Tutor Groups Overview

Year 12

<i>TG</i>	<i>Tutor(s)</i>	<i>Room</i>
12A	Mrs Jackson-Pate	MU2
12B	Mr Parsons Brown	12
12C	Mr Dahal	85
12D	Mr Bonnett	46
12E	Mrs McKenna	36

Year 13

<i>TG</i>	<i>Tutor(s)</i>	<i>Room</i>
13A	Mrs Taylor and Mrs Haywood	MU1/42
13B	Mrs Brunt and Mrs McMahon	72/86
13C	Mr Hillman	34
13D	Mrs Young and Mrs King	49
13E	Mr Hill and Miss Reed	22/45

Year 12 Assemblies – Tuesdays in the Sports Hall

Year 13 Assemblies – Wednesdays in the Sports Hall

Pastoral Curriculum Overview 2026/27

Week	Theme	Year 12	Year 13
1	New Beginnings	Welcome and Expectations	Welcome and Expectations
2	Democracy and Your Future	Democracy	Democracy
3	Democracy and Your Future	Democracy – fighting for what is right	Democracy – fighting for what is right
4	Staying Safe Online	Online political bias	Online deepfakes
5	Staying Safe Online	Cyberbullying and online bullying	Online fraud and scamming
6	Rights and Responsibilities	Consent and equality of power	Consent – boundaries
7	Rights and Responsibilities	Safety in relationships The law on relationships	The law and sexual violence
8	Promoting a Love of Learning	Love of learning – progress so far and how to get the most out of your learning	Love of learning
9	Promoting a Love of Learning	CV building and professional image	CV building and destinations
10	Anti-Bullying	Target setting Bullying in the workplace	Target Setting Cyberbullying at uni
11	Anti-Bullying	Healthy Relationships	Sexual Harassment
12	Tolerance	Work Experience	Challenging Racism
13	Tolerance	Payslips, pensions and deductions	Budgeting and housing
14	Tolerance	Revision and exam wellbeing	Revision and exam wellbeing
15	Achieving your potential	Revision and exam wellbeing	Revision and exam wellbeing
16	Achieving your potential	What a healthy life looks like	Cardiovascular health
17	Accountability	What a healthy life looks like	First aid
18	Accountability	Contraception	Contraception
19	Fighting for what is right	Menstrual Health	Self examination
20	Fighting for what is right	Alcoholism	Alcohol dependency
21	Diversity	Target Setting and Destinations	Target Setting and Next steps
22	Diversity	LGBTQIA awareness	Gender inequality
23	Equality	Rights	Misogyny and spotting micro aggressions
24	Equality	Driving and accountability	Driving and accountability
25	Extremism	Incel behaviour	Radicalisation
26	Extremism	Spending time online and illegal behaviours	The use of AI
27	Extremism	UCAS	Exam wellbeing
28	Planning for success	UCAS	Post 18 wellbeing
29	Planning for success	UCAS	Revision
30	Fairness	UCAS	Revision
31	Fairness	UCAS	Revision
32	Commitment	UCAS	Revision
33	Commitment	PPE Revision	
34	Healthy Lifestyles	The Healthcare system	

35	Healthy Lifestyles	Pregnancy – facts and choices	
36	Tolerance	Personal Safety	
37	Tolerance	Summer Safety/misuse of drugs	
38	Moving forwards		
39	Moving forwards	Planning ahead	

A student's guide to

EFFECTIVE REVISION



find what works for you!



Lets get started!

Leaving all your revision and cramming at the last minute is stressful and has limited success. The earlier you start revising, the more likely you are to effectively cover all the content and remember it



Create a suitable space

Find a quiet spot away from distractions such as the TV/your phone and keep your things all in one place, organized by subject!



Put a plan in place

Work out how much time you have and how long you can spend on each subject/topic- make sure all subjects get adequate time set aside!



Take regular breaks

It is possible to work too hard or for too long in one go! Your brain needs a rest to help it process information.

REVISION STRATEGIES:



Create your own revision resources using flashcards.

Method 1: Write a question on one side of the card and the answer on the back.

Method 3: Write the quote on one side, and your thoughts/themes on the back



Method 2: Write a key term or concept on one side, definition on the back

Method 4: Draw a diagram on one side, and the sequence and process on the back

You can colour code your flash cards into topics, case studies or subjects!



Dual Coding- putting a visual next to your written information!

Your images must be relevant to the information you have written. Therefore if you were to see the image without the text, it should trigger you to remember/recall the information



Quizlet is another online platform in which you can create your own flashcards but digitally.

You can access hundreds of other quizzing resources for your chosen topic/subject created by other users too!



Seneca Learning website:

Seneca has been designed by cognitive scientists to help students remember topics better and reduce their stress levels. You can access revision notes on each of your topics and then take quick tests to check your learning.



Switch the subject of conversation:

It's so easy to be distracted by friends or be tempted to put revision on the backburner for a quick chat so get the best of both worlds, quiz each other. Showcase all your knowledge to your friend, share ideas, you never know, they may have an idea or understanding about something, that you haven't!



Concept maps/mind maps:

A popular method is concept/mind mapping. Put a question or a topic in the center of the page and develop the idea into subtopics, including facts, chains of development, themes and/or quotes.



Revision clocks:

These sheets are available with a quick google. Broken into 12 sections this is a good way to break down a topic into small manageable chunks. You can even break it down into 5 minute chunks to see how much you remember!



Deliberate practice

Set time aside to practice what you will be doing in the exam - answering exam questions! Ask your teacher for questions!



Personal learning checklists:

Using the specification, create a list of topics you need to know and RAG your confidence. Ask your teacher first as they may have these already.

Revision guides/ knowledge organisers:

Use revision guides or knowledge organisers to help you focus in on what you need to learn. Use these in conjunction with another method mentioned.



Provide someone at home with a list of key terms or questions:

Provide someone at home with a list of key terms or questions that you want to master this week, every time they see you, they have to ask you one of these questions! It may even replace the usual conversation at the dinner table!



REVISION MISCONCEPTIONS:

There are many ways to revise, yet there are certain activities that make you feel like you are effectively revising, but in most cases, are just superficial!



Highlighting: More often than not we highlight text without actually thinking about why we are highlighting what we are highlighting. "To highlight everything, is to highlight nothing!"

TOP TIP: Colour code into themes to ensure your notes have a logical thinking process behind them



Re-reading/summarising: Ensure that you are reading and making notes with an intended purpose, simply reading text is unlikely to provide you with information that will make its way into your long term memory!



L.pellegrino

Sixth Form Behavioural Policy

As a Sixth Form student, you are a role model for our entire community and as such you should uphold the positive behaviours and attitudes that we expect of every student in our community.

Rewards:

Positive behaviour awards lead to formal letters of praise and the following certificates:

Points	Award
10	Congratulatory email from tutor
25	Congratulatory letter from tutor
50	Congratulatory letter from Head of Learning and Bronze Award certificate
75	Congratulatory letter from Assistant Headteacher and Silver Award certificate
100	Congratulatory letter from Deputy Headteacher and Gold Award certificate
125	Congratulatory letter from Headteacher and Platinum Award certificate
150	Congratulatory letter from Chair of Governors and Diamond Award certificate

Sanctions:

All Sixth Form behavior should be logged on SIMS as per the whole school policy and the number of negative SIMS logs will lead to a number of sanctions:

- 15 negative SIMs logs: Letter and SIM log record sheet sent home.
- 25 negative SIM logs: Appointment with tutor
- 50 negative SIM logs: Appointment with Head of Learning.
- 75 negative SIM logs: Appointment with Leadership Team
- 100 negative SIM logs: Appointment with Deputy Headteacher
- 125 negative SIM logs: Appointment with Headteacher
- Over 125 negative SIMs logs: Appointment with a member of the governing body.

In order to manage negative behaviour, students in the Sixth Form will be placed on Action Plans. Action Plans range from Stage 1 to Stage 7 and are in line with the whole school behaviour policy. Please see the chart on the next page which summarises the consequence structure:

Stage	Example of behaviour	Level	Actions to be taken
1	B1 and B2 behaviour such as: - Insufficient work during lessons - Poor attitude/effort - Incomplete homework	Class teacher	- Break/lunchtime detention given to complete work - Behaviour logged on SIMS by teacher
2	Continuous examples of Stage 1 behaviour or B3 behaviour such as: - Missing detentions - Persistent poor behaviour/attitude	Class teacher and Subject Leader	- After school detention given to complete work - Meeting with class teacher and subject leader; action plan put in place and monitored for 2 weeks - Class teacher makes contact with parents/guardians to inform them of the behavioural issue and the targets that were set in the meeting - Class teacher or subject leader meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks. - After the 2 week review, the class teacher or subject leader will determine if the student needs escalating to the next stage. - Behaviour logged on SIMS by teacher
3	Failure to meet targets set in Stage 2 Action Plan or B4 behaviour such as: - Bullying - Repeated mobile phone confiscation - Rude and uncooperative behaviour	Sixth Form Team (including Deputy Head of Sixth Form and Sixth Form Study Skills Supervisor)	- Meeting with a member of the Sixth Form Team and Sixth Form Team Action Plan put in place - A member of the Sixth Form Team to make contact with parents/guardians to inform them of the escalated behavioural issue and the new targets that have been set. - A member of the Sixth Form Team meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks. - After the 2 week review, the member of the Sixth Form Team will determine if the student needs escalating to the next stage.
4	Failure to meet targets set in Stage 3 Action Plan or B5 and B6 behaviour such as: - Persistent bullying - Bringing the school into disrepute - Possessing alcohol and other prohibited substances - Sexual misconduct	Head of Sixth Form	- Meeting with the Head of Sixth Form, the student and their parents/carers to take place, and Head of Sixth Form Action Plan put in place - The Head of Sixth Form meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks. - After the 2 week review, the Head of Sixth Form will determine if the student needs escalating to the next stage.

Stage	Example of behaviour	Level	Actions to be taken
5	Failure to meet targets set in Head of Sixth Form Action Plan or B7 behaviours such as: • Selling or attempting to sell prohibited substances • Repeated serious behaviours • Organised theft	Head of Sixth Form and LT	• Meeting with the Head of Sixth Form, a member of the Leadership Team, the student and their parents/ carers to take place, and Leadership Team Action Plan put in place • The Head of Sixth Form and a member of the Leadership Team meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks. • After the 2 week review, the Head of Sixth Form and Leadership Team will determine if the student needs escalating to the next stage.
6	Failure to meet targets set in Leadership Team Action Plan	Governors Disciplinary Hearing	• Meeting with a member of the school's Governing Body to discuss the behaviour concerns, and make student aware that if the behaviour is not resolved, then they are at risk of permanent exclusion. • A final Action Plan is agreed upon, and the Head of Sixth Form and a member of the Leadership Team meets with student after 1 week to check the progress towards targets and reviews overall progress after 2 weeks. • After the 2 week review, the Head of Sixth Form and Leadership Team will determine if the student needs escalating to the next stage.
7	Failure to meet targets set in Stage 6 Action Plan	Review of Permanent Exclusion	If a student has persistently shown that s/he is unwilling to meet the expectations of Chenderit Sixth Form, then the possibility of permanent exclusion that was reviewed in stage 6 will be revisited, and the students' place within the Sixth Form may be revoked.

The use of Action Plans is not strictly for subject teachers; tutors can use them to manage attendance issues, any patterns you notice in behavior reports or general attitude to learning. These Action Plans are designed to replace tutor report cards and allow our Sixth Form students to be held accountable by a more mature disciplinary style structure.

Sixth Form Action Plans



Chenderit Sixth Form Action Plan

NAME OF STUDENT	TUTOR GROUP	DATE
ATTENDANCE %	LEVEL OF ACTION PLAN Subject Area / Sixth Form Team / Head of Sixth Form / SLT / Governor	STAFF PRESENT

SUMMARY OF CONCERNS

TARGETS TO RECTIFY CONCERNS (ensure targets are tangible and achievable within 2 weeks from the date of this meeting)

Student Agreement:

I agree to achieve the targets that have been set for me in order to meet the expectations of Chenderit School Sixth Form. If I fail to meet these targets I am aware that I will continue to the next stage of the Sixth Form behaviour policy and further sanctions will be put in place. I am aware that I need to achieve these targets by

Student:

Staff:

FIRST REVIEW (One week after original meeting) Date of Review:

Staff Signature:

Student Signature:

Evidence of progress towards targets:

Is the student likely to meet the targets by the deadline set? Yes / No

If no, what does the student need to do to ensure the targets are met by the deadline?

FINAL REVIEW (Two weeks after original meeting) Date of Review

Staff Signature:

Student Signature:

Evidence of progress towards targets:

Has the student met the targets set to an acceptable standard? Yes / No

Does the student need to be escalated to the next Action Plan Level? Yes / No

Sixth Form Dress Code

Sixth Form students are role models for the whole school community and are required to uphold and embody the standards expected of students lower down the school, whilst being afforded the privilege of expressing their own identities through a smart casual dress code. This means that members of the Sixth Form must maintain consistently appropriate personal standards of dress to ensure they are promoting the professional values of the Sixth Form to the wider community, both within and outside of the school environment.

This dress code has been set in agreement with the Sixth Form Ambassador Team and wider consultation of the Sixth Form student community. It is designed to support students in upholding their responsibilities, both as a role model and in being dignified, and not causing offence/embarrassment to others. It is also intended to ensure that student dress is appropriate for a working environment and to support student safety, and as a result, it forms a key part of the Sixth Form Code of Conduct that all Sixth Form students sign and agree to upon enrolment at the beginning of each academic year. The following guidelines show the expectations of student dress within the Sixth Form; this is by no means an exhaustive list and students should seek additional clarification from the Head of Sixth Form if they are unsure of any of the guidance set out below. This guidance should be sought **prior** to wearing items that may potentially violate the dress code.

Expectations of Sixth Form student dress:

- Trousers or skirts must be smart/casual and this can include:
 - Smart jeans of a plain colour, e.g. blue or black
 - Smart cropped $\frac{3}{4}$ length jeans or trousers
 - Chino style trousers
 - Smart work wear/suit style trousers
 - Skirts that are longer than mid thigh length
 - Chino style shorts
 - Smart denim shorts that are at least mid thigh length
- Tops must be smart/casual and can include any of the following:
 - T shirts (both short sleeve and long sleeve)
 - Jumpers/cardigans
 - Blazers
 - Shirts/blouses (both short sleeve and long sleeve)
 - Smart vest style blouses or smart cotton vests with thick/wide shoulder straps
 - Cold shoulder tops with wide shoulder straps
 - Polo shirts
 - Hoodies (hoods must always be down and not obscure the students' face)
- Footwear must be plain and can include any of the following:
 - Trainers or pumps
 - Brogue/Oxford style shoes
 - Boots with a small heel, e.g. Chelsea style boots which do not rise past the knee
- Accessories such as jewellery must be subtle and meet the following guidelines:
 - Earrings are studs or small hoops no longer than chin length
 - All other types of jewellery including necklaces and bracelets should again be subtle and not be able to get caught or cause injury to the student
- Minimal neutral makeup and nail colours
- Hair colour should be natural and hair styles are not extreme.

Examples of unacceptable Sixth Form dress:

- Ripped/frayed jeans or trousers
- Jeans or trousers of a bright colour
- Shorts that are above mid-thigh length
- Casual exercise/jogging bottom style shorts
- Casual tracksuit bottoms of any kind, including leggings
- Skirts that are above mid-thigh length
- T shirt dresses
- Tops with abusive/offensive words or images on them
- Tops that show an excessive amount of skin, e.g. sheer materials such as lace
- Cropped tops, including t shirts that are tied up to make them shorter
- Casual vests or strappy spaghetti strap vests of any kind
- Trainers or pumps which are brightly coloured
- Sandals, flip flops or sliders
- Extreme hair styles or colours
- Any clothing that allows underwear or an excessive amount of skin to be visible
- Any form of headwear or accessories that fully obscure the face, e.g. baseball caps or sunglasses. Students wearing headscarves for religious beliefs are exempt from this.
- Extreme facial jewellery. Nose piercings can only be studs, unless small rings are worn for religious beliefs.
- Boots that rise above the knee
- Any footwear with a large heel/stiletto style heel
- Clothing that represents external sports teams, e.g. football tops
- Coats and outside jackets may be worn outside, but must be removed once inside the school buildings
- Nails that are extreme in length or colour

N.B.: Students are able to dress in accordance with their own gender identity. Students who are required to wear kit for Sports Studies lessons or sporting events will be required to change into their kit prior to the event, and not wear their kit for the whole day.

Consequence:

Students will be asked to remove or change any items which are not deemed to meet the standards set out in the Sixth Form dress code. If students are unable to meet this request, they will be sent to a member of the Sixth Form Leadership Team who will send them home to change if this is deemed necessary. If this instruction is given, students will be expected to change into appropriate dress and then return to school promptly for the remainder of the school day. If it is not possible for students to return home to change as they live too far away from the school, they will be required to attend their lessons but spend their free time for the remainder of the day in the Sixth Form Study Centre. If a student returns to school the following day or another day during the same term with the same dress code infringement, they will be placed on a student action plan to monitor their conduct, as per the whole school behaviour policy.

This policy has been devised in consultation with each Year 12 tutor group, and the Sixth Form Ambassador Team.

Managing Attendance

Throughout the year, as a Sixth Form we have nine points at which we check student attendance percentages, although attendance is closely monitored by your tutor and the Sixth Form Team at all times. We do not start measuring overall attendance until the end of the first half term as even one day off ill can have a large impact on a your overall attendance percentage.

Students are expected to maintain 100% attendance at all times where possible. We accept that attendance may drop due to unforeseen circumstances such as illness and personal matters. If attendance drops below 95% (the minimum expected requirement), then intervention will take place to ensure that attendance improves, as per the structure on the following page.

If students are aware of upcoming medical appointments or other issues that will cause them to be absent from school, letters should be given to your tutor or Mrs Smith as soon as possible so your absence can be authorized.

Those students who have achieve good attendance will be recognised with a letter home after each action point noted above. Good attendance will be defined as anything between 100%-98%.

Anyone with 100% attendance will be placed into a draw at the end of each term, with 5 winners pulled out at random for each year group in rewards assemblies and prizes being given.

Attendance Checkpoint Procedures:

Stage	%	Staff	Action
1	94.9% to 90%	Tutors	Email home for students whose attendance is below 95%. Refer to Sixth Form Team for previous conversations with home – medical issues etc. may give reasons for drop in attendance, in which case contact is not required. Email is sent home and set targets to attend every day. Monitor and discuss attendance with student each week, addressing any further decreasing of attendance as appropriate. At next Action Point: No further monitoring if attendance notably improves (may not have risen above 95% threshold, but has not had any days off) Further monitoring if attendance is not improving but not fallen below 90% threshold. Escalate to Stage 2 if attendance drops below 90%.
2	89.9% to 85%	Sixth Form Leadership Team	Make contact home to set clear targets and expectations for attendance over next few weeks, review through contact home after mid-way point. At next Action Point: No further monitoring if attendance notably improves (may not have risen above 90% threshold, but has not had any days off) Further monitoring if attendance is not improving but not fallen below 90% threshold. Escalate to Stage 3 if attendance drops below 85%.
3	Below 85%	Sixth Form Leadership Team	Parental meeting to set clear targets and expectations for attendance over next few weeks, review with parental meeting/ phone call home after mid-way point. At next Action Point: No further monitoring if attendance notably improves (may not have risen above 85% threshold, but has not had any days off) Further monitoring if attendance is not improving but not fallen below 85% threshold.

Managing Punctuality

As with the behavior policy, as a Sixth Form we believe our students should be subject to the same expectations and sanctions as the rest of the school community. Therefore, punctuality will no longer be managed individually within the Sixth Form, but on a whole school basis.

If a Sixth Form student arrives late to tutor time or to a lesson, then they are marked on SIMS as late, and the number of minutes that they are late is also recorded.

If we notice a pattern in terms of lateness to a particular lesson, then students can also face additional intervention such as being placed on an Action Plan.



Sixth Form Bursary

The 16 to 19 Bursary Fund provides financial support to help students overcome specific barriers to participation so they can remain in education. The bursary can be used for travel to and from the school, lunch and other essential equipment that supports a student's learning, for example textbooks and stationery.

There are two types of bursary that students can apply for:

Vulnerable Bursary

Students in one or more of the groups below may need more support and can apply for a vulnerable bursary of £1,200 per year.

The eligible groups are students who are:

- in care
- care leavers
- receiving Income Support, or Universal Credit because they are financially supporting themselves or financially supporting themselves and someone who is dependent on them and living with them such as a child or partner
- receiving Disability Living Allowance or Personal Independence Payments in their own right as well as Employment and Support Allowance or Universal Credit in their own right

Discretionary Bursary

- Discretionary bursaries are financial awards made by Chenderit School to individual students to allow them to participate in and benefit from Sixth Form education.
- The Head of Sixth Form and Finance Department consider all applications, and decide which students will receive a discretionary bursary and how much they will receive. However, they will be targeted at students who are unable to remain in education without financial help with transport, meals, books, equipment etc.

An application form for the Sixth Form bursary can be collected confidentially from Mrs Smith in the Sixth Form Study Centre.

Homework Expectations

- Within the Sixth Form, students are expected to complete 5 hours of work outside of their lessons, per subject, per week.
- This work can include homework, but is not strictly limited to this; the 5 hours per subject will also include undertaking wider and background reading for each subject, which is expected, but not necessarily set as homework.
- As all Sixth Form students study 3 subjects (or the equivalent of 3 subjects), students should be completing 15 hours per week of homework and independent work.
- Those students who struggle to manage their workload, or are unsure of how to manage their time effectively to meet homework deadlines, will be supported by the Sixth Form Team and tutor team.
- If the student forgets his/her homework or fails to complete his/her homework three times during a half term period, the student will be placed on a Sixth Form Action Plan with their subject teacher to ensure homework is completed. Where the student fails to achieve the target set in their Action Plan in regards to their completion of homework, they will be then escalate onto the next stage of the Action Plan process, which involves intervention from the Sixth Form Team and another set of targets being set for the student to achieve.

Safeguarding

As a Sixth Form and a school community, we are committed to ensuring the safety and wellbeing of each and every member of our community.

If you have any personal circumstances that are affecting your health or wellbeing, or you are aware of any issues that are affecting any other members of our community, please share these concerns with any member of staff within the school.

The Sixth Form team (Mrs Millan, Mrs Rowe and Mrs Smith) are available to speak to at any point about your concerns, as are your tutors.

The school's Safeguarding Team are also available at any point for you to speak to as well: Mrs Hooper 01295 711567 ext. 263 (jhooper@chenderit.net) or Mr Belstone 01295 711567 ext. 242 (bbelstone@chenderit.net) or Mrs Smith 01295 711567 ext. 218 (asmith@chenderit.net).

If you are struggling with an issue outside of school hours, then there are a wide variety of different organisations that can help you in the first instance:

- Ask Norman – Northamptonshire Mental Health Gateway (www.asknormen.co.uk)
- ChildLine - 0800 1111
- SelfHarm.co.uk
- YouthNet - 0207 250 5700
- Samaritans – 116 123

Other safeguarding requirements:

Please ensure that you are wearing your lanyards **and** ID cards at all times

If you need to leave site for a medical or personal reason, you **must** sign out on the forms in the study centre outside Mrs Smith's office before doing so.

Destinations Post-18

At Chenderit, our students go on to a variety of successful destinations. We offer guidance and support for all of our students to help them make an informed and well considered choice about where they would like to move on to once they had left us at the end of Year 13.

Applying for these different progression routes can at times be confusing and intimidating, but at Chenderit we provide our students with a wide range of impartial and up to date advice about each potential route they could take.

Applying for university:

The process of preparing our students for university applications starts in Year 12. We have a structured guidance programme as part of our tutor time curriculum that helps students to construct their personal statements, and we also have external visitors from universities such as the University of Southampton who deliver sessions on how to construct a personal statement. All throughout Year 12, we encourage our students to attend Open Days for the universities that they are interested in, and we also take all students who are interested to the UCAS Exhibition in Birmingham.

All students who wish to apply to university usually have to do so through UCAS (there are some exceptions for institutions such as conservatoires). UCAS forms are able to be submitted from early September every year, and we aim as a Sixth Form to have all applications submitted before the October half term break. Students have assemblies and use tutor time to help guide them through this process, and are reminded that there are variable deadlines for each course, e.g. for applications to Medicine, Dentistry and Veterinary courses the deadline is usually 15th October, and pre-admissions test may have to be taken in the summer prior to applying.

Once applications are submitted, students will be able to track their offers through UCAS Track. Students are also given information through assemblies and external speakers about applying for Student Finance. This opens usually around mid-January to early February time, and the deadline to ensure that fees and loans are paid ready for the course start date is usually in May. Accommodation also has to be applied for where required, so please keep an eye out for communication from your chosen university as the dates for applying for these do vary.

More information on the UCAS application process can be found on the UCAS website.

Applying for Apprenticeships

Apprenticeships are becoming a more and more popular option for students once they have completed their A Level studies. These courses used to be seen as an 'easy option' as opposed to going to university. However, the expectations of an apprenticeship and the hard work and dedication that is involved allows students to develop similar skills, and if a student completes a degree apprenticeship, this will enable them to gain an undergraduate degree alongside their full time job.

As apprentices are employed to do a job, this pathway is an ideal opportunity for those students who want to progress into a particular industry that they are certain they want to work in. The

study element of the apprenticeship fits in around their work, and students will spend time with an educational provider to gain their qualification. This can be done for a few hours or a day each week, or it could be completed in blocks of time – each apprenticeship provider will vary.

In order to help our students understand what an apprenticeship is and make them aware of the opportunities that are available for them, we have external speakers deliver sessions, and we also attend several conferences throughout the year, including the Apprenticeship and Skills Show and the UCAS Exhibition.

Application dates for apprenticeships do vary and will come up at different points throughout the year. We encourage our students to use the following website to keep track of each new opportunity that is posted:

<https://www.gov.uk/apply-apprenticeship>

If you would like any additional information about apprenticeships, please see this document from UCAS: <https://www.ucas.com/apprenticeships>

Gap Years:

Each year at Chenderit, we have a selection of students who complete a gap year prior to going to university, or entering full time employment. Gap years are incredibly important years as the experiences and skills that students gain whilst taking them are greatly appreciated by many university admissions tutors and employers. Whether students go travelling or wish to take a year out to work before continuing onto university, the personal growth and development occurs over the year allows students to become more focused and responsible.

If students are travelling, many of the following companies can be useful in helping them to construct a clear plan for their year:

- STA Travel - Project Trust – Africa, Asia, Latin America - A Star Future – degrees abroad - Camp International - Camp America

Safety is also an issue to consider, and companies such as Objective Gap Safety help to prepare students for their gap years, and ensure that they know how to look after themselves whilst away from home.

If you would like any additional guidance about gap years, please see the following information from UCAS: <https://www.ucas.com/discover/gap-years>

Driving safely

One of the most exciting and liberating experiences for many of our Sixth Formers is learning to drive. The sense of independence and enjoyment that this can bring can be hugely positive for our Sixth Formers, as many of students pass their tests in Year 12, and more so in Year 13. Of course, statistics show that driving as a young person is riskier than for older drivers, and that the risk is increased when carrying passengers. At Chenderit, as part of the Personal Development programme, we are committed to educating you about driving safely. This includes an extended assembly for both year groups delivered by a senior road safety officer from Kier Highways.

Driving lessons

While we recognise that driving lessons can be difficult to arrange, students must not book these during the school day and any requests to have a driving lesson during the school day, including during non-contact study periods, will be not be authorised. The school day must be used to focus on academic progress and attainment, and driving lessons should complement this, albeit outside of the school day.

Driving tests

Absence for driving tests, for both theory and practical, will be authorised as these allow for students to gain qualifications that will benefit them now and in the future. Please ask your parents and carers to inform the Sixth Form team about this once tests have been booked.

Driving during the school day

Sixth Form students are allowed off-site during break and lunch if they have signed out in the Sixth Form centre. Students sometimes use their cars during this time. This is permitted but it is something we strongly discourage, for the following reasons:

- The trips that are being made by students during break and lunch are rarely essential. All car journeys are risky, especially for young drivers.
- It is difficult to safely drive to and return from areas such as Banbury and Brackley in the time available. Inexperienced drivers are liable to miscalculate the time needed (or the likelihood of being caught in traffic) and possibly drive in a riskier manner in order to get back to school in time. This would also negatively affect their academic progress and attainment if they were to arrive late to lessons.
- It is difficult to justify the environmental impact of making shorter journeys (such as to Co-op in Middleton Cheney)
- Some drivers may choose to take passengers with them; as mentioned above, this is a particularly significant risk factor for young and inexperienced drivers and immature judgements can lead to disastrous consequences.

Being respectful of our neighbours

If you are driving to school you must also ensure you remain respectful of the community and our neighbours, especially in Archery Road and the surrounding streets. Students must park appropriately, and behave in a way that does not impact the community or bring the school into disrepute, for example, playing music too loudly, littering or leaving the engine idle. If a student conducts themselves in a manner, or is involved in these behaviours by association, then we have the right to discipline beyond the school gates, particularly if our reputation in the local community is jeopardised. This could lead to students being subject to disciplinary action as part of our behaviour policy.

Useful resources

The following websites are full of useful tips and advice for young drivers:

<https://www.theaa.com/driving-advice/safety/young-drivers>

<https://www.police.uk/advice/advice-and-information/rs/road-safety/young-inexperienced-drivers/>

<https://www.think.gov.uk/>