



**CHEADLE
HULME**
SIXTH FORM

Student Handbook

2023-2024

OPEN THE DOOR TO THE FUTURE OF YOUR CHOICE

Welcome

Welcome to the Cheadle Hulme Sixth Form. We are delighted that you have chosen to continue your studies with us. By making this choice, you have demonstrated that you share our high expectations and understand what you need to do to succeed academically and grow as an individual. We are looking forward to working with you to make sure that your time in the Sixth Form is successful, rewarding and enjoyable.

Academic Aspiration is one of the four Cornerstones of success and is a key element in your making the most of your time in the Sixth Form, achieving the best A Level results you can and progressing into higher education or the career of your choice. We expect you to demonstrate Academic Aspiration in your attitude to your lessons and independent studies and in turn will make sure that you receive all of the help and support that you need through the Life After Laurus programme.

This handbook is designed to explain our expectations and what we offer to support you on your journey through the Sixth Form. We value your opinion and hope that you will work with the staff listed on the following page to ensure that the Cheadle Hulme Sixth Form reflects its vision that all students will be able to open the door to the future of their choice.



Open the door to the future of your choice

Leadership and Management

Directors of Sixth Form

Miss H Eckhardt
Mrs H Dangerfield

Assistant Director of Sixth Form

Miss L Rainford

Heads of Key Stage 5

Mrs A Hussain
Mr C Rath

Pastoral Heads of Sixth Form

Mrs S Goodeve
Mrs S Reddy

Sixth Form Academic Services Manager

Mrs L Turner

Sixth Form Reception

Mrs E Badger

Form Tutor Team

Year 12

12HB Miss H Bush

12RS Miss R Smith

12AH Mrs A Hussain

12LL Miss L Licata

12LW Mr L Watkins

Year 13

13CR Mr C Rath

13MM Dr M Martin

13LS Miss L Sherriff

13BL Mr B Lyle

13DD Mr D Deakin



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Term Dates and the School Day

Main Term Dates

- **Autumn Term 2023** – Monday 4th September 2023 to Thursday 21st December 2023
- **Spring Term 2024** – Monday 8th January 2024 to Friday 29th March 2024
- **Summer Term 2024** – Monday 15th April 2024 to Wednesday 17th July 2024

Mid Term Holidays

- **Autumn October 2023 Half Term** – Monday 23rd October 2023 to Friday 27th October 2023
- **Spring February 2024 Half Term** - Monday 12th February 2024 to Friday 16th February 2024
- **Summer May 2024 Half Term** – Monday 27th May 2024 to Friday 31st May 2024

Public Holidays

- **Good Friday** – Friday 29th March 2024
- **Easter Monday** – Monday 1st April 2024
- **May Day** – Monday 6th May 2024
- **Spring Bank Holiday** – Monday 27th May 2024

In-service Days

- Monday 4th September 2023
- Friday 20th October 2023
- Monday 4th December 2023
- Friday 9th February 2024
- Friday 21st June 2024

Timings of the Sixth Form Day

	Monday	Tuesday	Wednesday	Thursday	Friday
	8.30 – 8.45am	REGISTRATION/ASSEMBLY			8.30 – 8.55am
Unit 1	8.45 – 9.40am				8.55 – 9.50am
Unit 2	9.40 – 10.35am				9.50 – 10.45am
	10.35 – 10.55am	BREAK			10.45 – 11.05am
Unit 3	10.55 – 11.50am				11.05 – 12.00pm
Unit 4	11.50 – 12.45pm				12.00 – 12.55pm
	12.45 – 1.30pm	LUNCH			12.55 – 1.40pm
Unit 5	1.30 – 2.25pm				1.40 – 2.35pm
Unit 6	2.25 – 3.20pm		Staff Professional Time		

We operate on a two-week cycle. All Year 12 students are expected to be in the Sixth Form building from 8.30am to 3.20pm at the earliest on Monday, Tuesday and Thursday and 8.30am to 2.35pm at the earliest on Wednesday and Friday.

Cornerstones

The Cornerstones provide a framework for all aspects of your time in the Sixth Form. They are:



We expect you to participate in activities and events across all four Cornerstones and will provide opportunities for you to do this through the Life After Laurus programme.

Life After Laurus, Electives and Apertura

Each of your A Level subjects will be allocated 10 lessons per cycle. This will leave you with at least 14 hours of independent study time. Some of this time will be spent in additional scheduled lessons, and some in self-directed study in the Silent Study Area. This time is known as 'Life After Laurus'. Throughout Year 12 you will also attend Laurus Launch Pad, a weekly session covering a variety of topics to prepare you for life after Sixth Form.

Life After Laurus

The Life After Laurus programme will provide you with opportunities to develop skills which are highly valued by universities. If you aspire to attend a prestigious university or get a top job, then you'll need to commit to developing these skills and more. You'll have space on your timetable for autonomous, independent study, but it's not enough to have top A Level grades. We don't just want you to be successful in our Sixth Form, we want you to be successful when you leave us. We want you to be able to compete against the best – because we expect you to be the best. And we believe that you are. There will be a comprehensive package of timetabled activities, workshops and events. You will also be able to attend additional supplementary activities at other times of the year. Examples of the various activities, workshops and events are:



- Career briefings with local practitioners (e.g., from law firms, medical practices, accountancy companies, engineering firms and other professions you might be interested in)
- Careers advice

- Visiting speakers from universities
- Work Experience
- Selecting an appropriate university and course
- Degree Apprenticeships
- Writing a personal statement
- Preparing for Oxbridge entrance
- Preparing for Medicine, Dentistry and Veterinary Science entrance
- Interview and presentation techniques
- Preparing for university life
- Student finance

As Life After Laurus suggests, once you are a Laureate, you will always be a Laureate. Our alumni network, the Old Laureates, is a way for you to stay connected with other Old Laureates (and us!) at every stage of your future career.

The Electives Programme

The Electives programme provides enrichment opportunities across the Culture, Creativity and Rhetoric, Leadership and Service and Physical Endeavour Cornerstones.

Included in the Electives programme are extra-curricular activities which will provide you with invaluable experiences and help to develop your confidence and wider knowledge, - for example, The Duke of Edinburgh Gold Award, Medics, Music, Oxbridge, ab initio languages and Model United Nations. The Duke of Edinburgh Award is held in high regard by universities and employers as it demonstrates a range of personal qualities, not least leadership and community involvement. All students also have the opportunity to take part in a PE elective as part of the Electives programme.



There are also many opportunities to develop the Leadership and Service Cornerstone within the main school. If you would like to help with activities such as lower school Drama Clubs, Language Ambassadors etc, or if you would like to start a club or an activity of your

own in the main school, then speak to the appropriate member of staff. Evidence of initiative of this type, particularly if it links to a subject you intend to continue to study, will be well received by universities or employers.

Similarly, if you would like to set up and organise a club or activity of your own for the Sixth Form, then we would be happy to support you.

Apertura



Taking its name from Latin, meaning “opportunities about to open”, Apertura is a Laurus super-curricular programme designed to expose you to academic dialogue and independent research in preparation for applications to competitive universities such as Oxford and Cambridge.

Through lectures from visiting academics, small group supervisions and independent research, you will be widely engaged in academic thought and conversation. The programme runs through Years 10, 11 and 12, mirroring the three years of a traditional undergraduate Oxbridge college community.

The programme of study is broad and is designed to afford freedom for you, your lecturers and supervisors. You will encounter and investigate a variety of topics taken from different subjects across three strands, each year.

Alongside supervisions and lectures, the Apertura Theory of Knowledge (AToK) project provides an opportunity for you to work with other Apertura students to consider a question together but each from a different subject perspective. At the end of the year, you will share and discuss your AToK findings and thoughts with an audience from the Apertura community.

You will be supported through the programme in other areas too, to build your confidence and resilience and ensure your wellbeing.



Posts of Responsibility



Student Presidents and the Sixth Form Cabinet

These roles are similar to that of Head Girl/Boy and their Deputies in the High School. The Student President and the cabinet members lead the student Sixth Form Cabinet and are elected by their peers. Sixth Form Cabinet members are good leaders, team players, communicators and listeners. You should be able to represent the views of others as well as your own. It is important that you are able to work as part of a team with students and staff. It is also essential that you have good time management and organisational skills as you will need to balance the demands of your studies with the demands of the role. Sixth Form Cabinet members play an important role in leading and developing the Sixth Form. You will meet regularly with Sixth Form senior staff to discuss Sixth Form matters. The main responsibilities of the student Sixth Form cabinet are below.

Social Events

Sixth Form Cabinet members organise end-of-year events for the Sixth Form.

Leadership Opportunities

Sixth Form Cabinet members welcome guests to the school and help at official school functions, e.g., whole school and Sixth Form Open Days/Evenings, and Induction Days. You may also be asked to speak on these occasions and so will have the opportunity to develop your public speaking skills.

House Leaders

Becoming a House Leader provides an opportunity for students to get involved in a leadership role in Year 12. You will be the representative for your House and you will have

the opportunity to develop your organisational skills, enhance your ability to work in a team, and lead on challenges linked to the Cornerstones. House Leaders also organise charity events in the Sixth Form.

Becoming a **Wellbeing Ambassador** provides an opportunity for students to lead on supporting the emotional and physical wellbeing of our students. You will help to promote current wellbeing activities in the Sixth Form, and you will be involved in producing new wellbeing activities for our students.



Rewards

As you engage in activities and attend sessions linked to a specific Cornerstone, you will gain credits towards the pin for that particular Cornerstone. If you follow the Life After Laurus and Elective programmes properly, then you should achieve all four sections making up a complete badge. This will also indicate that you are well-prepared for post-Sixth Form study or taking up employment.

Throughout Year 12 and 13 Cornerstone pins and prizes may also be awarded on an ad hoc basis by a senior member of staff for outstanding contribution to that Cornerstone.

You will also be assigned to a House and through the House system you will participate in a variety of activities to earn points for your House



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Attendance and Punctuality

There is a direct correlation between attendance and achievement. Arriving on time, every day, to every timetabled session, is a good way of preparing yourself for successful further study and the world of work. 100% attendance will be rewarded with credits towards the Academic Aspiration Cornerstone pin.

You should attend form time every morning by 8.30am at the latest. In addition, you must attend all timetabled subject lessons and the minimum number of sessions required for completion of the Life After Laurus and Electives programmes.

If you are absent through illness or other unavoidable circumstances, **please ensure that your absence is reported by a parent/carer by phone or email.** You should report to your form tutor or Head of Year on your return.

If you have not attended registration or signed in late at Reception during Unit 1, a text will be sent to the appropriate parent/carer.

Medical absences for more than five consecutive days will require a medical certificate. Only urgent medical, dental and other appointments should be made during school hours, preferably out of lesson time.

Routine appointments must not be made in lesson times. This includes driving lessons and driving theory tests.

You must not be absent from school to attend family holidays, festivals or go away with friends during term time. This will be recorded as unauthorised absence. Unsatisfactory levels of attendance will result in a discussion with a senior member of staff. This may lead to formal warnings if no improvements are made.

Acceptable reasons for absence:

- Serious illness
- Practical driving test (not lessons or theory tests)
- Emergency doctor or dental appointment
- Funeral of a close relative/friend
- Religious festivals
- University open days (see later section)
- Any other good reason accepted by the Sixth Form

Holidays during term time will not be viewed as an acceptable reason for absence.

K.A.S.H. Monitoring and Target Setting

Knowledge, Attitudes, Skills and Habits could also be viewed as 'Cornerstones'. Each is an essential (and equally important) component of what you, as an individual, bring to your studies and eventually your working life. In Year 12, the Life After Laurus programme will include some workshops designed to help you to work out where your strengths lie and what areas you might need to develop. When we report on your progress towards your targets (see below), we will also report on how you are developing KASH in each of your subjects.

At Cheadle Hulme Sixth Form every student is given a target for each subject. These targets are informed by your overall performance at GCSE and by your performance in specific areas which link to your chosen A Levels.

We expect the very highest of standards in terms of academic achievement and as such set challenging aspirational targets. You will be assessed against these targets regularly throughout your time with us.

POTENTIAL + CHALLENGE = TARGET

Your performance in assessments, assignments, class-based work and prior attainment will be used to determine your predicted grades for use on your UCAS application. Your progress will be monitored on a regular basis with your tutor being your first point of contact.



Dress Code, Behaviour and Conduct

As a senior member of an 11-18 school, you are an ambassador in the wider community and role model for younger students. We expect you to set the example and tone to the rest of the school in terms of behaviour, attendance, attitude and dress.

We expect all students to observe the code of business dress for our workplace even in warm weather. Any student who is inappropriately dressed will be asked to return home to change regardless of distance travelled.

Identity Badges

It is extremely important that all adults at Cheadle Hulme High School and Sixth Form are instantly recognisable as part of the school community. This is a legal requirement. To ensure this, we ask all staff, Sixth Form students and visitors to wear a photographic identity badge. You will be provided with a badge and lanyard at the start of the year. If you forget your badge, then you must see your Head of Year for a temporary one. You may also be asked to return home to collect it.

Leaving the Site

You may leave the site if you wish to buy your lunch locally at breaktime or lunchtime. You must sign out whenever leaving the site and sign back in on your return.

Open Day Visits

You are encouraged to attend University Open Days, up to a maximum of three on week days in any half term during school time. (Most universities now have Open Days at the weekend). You must complete an Absence Request Form, have it approved by parents/carers and your subject teachers and submit it to Sixth Form Reception at least three days before the visit takes place. (If an alternative Open Day is available at the weekend, permission to miss a day off lessons will not be given). Failure to submit this form will result in the absence being unauthorised.

Employment and Part Time Jobs

We know that many of you will have a part time job at the weekends or during holiday times, but it is extremely important that you do not prioritise work above your Sixth Form studies and your results. You should also think very carefully about whether or not your weekend or holiday work may be preventing you from undertaking voluntary work experience which would greatly enhance your chances of studying a particular subject at university. In particular, if you intend to apply for a place to study dentistry, medicine or veterinary science, you must try to gain as much appropriate work experience as you can. In addition to direct experience, it is advisable to become involved in the wider community in order to show that you can work with a wide range of people in a caring environment. For medics and dentists, work in a nursing home for the elderly or disabled, a nursery or even a charity shop is very valuable. Evidence of a sustained commitment will be essential and so you should avoid taking a part time job which prevents you from gaining experience which will ultimately be of far more value to you.

Our advice is that you should not be working for more than 8 hours per week in a part time job.

Vehicles

For reasons of health and safety and space constraints, students are not permitted to bring their cars on to the school site. We would also strongly discourage you from driving to school and parking in the neighbourhood as parking space is limited in the area and residents are rightly concerned that they may be inconvenienced. You should not park on Woods Lane under any circumstances.

Work Experience

All Year 12 students arrange and complete a period of work experience or volunteering in the Spring Term and you should start to plan for this from the start of Year 12. If you are intending to study Medicine, Dentistry or Veterinary Science, you are strongly advised to undertake regular volunteering from the beginning of Year 12.

The Sixth Form Building

The Sixth Form area is a designated space for Sixth Form students only. You should not invite students from any other year group into this area.

Silent Study Centre

The Study Centre is available from 8.00 a.m. – 6.00 p.m. This area must be used for silent study only. Books in the Study Centre should not be removed and should be replaced on the shelves after use.



The Refectory

The Sixth Form refectory is available for Sixth Form students from 8.00 am. You may also bring your own food to eat in this area. Lunch is available from 12.00 noon to 2.00 pm.

The Extended Project Qualification

The Extended Project Qualification (EPQ), offered within the Electives programme, is a stand-alone qualification that involves completing an independent project on a topic of your own choice. It may link to a particular subject you are studying, or be a personal interest that you wish to pursue. You are supervised and taught research skills, but must carry out your research independently.

The final product is either:

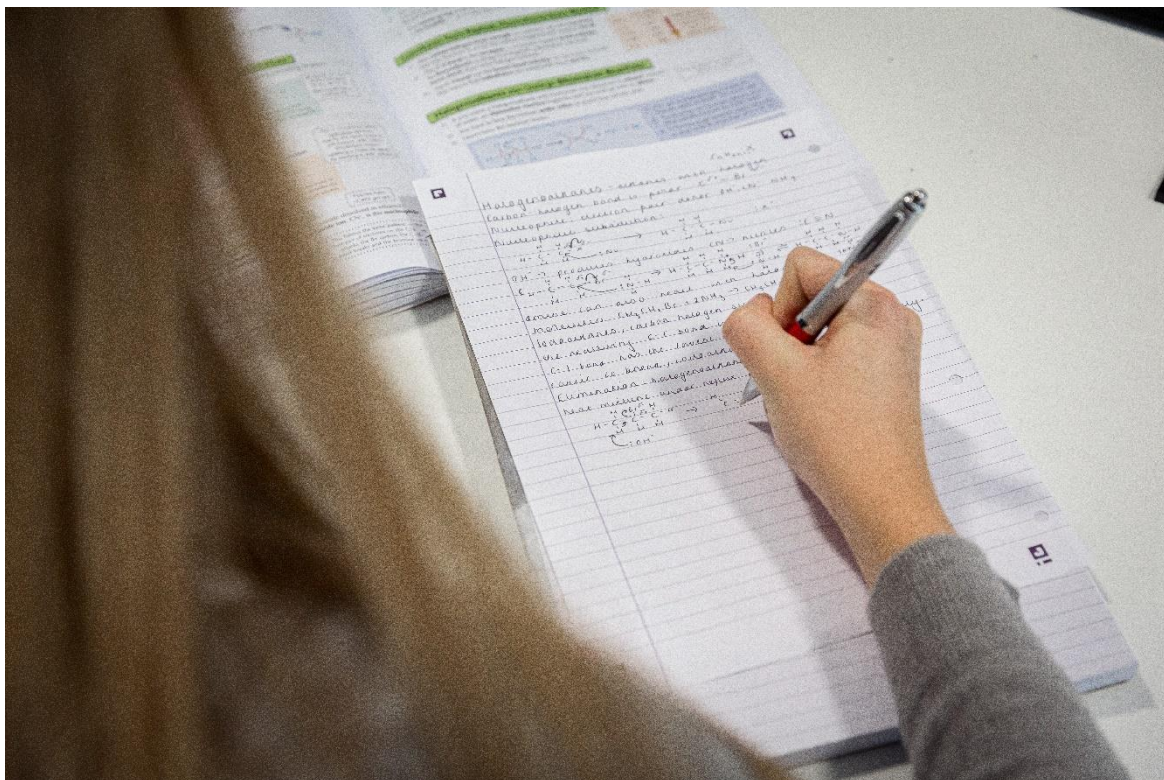
- A 5000 word written report / essay
- A 1000 word report + an artefact e.g. a film of a performance, a piece of artwork, a piece of music, a website, evidence of an event you ran etc.

The EPQ is graded A* - E and is worth half an A Level in terms of UCAS points. In addition to handing in the work, you must also deliver a short presentation explaining how you went about the project, what your main findings were and reflecting on the success of your project.

The EPQ is marked on four criteria:

- Management of the project
- Use of a variety of resources
- Developing and realising the project
- Reviewing the project and its outcomes.

The EPQ is well regarded by universities as it demonstrates skills which are vital for a successful Higher Education experience. If you choose a topic which allows you to develop an area of a subject which you intend to study at university, then you have an excellent basis for an in-depth interview and a chance to demonstrate your passion – extremely important for Oxbridge, Medicine, Law and Veterinary Science. For further information please see a member of the Sixth Form team.



ICT

The log-in and password details which you used in Year 11 will continue to work. New students to Cheadle Hulme High School will be assigned a log-in and password details which will be issued to you on the first day of term.

Personal laptops/tablets and other mobile devices may be brought into school for academic use, but may only be used in lessons with the agreement of the teacher. You will be able to connect to the school network wirelessly and will have access to the internet, OneDrive, email account, My Documents and Sixth Form Shared Area folders via Home Access Plus on SharePoint (as you would from home).

We would expect you to use your laptop/tablet/mobile device mainly for basic word processing requirements – if you do not have the Office suite, please see a member of the IT Support Team who can install for you under our site licence agreement.

Should you wish to bring a personal device, then we will provide internet access but will not be providing technical support.

Students who have decided to use their own devices in school are subject to the same guidelines / responsible use policy as those who are using a school device, but the school cannot take responsibility for loss or damage and parents should make their own arrangements if they wish their own device to be insured.

Examinations

Internal examinations will take place at the end of Year 12. We expect you, at the end of Year 12, to be working at least at Grade C or above in order to be able to access the most competitive courses at competitive universities when university applications are made in the Autumn Term of Year 13. You will also have a formal assessment in each subject in January of Year 12 and mock examinations take place in March of Year 13. In the Summer Term of Year 12 Further Mathematics students will be entered for the AS examination and Core Mathematics students will be entered for the Level 3 certificate.

Life After Laurus

The majority of our students make applications to university in the Autumn Term of Year 13 and many will also apply for degree apprenticeships. You should start thinking about where your academic interests are focused and the subject(s) you would like to pursue at university from early in Year 12. You will be supported by your subject teachers, your form tutor and the Sixth Form team. You will also engage in some super curricular activities (wider study, beyond your A Level curricula) giving you the best chance of gaining a place on very competitive courses at competitive universities, and making sure you are well prepared for university study.

Changing Subjects

Most students will study three subjects at the start of Year 12.

It may be that, early in Year 12, you decide that one of your subjects was not a good choice for you. If this is the case, you must discuss this in the first instance with your subject teacher. If you then decide that you want to change from one subject to another, you must inform the Director of Sixth Form so that we can check:

- The new subject fits into your timetable
- There is a space in the group
- You will cope with the new subject (in order to establish this, we will arrange a meeting with the teacher(s) of the subject you have selected at which you and they can ask questions and establish whether or not it is the right choice for you).

If everyone is in agreement that the new subject is an appropriate choice, then we will ask you to complete a pro forma to be signed by your parents/carers.

You will not be allowed to change a subject after October half term. Doing this would generate a great deal of 'catch up' work and would compromise your performance in your new subject.



Financial Support

The Government has set aside some money for schools, colleges, training providers and local authorities to allocate to young people who need financial support to stay on in further education or training. This is called the 16-19 Bursary Fund. There are two types of bursaries, a bursary for students in vulnerable groups and discretionary bursaries. Cheadle Hulme High School operates a no-cash policy and as such, bursary payments will be paid in kind where possible, or via the BACS system.

Bursary for students in vulnerable groups

A bursary for students in vulnerable groups of up to £1200 is available to students who meet the criteria below. To qualify for this bursary award, you must be either:

- in care or a care leaver
- in receipt of Income Support (or Universal Credit) in your own right
- in receipt of Employment and Support Allowance (or Universal Credit) and Disability Living Allowance or Personal Independence Payments in your own right.

Discretionary Bursary

We welcome applications for the Discretionary Bursary award from students whose household income is below £27,000 per year. The Discretionary Bursary Award is to help you with any education-related costs that may arise during the school year, including essentials like a meal during the day or transport to the Sixth Form. Or you may need extra help to buy additional books, clothing or equipment for your course, or to pay for educational visits.

We may also look to provide support through the Discretionary Bursary fund to students who are not automatically eligible for an award but who face exceptional circumstances during the academic year which impact on their ability to participate in full time education. Proof of income or hardship will be asked for and awards are dependent upon available funds.

Applications should be explicit in outlining the exact expense details. Where possible the discretionary bursary will be provided in the form of equipment or services e.g., travel tickets etc. Only in exceptional cases will money be provided for expenses. Payments to support additional educational expenses will be made at the point of approval of application.

Funding may be withdrawn if you do not attend regularly or do not adhere to the Learning Contract. (A reference copy can be found at the back of this booklet.)

There is further information about the 16-19 Bursary Fund at the back of this booklet. Application forms and expense claim forms can be obtained from Mrs Turner in the Sixth Form Office.

Free School Meals

Free school meals ("FSM") are still available to qualifying students in the sixth form.

If you are a student already in receipt of FSM and entering the sixth form from either CHHS or another school within Stockport then we will be notified automatically about your entitlement. If you are joining from a school outside of Stockport, or your circumstances have recently changed and you believe you are entitled to FSM then please apply using the online form on the Stockport council website

<https://www.stockport.gov.uk/start/free-school-meals-application-form>

The 16 – 19 Bursary Fund: Your questions answered

What is the 16-19 Bursary Fund?

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- in care or a care leaver
- in receipt of Income Support (or Universal Credit) in your own right
- in receipt of Employment and Support Allowance (or Universal Credit) and Disability Living Allowance or Personal Independence Payments in your own right.

Discretionary Bursary

We welcome applications for the Discretionary Bursary award from students whose household income is below £27000 per year. The Discretionary Bursary Award is to help students with expenditure such as transport costs, equipment and trips. Funding may be withdrawn for students who fail to attend regularly.

We may also look to provide support through the Discretionary Bursary fund to students who are not automatically eligible for an award but who face exceptional circumstances during the academic year which impact on their ability to participate in full time education. Proof of income or hardship will be asked for and awards are dependent upon available funds. Applications should be explicit in outlining the exact expense details. Where possible the discretionary bursary will be provided in the form of equipment or services e.g., travel tickets etc. Only in exceptional cases will money be provided for expenses. Payments to support additional educational expenses will be made at the point of approval of application.

Availability of Funding

The Sixth Form will help as many students as possible with the funding available but will prioritise those in most need. Cheadle Hulme Sixth Form has a Bursary Appeals Panel to consider appeals relating to the award or administration of 16-19 bursaries.

Who can apply?

To apply for a bursary, you must be aged between 16 and 19 and in full-time or part-time further education or training. It could help you with any education-related costs that may arise during the school year, including essentials like a meal during the day or transport to the Sixth Form. Or you may need extra help to buy additional books, clothing or equipment for your course, or pay for educational visits.

How do I apply?

To apply for a bursary, you must request an application form and return it with all the relevant documentation.

Where do I send my application?

Return your completed application form and all required documentation to Cheadle Hulme Sixth Form, Woods Lane, Cheadle Hulme, SK8 7JY.

What do I include?

Please include with your application form photocopies of your current P60 or tax return if self-employed, pension income. All documentation for universal credit or working tax credit and child tax credit. All documentation for housing benefit, council tax benefit, job seekers allowance, disability living allowance and any other household income you may be in receipt of. Failure to send all the necessary evidence will result in your application being delayed. Please remember to sign the form on completion.

How will my bursary be paid?

Where possible the discretionary bursary will be provided in the form of equipment or services e.g travel tickets etc. Only in exceptional cases will money be provided for expenses. Payments to support additional educational expenses will be made at the point of approval of application.

Can the Sixth Form tell me what to spend my bursary on?

Yes, your bursary is to help pay for things you really need to stay on at Sixth Form. We can insist that your bursary is spent on travel costs, meals during the day or equipment for your courses.

Can I have help with the cost of trips or equipment?

Dependent on the number of successful applications and monies available we would like to be able to help students with some of the cost of essential trips.

Can the Sixth Form stop my bursary payments?

Yes. You will be asked to sign a bursary contract which details the conditions under which your bursary will be paid. Typically, these conditions will include attendance, lateness, behaviour, medical appointments and sickness.

If I can't attend Sixth Form because of illness, medical appointments or authorised absences will I still receive my bursary?

A parent or carer will need to phone the Sixth Form on 0161 485 7201 ext 271 every day you are absent due to illness to authorise your sickness, or medical appointments. Holidays are not authorised absences.

Sixth Form Learning Contract

The Sixth Form Learning Contract outlines the expectations and responsibilities of everyone involved in post 16 education in the school. A reference copy can be found below:-

Cheadle Hulme Sixth Form Learning Contract

The Sixth Form Learning Contract is an opportunity to remind all the stakeholders in a student's education what their individual and collective responsibilities are (the stakeholders being ourselves/ the school, parents/carers and the students themselves). It is essential that everyone does their best to ensure their responsibilities are met; this will enable every student to develop to their full potential, both academically and as young adults.

Name of Student: _____

Parents/Carers: I/we will:

- Discuss with my son/daughter their work in school, providing support as necessary and appropriate.
- Keep in contact with school concerning my son/daughter's progress and welfare and keep the school informed of all relevant and current issues which may impact on progress/welfare.
- Support the school with regard to its policies on dress code, punctuality, attendance in Sixth Form and to lessons and the electives programme, and engagement with the Life After Laurus programme.
- Not take family holidays during term time.
- Encourage personal responsibility and learning independence.
- Acknowledge and understand that the school will follow Local Authority directions regarding matters of safeguarding.
- Acknowledge and adhere to the points set out in the Laurus Trust's Home School Agreement.

School: We will:

- Provide, through outstanding teaching, appropriate opportunities for students to develop further their knowledge and skills and to fulfil their academic potential.
- Provide guidance about course options.
- Provide opportunities for students to contribute to the life of the school as a whole.
- Provide enrichment opportunities.
- Provide a safe and secure learning environment.
- Listen, and respond appropriately, to the 'student voice' – particularly via the House Leaders and Sixth Form Cabinet.
- Provide support and guidance in relation to progression beyond the Sixth Form into higher education, work-based training or employment.
- Ensure the Sixth Form team provide a service which is supportive of a student's academic progress and personal welfare, providing access to additional outside support and relevant agencies where appropriate.
- Adhere to and follow Local Authority Safeguarding Procedures.

Student: I will:

- Exercise personal responsibility and work co-operatively with staff in pursuit of a positive Sixth Form culture.
- Observe and abide by the requirements of the Sixth Form dress code.
- Wear an identity badge at all times around school.
- Contribute to the 'life' of the school as a whole.
- Accept the need to act as an appropriate role model for students in Years 7 to 11.
- Attend registration and assemblies as required.
- Attend all lessons unless there is a genuine reason for absence.
- Meet all deadlines for work set.
- Not take annual holidays (including music festivals) during term time.
- Keep a sensible limit on the amount of time spent on part-time employment.
- Inform Sixth Form of absence by completing an Absence Request Form.
- Be prepared to use study periods to undertake private study.
- Use the Study Centre and other private study facilities in an appropriate manner.
- Treat the premises with respect.
- Be respectful of the rights of local residents, in respect of litter and noise.
- Follow general Sixth Form rules and procedures.
- Work hard to achieve my potential.
- Acknowledge and adhere to the points set out in the Laurus Trust's Home School Agreement.

Persistent failure on the part of a student to comply with the learning contract in areas which are having a detrimental effect on the learning of the student (or other students) or which conflict with the ethos and culture of our Sixth Form will be dealt with in accordance with the Behaviour Policy, available on the school website.

Signed: Parent/Carer

Signed: Student

Signed: Director of Sixth Form



Laurus Trust Secondary Schools

Home School Agreement

Student Name _____ (please print)

This agreement sets out what the School, the Student and Parent/Carers will do to ensure that your child has the opportunity to achieve the highest possible educational standards and benefits from the opportunities available at their school. By signing this agreement you will indicate that you agree to support this partnership with your child and the staff at your child's school.

All admissions, other than Year 7 intake, will require a meeting with a senior member of staff. At this meeting this agreement must be signed by all parties. The Staff and Governors of your child's school will:

- Provide a broad, balanced and flexible curriculum which will challenge your child to achieve their potential;
- Ensure that teaching addresses your child's needs, progress will be regularly checked and where additional needs are identified these will be quickly addressed;
- Insist on high standards of behaviour and respect for other people and the environment;
- Ensure that through our pastoral system the welfare of your child is paramount and that appropriate communication is made where we have concerns;
- Provide a safe and secure environment at school;
- Provide many opportunities, including sport and cultural activities, for your child to succeed;
- Reward your child for success in the many different areas of school life;
- Provide you with a report of progress each term which will include information about attainment, effort, attendance and assessment results;
- Arrange one meeting a year for discussion between parents/carers and teachers regarding the progress being made by your child;
- Adhere to and follow Local Authority Safeguarding Procedures

Parent/Carer

As the parent/carers of my child I acknowledge and understand that:

- The main responsibility for my child's education rests with me by law;
- If my child fails to maintain an excellent attendance record the school will take appropriate action;
- I will attend meetings in school, if required, to discuss the progress and welfare of my child;
- The school will follow Local Authority directions regarding matters of safeguarding.

Furthermore, I **undertake** to do the following to the best of my ability:

- Give my full support to the school, supporting all sanctions that the school issues to my child, including detentions;
- Ensure that my child goes to school regularly, on time and properly equipped;
- Ensure the school's policies and guidelines for behaviour and uniform are met;
- Attend all parents' evenings and information evenings at the school;
- Read reports sent by the school and take appropriate action;
- Provide suitable conditions and support for my child's Preparation, Practice and Retrieval (PP& R);
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.

I acknowledge that:

- Attendance is a vital component of a student's academic success. I will not take my child/children on holiday during term time. I accept that school will only authorise holidays in term time in the most exceptional of circumstances e.g. bereavement, immediate family wedding. The school will normally inform Education Welfare Services and issue Education Penalty Notices if more than 10 sessions are missed.

Also, from September 2015, we have been informed that children with attendance below 90% will be classed as having persistent absence; this will mean they will be closely monitored by the school, the Local Authority and the Department for Education.

Signature of parent/carers _____

Date _____

AGREEMENT

The Student

I agree to:

- Behave well in class and not disrupt the learning of other students;
- Accept sanctions issued, including detentions;
- Actively engage in all aspects of school life to maximise my learning;
- Behave in an appropriate manner at all times during the school day, including the journeys to and from school;
- Arrive at school and all lessons on time;
- Aim for 100% attendance;
- Wear full school uniform correctly;
- Bring all the equipment I need each day;
- Complete all my class work and Preparation, Practice and Retrieval (PP& R) on time and to the best of my ability;
- Be polite and helpful to others both in face to face situations and via electronic communication;
- Respect the school environment.

Signature _____

Date _____

Advice for Parents/Carers on Student Suspension/Exclusion from School

No Head of School likes to suspend a student from school, but there may be times when this is considered necessary. If your child has been suspended it means that he or she will not be allowed to attend school because of the difficulties that have arisen concerning a serious breach of conduct. The evidence required to suspend will need to meet the 'civil standard' of proof i.e. on the balance of probability, it is more likely than not that the student was responsible for the breach of school discipline.

The school will follow the local authority guidance on suspensions.

Fixed period suspension

A child who seriously breaches the School's Behaviour Policy can be suspended for a fixed period of time. Schools can suspend a child if:

- they have seriously breached the School's Behaviour Policy
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other students

Your child cannot be given fixed period (non-permanent) suspensions which total more than 45 school days in any one school year.

We will make every effort to contact you on the day a suspension is given and follow up with a letter including information on:

- the period and reason for suspension;
- your duty during the first five days of any suspension to ensure that your child is not present in a public place during normal school hours, whether in the company of a parent/carer or not;
- any arrangements made by us that apply from the sixth day of the suspension.

Permanent exclusions

The Head of School will usually only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which a Head of School may decide to permanently exclude a student for a 'one-off' offence.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Head of School's decision and you may meet with them to explain your views on the exclusion;
- if the governing body approves the exclusion, you can appeal to an independent appeal panel organised by the local authority;
- we must explain in a letter how to lodge an appeal;
- we will work in partnership with other Stockport schools to provide full time education for any student from the sixth day onwards until the suspension ends;
- the local authority must provide full-time education from the sixth day of a permanent exclusion.

Serious Incidents

Below is a list of incidents which could lead to suspension from school:

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Instigating violence by involving other people, not necessarily from the school community, in disputes with other students
- Involvement with fireworks
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Deliberate misuse of the fire alarm will result in a permanent exclusion
- Drug and alcohol related incidents – this may include the abuse of a legal substance
- Dealing with drugs at school will result in a permanent exclusion
- Repeated use of drugs or alcohol may result in a permanent exclusion
- Possession of a weapon, including replica weapons
- Misuse of medication
- Misuse of aerosols
- Misuse of electronic equipment
- Making malicious allegations against a member of staff
- Inciting others to breach the school rules
- Inciting others to commit a violent act
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and tarnishes the reputation of the school, even if this behaviour occurs outside of school time/hours
- It would be treated as a serious incident if any student inappropriately recorded/filmed any of the above incidents taking place
- Behaviour that causes great anxiety or upset to others (even if this was intended as a joke)

Please note this list is not exhaustive.

It should be noted that the school's behaviour policy and associated sanctions, including suspension, apply to all aspects of school life including extra-curricular activities and the journey to and from school.

Laurus Trust - Secondary

Student Responsible Use Agreement for ICT

The purpose of this Policy is to ensure the safety of every student and the confidentiality of their work – please read it carefully.

Introduction:

The Trust's network/computer facilities are intended to promote teaching and learning, as well as effective communication and working practices within its school.

School networks and storage will be treated like school lockers. Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that stored files would always be private.

User Name and Password:

Your password should be complex and include the following; upper/lower case, number and special characters, minimum of 8 characters. NCSC guidelines recommend using a three random words approach.

It is your responsibility to ensure that nobody else becomes aware of your password. You must not pass on your log on details to other students or attempt to access other students' accounts. If at anytime you think your password has become known to somebody else, you must change it immediately.

PC Access:

You must not attempt to use a PC or laptop without using your personal user account supplied by your school.

You must not attempt to infect the network with viruses or attempt any form of attack, exploit or hacking. Any infringements must be reported to your teacher immediately.

You are assigned a set amount of space on the network for the purpose of school work only. You should not use this for any other purpose.

USB storage devices are not permitted and should not be used in school.

Please be aware that all computers are automatically monitored for user activity, including keystrokes. Any inappropriate usage will be reported immediately to the school Head of Year and appropriate action taken. This also includes any school owned laptops at home.

Internet Use:

Use of the Trust network and the internet is monitored and can be traced back to the individual user. You should only use the internet in school for activities which are approved or supervised by a teacher or another member of staff.

You must not attempt to access any illegal or inappropriate websites or attempt to bypass the school's filtering systems. If you do become aware of inappropriate material, you should tell your teacher immediately. Attempted use of a VPN is strictly prohibited. If you do become aware of inappropriate material, you should tell your teacher immediately.

You must not break the copyright law or attempt to pass off material from the Internet (or any other electronic medium) as your own.

Emails:

An introduction to email is likely by means of access approval to curriculum platforms and for staff to share information.

You must not send inappropriate messages or images.

You should not open e-mail attachments unless you know the sender and you are expecting the attachment and report anything suspicious to the IT Support Team and/or your teacher.

You must not forward chain letters or spam emails.

You must immediately report to either a member of the IT Support Team, Head of Year or your teacher if you receive an offensive e-mail.

You should not reveal your personal details or those of others, or arrange to meet anyone without specific permission.

Microsoft 365 – *Such as SharePoint, OneDrive & Teams:*

You must not pass on your user account details to other people or attempt to access other students' accounts.

If you have access to news lists, forums or messaging activities associated with specific subjects or classes, you should only post appropriate material. Activities of this type will be monitored. This includes the posting of malicious videos of staff or students on social media sites such as Tik Tok. Action will also be taken against any individual commenting on any videos posted by someone else, if this is deemed to be unacceptable.

The sending or sharing of abusive or inappropriate messages, photographs or videos is forbidden. Instances of cyberbullying are logged and dealt with in accordance with the school's Anti Bullying Policy.

Any files downloaded from or uploaded via Microsoft 365 should only be used for school purposes.

Mobile Technology:

Mobile phones must not be used during lessons or formal school time unless under the direct supervision of a member of staff or with the permission of a member of staff. The sending of abusive or inappropriate text messages and the taking of photographs / videos are forbidden. Instances of cyberbullying are logged and dealt with in accordance with the school's Anti Bullying Policy.

6TH FORM STUDENTS ONLY

Emails:

In the Sixth Form, email is likely to become a key means of communication between staff and students. Any essential emails, such as those sent to hand in work, should always be politely written.

You must not send inappropriate messages or images.

You should not open e-mail attachments unless you know the sender and you are expecting the attachment and report anything suspicious to the IT Support Team or your teacher.

You must not forward chain letters or spam emails.

You must immediately tell either a member of the IT Support Team, Head of Year or your teacher if you receive an offensive e-mail.

You should not reveal your personal details or those of others, or arrange to meet anyone without specific permission.

Mobile Technology:

You may use a mobile phone in the Sixth Form refectory, but in no other area of school. You must not tether your personal device (e.g. tablet) to your mobile phone for internet access, internet access for personal devices is permitted through the school wireless network only.

You should ensure that your device has your name and form on your home screen so that the device can be returned to you if lost.

Any attempt to access a fellow student or teacher's mobile device will be dealt with very seriously, and will constitute a breach of the Responsible Use Policy.

The sending of abusive or inappropriate text messages and the taking of photographs / videos are forbidden. This includes the posting of malicious videos of staff or students on social media sites such as Tik Tok. Action will also be taken against any individual commenting on any videos posted by someone else, if this is deemed to be unacceptable.

Instances of cyberbullying are logged and dealt with in accordance with the school's Anti Bullying Policy

Use of Twitter:

In the Sixth Form, your subject teachers may choose to set up Twitter feeds. Contribution to feeds must be delivered within the context of professional practice and match the standards which would be expected within school based teacher/student interactions and must not contravene school policies.

Acceptance:

The computers are provided and maintained for the benefit of all students. Remember that access is a privilege, not a right and inappropriate use will result in that privilege being withdrawn and possibly further disciplinary action.

By acknowledging this agreement, you are accepting the terms set out above. If you break this policy, the sanctions outlined in the school's behaviour policy will be applied. This agreement will be reviewed each year and any necessary amendments made.

I have read the Responsible Use Policy and accept the terms of use

Student name: _____

Signed (student): _____

Signed Parent/Carer: _____

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