



# **WILMSLOW** HIGH SCHOOL

**Wilmslow High School**

**Sixth Form Handbook**

**2022-23**

**(Students)**



## **Welcome to Wilmslow High School Sixth Form**

This guide is intended to help you make a smooth transition into the sixth form at Wilmslow High School and to help you to understand our expectations of you. Please read your handbook carefully and keep it as a point of reference throughout the final two years of your school education. Quite often there may be questions that you have that are answered within this booklet.

We are proud of our sixth form and the contribution it makes to the life of the whole school and wider communities. We hope you will enjoy your time at Wilmslow High and make significant progress both as a learner and a young adult. It is our aim that all students flourish and achieve their best both in terms of their academic potential and in experiencing a wider curriculum that goes beyond the classroom.

As a sixth form, we have the ethos that all students should have the highest aspirations and that their actions determine their own future pathways.

Best wishes for a successful academic year.

Mr H Williams  
Director of Sixth Form

## **The Sixth Form Team**

Director of Sixth Form: Mr H Williams  
Head of Post 16 Guidance: Mrs H Cook  
Behaviour and Standards. Year12 Lead: Mr L Lightfoot  
Vocational Lead. Year13 Lead: Mrs K Kettlewell  
Sixth Form Senior Secretary: Mrs K Flannery  
Student Manager: Mrs H Hardman

<b>Year 12 Form Tutors 2022-23</b>	<b>Year 13 Form Tutors 2022-23</b>
B12AC: Mrs A Coffey B12NR: Mr N Rushton B12WR: Mr W Royle H12LC: Mrs L Campbell H12DP: Mr D Peel H12AC: Dr A Cook T12CB: Miss C Browning T12TS: Mrs T Skiffington T12MB: Mrs M Bromley N12ND: Mr N Davies N12JN: Dr J Neild/Mrs C Grimes	B13RB: Mr R Bottrill B13SD: Miss S Dutson/Mrs C Goodwin B13KR: Mrs K Regan H13AC: Miss A Cragg H13AD: Mr A Davies H13SR: Miss S Richards T13JM: Mrs J McHarg T13AG: Mr A Gaskarth N13PB: Ms A Hatch/Ms N Martin N13SJ: Dr S Jones N13MB: Miss J Ryan

### **Pastoral Support**

- Form Tutor
- Mrs H Hardman (Sixth Form Student Manager)
- Other members of the Sixth Form Team: Mr Williams, Mrs Kettlewell, Mr Lightfoot
- Mr S Klein (Weekly 1 to 1 Sessions)

### **General Mental Health Information:**

[www.mymind.org.uk](http://www.mymind.org.uk) CWP Trust website  
<https://www.nspcc.org.uk/> NSPCC resources and guidance for parents and young people  
<https://www.minded.org.uk/> Mental health e-learning for professionals and families  
[www.getselfhelp.co.uk](http://www.getselfhelp.co.uk) Range of self- help materials for many mental health problems  
[www.youngminds.org.uk](http://www.youngminds.org.uk) Young peoples' mental health charity  
<http://www.mind.org.uk> Information, research and resources

[www.nhs.uk/conditions](http://www.nhs.uk/conditions) NHS Choices - information on all mental health difficulties  
[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk) Information, research and resources  
[www.rcpsych.ac.uk](http://www.rcpsych.ac.uk) Royal College of Psychiatrists – leaflets for parents and young people  
<http://www.moodcafe.co.uk/> Common mental health difficulties  
<http://www.ru-ok.org.uk/index.html> General self-help and coping skills for teenagers  
[www.actionforhappiness.org](http://www.actionforhappiness.org) Ways to improve mood  
<http://psychologytools.com/> Self-help materials and CBT worksheets  
[www.getthelowdown.co.uk](http://www.getthelowdown.co.uk) Common mental health conditions and managing feelings  
<http://healthwholeofme.com/> Self help resources  
<http://www.docready.org/#/home> Preparing for a mental health appointment  
<http://www.supportline.org.uk/problems/index.php> Information on all mental health difficulties

**Further links and information can be found on the Sixth Form Student Noticeboard.**

## Professional Standards

At Wilmslow High School we are committed to supporting our students in the pursuit of excellence every day. For our Sixth Form students getting the ‘basics’ right provides the foundation for success across our Whole Curriculum. Our expectations are clearly outlined in the Sixth Form Learning Contract. See Appendix 9.

We maintain professional standards in order to:

- Act as professional role models to younger students
- Support younger students in following the school rules
- Maintain the professional reputation of our Sixth Form

### 1. Professional Standards: Attendance and Punctuality

In line with DfE expectations, we expect students’ attendance to be 96% or above; attendance below 90% is categorised as ‘persistent absenteeism’ requiring Sixth Form Team monitoring.

Students are expected to attend all activities in their timetable including formal and wider curriculum lessons. Failure to attend any of these sessions without permission will be sanctioned as truancy.

Students are expected to be punctual to form time in the morning and to all lessons and activities in their timetable. Lateness will be sanctioned.

***There is no such thing as a ‘free’ in Wilmslow High School Sixth Form.*** Students personalise their timetables in September and time not allocated to formal curriculum study is divided between:

- Wider Curriculum activities
- Supervised Study
- Independent Study

Each student is allowed to plan their own timetable in the way that supports their learning most effectively.

Further guidance on standards is outlined in Appendix 1.

### 2. The School Day

Activity	Timings
Form Time	8.45 - 9.05
P1	9.05 - 10.05
P2	10.05 - 11.05
Break	11.05 - 11.25
P3	11.25 - 12.25

<b>Lunch</b>	12.25 - 1.00
<b>P4</b>	1.00 - 2.00
<b>P5</b>	2.00 - 3.00

### 3. Professional Standards: Dress Code and Identify Badges

#### Dress Code and Identity Badges

##### Identity Badges

As part of our safeguarding procedures, all adults, including Sixth Form students, are required to wear their identity badge at all times on the school site.

If you forget to bring your identity badge with you to school, you will need to collect a temporary one from Mrs Flannery in the Sports Hall Office and then return it to her at the end of the school day.

##### Dress Code

One of the privileges of being in the Sixth Form is not having to wear a school uniform. Our dress code has evolved through consultation with student leaders and is framed with the aim that students' overall appearance is appropriate to that of a formal working environment. We expect that you will dress suitably and avoid extremes of fashion. As with all privileges there is also a responsibility – and in this respect it is as role models to students in Years 7-11.

We expect our students to use their common sense and judgment when choosing clothes for work at school. Students should dress in ways which are appropriate for a working environment and this may need to be different from how they dress in other situations.

#### A. **The following items may be worn:**

1. Suit
2. Tailored or chino style trousers
3. Skirt or dress
4. Shirt with a collar
5. Polo shirt (plain or with a discrete logo)
6. Tie
7. Blouse
8. Sweater, sweatshirt, cardigan or tailored jacket
9. Shoes or boots

#### B. **Students should not wear:**

1. Casual clothing such as sports or leisure wear, t shirts, hoodies, shorts etc.
2. Casual fabrics such as denim, leather or "leather look"
3. See through items, crop tops or clothing than shows the midriff
4. Casual footwear such as trainers, flip flops, sliders, canvas shoes, casual Vans style shoes or casual boots such as Ugg boots.
5. Clothing with large or inappropriate logos or slogans
6. Caps or hats

#### C. **The following are also not permitted in the sixth form:**

1. Visible tattoos
2. Unnatural hair shades
3. Facial Piercings (If students have a nose piercing, a discrete clear plastic stud/spacer should be worn)

#### D. **Jewellery**

All jewellery items should be conservative and not pose a risk to health and safety.

Where students do not meet the standards outlined above, they will be given 24 hours to rectify the problem. Failure to do so may result in them being sent home to change. Further incidences will result in the student being asked to remain at home pending a meeting with parents and a member of the Sixth Form Team.

The sixth form dress code is not exhaustive in defining acceptable and unacceptable standards of dress and appearance. The final decision on whether you are deemed inappropriately dressed will be made by either the Director of Sixth Form or a member of the Senior Leadership Team.

If students, parents or carers are in any doubt about suitable items, they should contact one of the Sixth Form Team before purchasing.

### **BTEC Sport and A level PE Students**

Students taking A level PE or BTEC Extended Certificate should dress according to the Dress Code above and change into their kit for practical lessons. Students on the Triple BTEC Extended Diploma must wear official Surridge kit with the Wilmslow High School logo:

Students will be required to wear the following items:

- WHS coat
- WHS Performance top
- WHS shorts
- WHS tracksuit pants or leggings
- WHS t-shirt/polo shirt

If a student is unable to wear their WHS polo shirt or performance top on a particular day, their WHS outer layer may be worn with any plain black kit underneath. No other coats/hoodies or outer layers will be acceptable, and students will be sent home to change if their kit is deemed inappropriate. Kit can be ordered directly at the following link: <https://www.surridgesport.com/wilmslow-high-school-b-tec-2>

## **4. Professional Standards: Behaviour**

Within the Sixth Form we expect professional standards of behaviour that provide a role model to younger students and allow the strong relationships between students and staff that facilitate the most effective teaching and learning.

For this reason the following behaviours are not acceptable in the Sixth Form:

- Repeated unprofessional behaviour
- Refusal to follow a reasonable request
- Repeated failure to follow Sixth Form expectations
- Repeated truancy or lateness

Standards of behaviour will be monitored by the Sixth Form Team, and behaviour that does not meet the standards expected in the Sixth Form will be sanctioned. (Further guidance on standards is outlined in Appendix 3.)

# **Effective learning and high performance**

**HOW WE TEACH** **ROUTINES FOR EXCELLENCE: LEARNING**

EFFECTIVE LEARNING ROUTINES ALLOW ALL STUDENTS TO KNOW MORE, REMEMBER MORE AND BE ABLE TO DO MORE. THERE ARE 5 WAYS TO IMPROVE LEARNING THAT WORK FOR ALL STUDENTS

1	2	3	4	5
<b>HOW MUCH PRIOR KNOWLEDGE DO YOU HAVE ABOUT A TOPIC?</b>	<b>HOW MUCH ATTENTION ARE YOU PAYING?</b>	<b>HOW MUCH TIME ARE YOU SPENDING DELIBERATELY PRACTICING?</b>	<b>HOW EFFECTIVELY IS YOUR WORK ORGANISED AND ENCODED?</b>	<b>HOW MUCH TIME ARE YOU SPENDING ON RETRIEVAL PRACTICE?</b>
Do you prepare before lessons? Do you check Knowledge Organisers?	How much attention do you pay: In the lesson? To work done out of the lesson?	In the lesson? Out of the lesson?	How do you organise your work to help you to remember it? What equipment do you use for this?	In the lesson? Out of the lesson?

**HOW WE TEACH** @ WILMSLOW HIGH SCHOOL

At Wilmslow High School we want all our students to learn effectively and perform highly. Effective learning routines allow all students to know more, remember more and be able to do more. There are 5 ways to improve learning that work for all students:

- (1) How much prior knowledge do you have about a topic?
- (2) How much attention are you paying?
- (3) How much time are you spending deliberately practicing?
- (4) How effectively is your work organised and encoded?
- (5) How much time are you spending on retrieval practice?

### Effective Learning: Use of form time to support learning

Form time is an important element of students' guided learning hours and we use it to provide activities that support students' learning and their post 18 destination choices.

### Effective Learning: Preparation for Learning

#### Independent Study

It is the standard expectation that, in the sixth form, students undertake **a further 5 hours of independent study in addition to their classroom learning for each A Level or BTEC qualification studied**. This study should be undertaken at home and in study sessions at school. In some cases students may have to study more than this.

Where a student is underachieving we may track their independent study or put in place additional supervised study periods.

#### Supervised Study

During non-contact sessions, students can work in High Options on their own or in small groups. Students will also be able to work in the main hall, which is a silent, supervised study space. **All Year 12 students will be expected to attend at least one supervised study session each week**. These sessions will be registered

and appear on students' timetables. Where staff have concerns about performance, the sixth form team may add supervised study sessions to students' timetables.

## Organisation of Work

Most A levels and Level 3 BTEC courses rely on significant retention of knowledge; therefore students' organisation is vital so that they are able to familiarise themselves with the content of their courses and memorise this in a coherent way. For this reason, there will be an expectation that students bring organised files of work to lessons, and there will be regular folder checks to ensure that students' organisation and storage of work is helping them to learn effectively.

### What makes an effective folder?

An effective folder assists the learning process by ensuring that work is complete and clearly organised in a manner that optimises:

- a. Effective understanding of required knowledge/ skills
- b. Effective transfer of required knowledge/ skills into the long-term memory
- c. Effective recall of required knowledge/ skills

### Check list for folder checking

1. It uses effective organisational devices: hard back folder, dividers, plastic wallets or ring-reinforcers, tabs, hole punch, post its, colour etc. to promote a-c above
2. It is in good working order and fit for purpose – no broken ring binders, pages falling out etc.
3. It is organised exactly following the manner outlined by the subject teachers at the front of each subject folder which will be based on a-c above: It contains the clear sections that subject teachers have requested separated by dividers: for example it may contain separate sections for assessed work
4. It is in school and in lessons with the student, not left at home as it plays a key role in the daily learning process
5. It is organised by unit with all unit information kept together to assist complete learning of any unit studied, and it contains all unit work: for example previous assessments are not thrown away but kept in the section directed by the teacher
6. It contains clear sign posting to assist with a-c above in a manner agreed with the subject teachers e.g. signposting of homework done/ handed in
7. It demonstrates engagement with learning in line with a-c above e.g. RAG-ing work, Response Tasks in a different colour and clearly completed, evidence of going back over learning to review and consolidate this
8. It contains sections for wider reading

## Monitoring and Target Setting

All students in the Sixth Form are given an ALPS target. ALPS stands for 'A Level Performance Systems' and is a monitoring and target setting system which is used by schools and colleges across the country.

Students' performance will be monitored regularly through the year and intervention will be put in place to support any student who is underperforming. Monitoring processes include:

- Subject monitoring
- Form tutor monitoring
- Sixth Form team monitoring
- Director of Sixth Form monitoring
- Deputy Head teacher monitoring

## Private Tutors

The majority of our students are understandably keen to maximise their performance and some choose to do this by being tutored privately. Whilst the school cannot recommend private tutors we are aware that there are many excellent private tutors offering their services in the area; we are sometimes concerned however at the mismatch in feedback between private tutors and school teachers, and when private tutoring is provided as an excuse by underperforming students for not engaging with school interventions. We would therefore strongly



advise that parents work with the school to ensure that private tutoring occurs to complement rather than undermine the actions being taken by the school and we are happy to work with parents to design effective joint school/ tutor plans.

## 6. Effective learning: Examination Procedures

All A Level and BTEC courses have external examinations and many have elements of internal coursework assessment. You will be automatically entered for exams if you are sitting them for the first time. You will need to complete the relevant entry form and provide payment if a particular exam or coursework module is being re-taken. This is done via Mrs Cotton and Mrs Jenkins in the exams office located in the main school office. Late entries for exams will incur a cost for administration from the examination boards. You will be reminded of this as we approach the deadline for exam entries.

Please see Appendix 6 for further guidance on examination procedures and what may constitute malpractice.

## 7. Effective Learning: Use of ICT to support learning

You may use the school's computers and network for any work related to your school studies. **You may not use them for any other activity including the following:**

- Accessing chat rooms.
- Accessing or downloading obscene or illegal material (e.g. photographs, movie files and music.)
- Access to any areas within the computer network not related to your course
- Access to or modifying any files that belong to others
- Playing games
- Installing, downloading or copying any software
- Writing viruses or any other malicious software
- Sending broadcast messages to other users on the network
- Printing documents unrelated to your school work
- Sending SMS messages
- Commercial use

Whenever you wish to use the school computers you will be required to enter your username and password. This information will be provided to you when you start at the school.

- Your password will be set for you, and for security reasons you will need to change it. You will be asked to change it when you first login.
- You can also change your password whenever you wish. You can do this once you have logged on by pressing CTRL+ALT+DEL and then select the Change Password option.
- Your password must be 6 or more characters.
- **You must keep your password private.** No-one but you should know your password once you have changed it.

If you forget your password, or if you have any other problems using a school computer, please see the ISS Support Team in Room 127.

## 8. Effective Learning: Information Advice and Guidance

Wilmslow High School employs a trained careers adviser who supports the careers education and guidance programme in the sixth form. Students are able to request one-to-one interviews that explore options at 18 and support choices and decision making. Appointments can be arranged by Mrs Cook, your student manager or your form tutor.

To qualify for full time funding, you must study the equivalent of a three A Level programme. Depending upon your performance at GCSE, we will ensure that you have a programme of study that is tailored to you. This may be a 3 A Level programme, a 3 BTEC programme or a combination of A Level and BTEC courses.

You will receive your timetable on the first day of term in September and any alterations after this can only be made after seeing a member of the sixth form team. An official pro-forma needs to be completed (see appendix

4). Students cannot just 'drop' or change a subject without discussing the implications with the relevant subject teacher(s), form tutor, and Mrs Cook or Mr Williams.

It is not possible to change your timetable because you have a preference for another teacher or because you have friends in another class. Please discuss any specific problems or concerns that you have with your form tutor or student manager.

All course programmes become fixed from the start of October and changes to subjects will only be permitted in exceptional circumstances.

## Communication

### 1. The Student Noticeboard

Daily notices will be published on the sixth form student noticeboard. Form tutors will go through the student noticeboard with students during morning registrations. The sixth form noticeboard is easily accessible from students' Firefly dashboards. Students should get into the habit of checking the noticeboard every morning. [6th Form Noticeboard — Wilmslow High School \(fireflycloud.net\)](http://fireflycloud.net)

### 2. The Sixth Form Bulletin

The sixth form bulletin will be sent to sixth form students and parents every Friday afternoon. As well as important notices and updates, the bulletin is also used to publicise careers and Post 18 opportunities – for example, UCAS events, University Open Days, Apprenticeships, Summer Schools, Webinars etc.

### 3. Email

The sixth form team, subject teachers and your form tutors will use email to keep in touch with you. It is important that you check your school email address at least twice each day.

[Appendix 1: Attendance Procedures](#)

## Absence

**Monitoring procedures are put in place for any student whose attendance falls below 93% and attendance below 90% is regarded as persistent absence. This is because of the direct link between high attendance and successful performance in examinations.**

The school should be notified by a parent or carer on the first morning by 8.45am of any absence – including for part of a day. Students cannot certify absence themselves. Absence should be reported to Mrs K Flannery either by phone 01625 441070 or by email [kflannery@wilmslowhigh.cheshire.sch.uk](mailto:kflannery@wilmslowhigh.cheshire.sch.uk)

Absence for more than 5 consecutive days requires a medical certificate from the student's doctor.

Because of the importance of attendance:

- Only urgent medical appointments should be made during school hours, and only where this is unavoidable
- Unless there are exceptional circumstances, permission will not normally be given for students to attend family holidays
- Permission will not be granted for students to attend festivals or other similar events

Requests for absence during term time for events such as university open days must be submitted on the appropriate forms available from Mrs Flannery and submitted to Mr Williams for approval. Requests must be made at least two days before the visit takes place.

If you are ill during the school day, you must contact a member of the sixth form team who will authorise leaving school if necessary. You must then sign out in the Sports Hall office before you go home. Your parents will be contacted at this point to inform them that you are on the way home.

## Attendance to Registration

**All students are expected to attend registration each morning, and attendance to registration will be used to indicate students' overall attendance to school. Therefore it will impact on students' reported attendance percentage, authorised attendance record and any comments related to attendance made in references or UCAS statements if they miss registration. Students must be present in the form room by 8.45am in order to receive a present mark.**

Students who arrive during form time but after 8.45am should receive a late mark (L code) and be given a late behaviour point.

Students who sign in after registration has finished late to attend form will receive a U code (late after registration) and be given behaviour points.

Where a student misses form time without an authorised reason an unauthorised absence (O code) will be given along with unauthorised absence behaviour points.

**Students that arrive on site after registration has finished must sign in with Mrs Flannery in the sixth form office.** This is extremely important so that we know exactly who is on site.

Once UCAS applications have been sent off by Mrs Cook, **Year 13** students that have two non-contact sessions during lessons 1 and 2, do not have to attend registration on that day. Students not wanting to attend university must have submitted a piece of personal writing to an acceptable standard before they can miss registration on days when they have non-contact sessions during lessons 1 and 2. Students will need to arrive at school in time for their first lesson and sign in with Mrs Flannery in the sixth form office so that their attendance can be registered.

## Attendance to Study Sessions

**At Wilmslow High School, students have personalised timetables that are made up of a mixture of:**

- Formal curriculum study
- Wider curriculum activities
- Independent study
- Supported study (where appropriate)

All formal and wider curriculum study sessions will be registered. Where students miss a session without permission this will be recorded as truancy and behaviour points will be given.

Driving lessons must not be arranged during formal or wider curriculum study time and absence for this purpose will be counted as truancy. If you do arrange a driving lesson during a non-contact period, you must ensure that it does not prevent you arriving on time to your next timetabled lesson. If a driving test is scheduled during the school day, permission should be applied for from the Director of Sixth Form.

## Open Day Visits

You are encouraged to attend university open days. All universities offer weekend open days which we ask you to attend rather than taking time off school. If you do need to visit a university during school time then you must complete an absence request form available from Mrs. Flannery and have it approved by subject teachers, parents and submitted to Mr. Williams for authorisation at **least two days** before the visit takes place.

You are not permitted to attend more than three open days in a half term. If an alternative open day is available at the weekend, permission to miss a day off lessons may not be given.

Please note that universities will invite you to a post-application open day if you select them as one of your choices on the UCAS application. These days are often quieter and give better opportunities to see departments and meet university tutors.

## Truancy

We define truancy as absence from lessons or registration when you are in school and able to attend. Sanctions will be used where students have deliberately failed to attend lessons.

## Appendix 2: School Security Procedures

**Prevent:** This is the government's policy in relation to preventing terrorism and radicalisation. Throughout school, we have a policy of promoting tolerance and fundamental British values in order to help our students build resilience to extremist views. All staff receive training and guidance in relation to radicalisation and students are made aware of how to safeguard themselves and others through assemblies, tutorial discussions and as part of our wider curriculum.

Any student who is concerned that they or someone they know may be subject to extremism or radicalisation should contact a member of staff immediately. Further details of the government's Prevent Strategy can be found at <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

### Leaving the school site:

Years 12 and 13 students are allowed off site during the day during break time, lunchtime and some study (non-contact) periods. Prior to leaving the site, students must sign out in the folders outside the sixth form office. On returning to the site, students must sign back in. Failing to sign out is a serious offence and may put others at risk.

When you are off site we ask that you be considerate towards our neighbours in the local community, especially in relation to litter and noise. If you purchase food other than in High Options, you are asked to eat it elsewhere other than in the High Options Café.

### Appendix 3: Behaviour Procedures

Sixth Form students are expected to set an example to younger students by following the school rules.

Behaviour points will be monitored regularly by the Sixth Form Team, and serious infringements of the Sixth Form standards will be logged. These include:

- Repeated unprofessional behaviour
- Refusal to follow a reasonable request including requests related to our observance of rules relating to mobile phones
- Repeated failure to follow Sixth Form expectations
- Repeated truancy or lateness
- Discourtesy to staff
- Disruptive behaviour
- Dress code issues
- Vaping/Smoking on the school site
- Inappropriate use of IT
- Bullying

## Rewards and Sanctions

### Rewards:

The vast majority of you will meet our expectations throughout your time in the sixth form.

Achievement points will be awarded by:

- Your form tutors for consistently meeting our expectations and having no negative points awarded over a fortnightly period
- Your class teachers for outstanding pieces of work and effort\*

\*These will also generate a text home to your parents to let them know about the quality of your work and effort

### **Sanctions:**

Ideally, we would not have to use sanctions with any students but it is important that we have a consistent system in place if any student does not meet our expectations.

Essentially there are four key areas of concern that we identify:

- Attendance and punctuality
- Failing to act as part of our school community
- Truancy
- Lack of effective learning

We would not normally associate these sort of behaviours with sixth form students. However, where there are issues, the following sanctions would be put into place.

- 1 – Sixth form referral
- 2 – Meeting with form tutor and formal discussion (targets set/form tutor report)
- 3 – Student manager meeting – loss of sixth form privileges/parental meeting/student manager report
- 4 – Year group lead meeting - loss of sixth form privileges/parental meeting/head of year report
- 4 – Director of sixth form meeting – monitoring report to head of sixth form/discussion regarding future in sixth form
- 5 – Deputy Headteacher Appointment – behaviour contract

### **Behaviour in Lessons:**

The vast majority of sixth form students behave impeccably in lessons. However, where this is not the case, our behaviour policy allows class teachers and curriculum team leaders to issue sanctions that they deem appropriate. This may mean supported learning time after school or compulsory attendance at subject 'clinics'. We fully support departments in doing this. Our policy in relation to behaviour is simple: we expect all students to behave in an adult and mature manner.

### **Smoking, vaping, alcohol & drugs / illegal substances:**

Wilmslow High School is a smoke-free zone: smoking or vaping is not permitted anywhere on site. Alcohol, e-cigarettes and non-prescription drugs are also prohibited. You are expected to set a good example to younger students and must not smoke or vape within the vicinity of the school site.

Anyone found in possession of drugs or illegal substances faces the possibility of a permanent exclusion. Anyone found dealing in drugs or illegal substances will be permanently excluded. Any issues relating to drug use (whether as a supplier or user) will automatically be referred to the local police.

### **Mobile Phone Use:**

Please see appendix 8 for the school's mobile phone policy.

### **Vehicles and Parking:**

**As a result of the ongoing building programme, there will be no on site student parking in 2022-23.**

We do not allow students to park in the staff car park at any time. This is due to insurance restrictions and very limited space. Due to the limited amount of spaces, students are also not allowed to park in the visitors' car park.

**When parking off site, students must adhere to the laws in relation to parking on double yellow lines or other restricted areas. We also ask that all students are considerate of our neighbours and do not park on private property or across driveways.**

**Appendix 4: Timetable Changes Form**

**WILMSLOW HIGH SCHOOL: SIXTH FORM  
TIMETABLE CHANGES**

**Student Name:..... Form:..... Date:.....**

- Subjects I am studying:**
- 1. ....
  - 2. ....
  - 3. ....
  - 4. ....

**The subject I wish to change is.....**

**I would like to change this subject because.....**  
.....

**The subject I wish to pick up is.....**  
*(This only needs completing if you are changing subjects)*

***I have discussed my options with my form tutor and he/she knows not to refer to this subject in my UCAS reference***

**Signed: .....** **Form Tutor**

**Signed: .....** **Subject Teacher**

**Signed: .....** **Parent/Guardian**

**Signed: .....** **Examination Officer**

**Signed: .....** **Mr H Williams/Mrs H Cook**

## **Appendix 5: Preparation for Learning Procedures**

The Sixth Form Team will monitor form time to ensure that students are engaging in high quality form activities.

### **Employment and part-time jobs**

Our advice is that you should not undertake more than ten hours of paid employment per week. You must not undertake paid employment during the school day under any circumstances. Make sure that you let employers know well in advance when you have exams coming up so that you can cut back your hours appropriately.

Where a student is underperforming and working in a part-time job we will provide more specific personalised advice.

## **Appendix 6: Examination Procedures and Malpractice**

Malpractice is the official word for cheating in examinations, coursework or other assessments. These things are forms of malpractice and will be taken very seriously:

- Collusion – when the work of several people is submitted as though it were one student's work  
For example if a group of students work together on a project which is then submitted as one student's coursework, or if tutor or relative helps a student to write an essay which is then submitted as the student's own work.
- Copying or plagiarism (including the use of ICT to aid copying)

Plagiarism is when students copy the work of other people and pass it off as their own. There is a particular danger of doing this through copying and pasting text into an essay and not clearly stating where the text came from and who wrote it. Always be careful to say whose work you are quoting, and don't pretend it is yours when it is not. When you use other people's words, always put them inside "quotes".

- Bringing a mobile phone, smart watch or other device, or unauthorised notes into an examination Whether or not the phone is used for cheating, having a phone in your pocket or bag during an examination is considered malpractice and will result in serious consequences. Students must take off watches and place these upon the examination desk.
- Fabrication of results or evidence - you might think that there is no way anyone could know that you made up the results of your survey or experiment, but in fact it is often quite obvious. If you are not using genuine results that you have collected you must say so, and if you are using someone else's data you must make it clear where that data came from and who collected it.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another person to take your place in an assessment/ examination/ test.

This is not an exhaustive list: any activity that gives you an unfair advantage over other students can be considered serious enough for us to report it to the examining body. The consequences of malpractice can range from a particular piece of work not being accepted by a teacher, to having all your qualifications cancelled by the examining body. The school is obliged to report serious incidents of malpractice and, in extreme cases, could permanently exclude students who cheat.

## Appendix 7: Fire Alarm Procedures

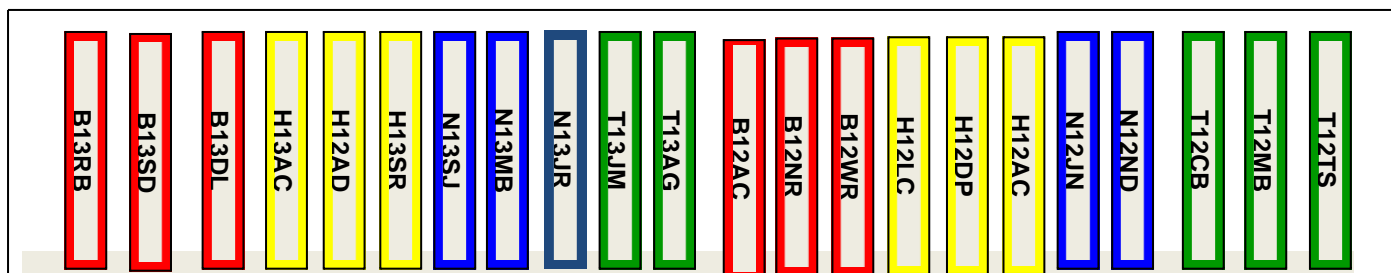
When the bell rings continuously:

- Leave the room and exit the building via the nearest exit
- Close doors behind you when the room is empty
- Use the nearest exit to the outside of the building and **go to the small astro-turf**
- Walk in silence

If you discover a fire:

- raise the alarm by breaking the nearest alarm glass
- evacuate everyone present
- contact a member of staff immediately

As a sixth former we expect you to set an example to our younger students. Assemble on the small astro-turf in the order indicated below:





## Small Astro-turf

### Staff Responsibilities:

H Williams	i/c Co-ordination of the Fire Drill for the Sixth Form.
H Cook	i/c Registration of Staff (Sixth form team, tutors and additional staff)
L Lightfoot	i/c Student Behaviour (Identifying missing students)
H Hardman	i/c Year 12 and 13 Form Registers (Identifying missing students)
K Flannery	i/c Additional Student Registers (signing in and out)

### Appendix 8: Mobile Phone Policy

#### 1. Purpose

- Students, their parents or carers must read the policy and understand the acceptable use policy as a condition upon which permission is given to bring mobile phones to school. The home school agreement should be signed to acknowledge recognition of this policy.
- The acceptable use policy for mobile phones also applies to students during school excursions, educational visits and extra-curricular activities on the school site and on external visits.

#### 2. Responsibility

- The decision to provide a mobile phone to their children should be made by parents or carers. It is incumbent upon parents to understand the capabilities of the phone and the potential use/misuse of those capabilities.
- Parents/Carers should be aware that if their child takes a mobile phone to school, the school cannot accept responsibility for any loss, damage or costs incurred due to its use.
- Parents/Carers are reminded that in case of emergency, student services remains the first point of contact and can ensure your child is contacted quickly and assisted in the relevant way.

#### 3. Acceptable Uses

- The school recognises the importance of emerging technologies present in modern mobile phones. Teachers may wish to utilise these functions to aid teaching and learning and students will have the opportunity to use these at the direct instruction of the class teacher. The use of mobile phones in one lesson for specific purposes does not mean blanket usage is then acceptable.
- Mobile phones should be switched off and kept out of sight once the student enters the perimeter gates at the start of the day (all paraphernalia should be put away so that it is out of sight in the building).
- Mobile phones and associated paraphernalia e.g. Headphones, chargers etc. should not be seen whilst moving between lessons, at break time, lunchtime, during lessons or tutor time.
- Please see the table below for directed times that mobile phones can/can not be acceptably used.

	PRE SCHOOL From 8:00am to 8:40am	On entry to school	FORM TIME	BREAK TIME	LESSON	MOVEMENT	LUNCH TIME	STUDY PERIOD	END OF THE DAY 3:10pm to 4:30pm
7-11	High Options only	X	X	X	Only to support learning	X	In designated year group zones	Not applicable	Not in building But acceptable outside building
6 <sup>TH</sup> FORM	High Options and Main Hall	X	X	High Options and Main Hall	Only to support learning	X	High Options and Main Hall	High Options and Main Hall	Not in building But acceptable outside building

- Key for above; x = not acceptable to be seen at any time with phone.

#### 4. Unacceptable Uses

- Students should not use mobile phones to check Firefly or 'the time', this should be done with planner usage or on a watch.
- Using mobiles to bully and threaten is unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour.
- Unless express permission is granted, mobile phones should not be used to make calls, send messages, internet usage, take photos or any other associated application.
- Listening to music through headphones will not be allowed in any lesson. Music may be played by the class teacher to improve ambience for learning but will be done through the main speakers.
- Mobile phones are banned from all examinations.

#### 5. Sanctions

- Students who infringe the rules will have their phone confiscated and sent to the sixth form team immediately.
- On the first infringement, the mobile phone will be confiscated. The student will be able to collect their mobile phone at the end of the school day. Behaviour points will be issued.
- Persistent Offenders: parents will be contacted and asked to collect the phone at their earliest convenience.
- Students arguing with any member of staff over a mobile phone infringement will be dealt with very seriously. Members of staff have been asked to implement the policy consistently and therefore there should be no cause for argument.

## Appendix 9: Sixth Form Learning Contract 2022 - 23

At Wilmslow High School we are committed to supporting our students in the pursuit of excellence every day. For our Sixth Form students getting the 'basics' right provides the foundation for success across our Whole Curriculum.

Name of student: ..... Tutor group: .....

### **Student: I will:**

- Meet the attendance requirements of the Sixth Form
  - 95% attendance or above
  - Punctuality to form and lesson time
  - Not taking holidays during term time
  - Not take part-time employment during school hours, to include Wednesday afternoon enrichment and non-contact periods
  
- Respect:
  - the school community
  - other students
  - staff
  - the school environment
  - the school's reputation
  - the rights of local residents
  
- Meet expectations in terms of:
  - course completion requirements
  - dress code
  - behaviour
  - sixth form policies and procedures
  - personalised timetables
  - driving code

- Act as an appropriate role model for students in Years 7 to 11

**School: We will provide:**

- A range of opportunities for students to deepen and broaden their knowledge and fulfil their potential within both our Formal and our Wider Curriculum
- A range of opportunities for leadership and service
- Guidance and advice about course options and progression beyond the sixth form into higher education, work-based training or employment
- Opportunities for students to contribute to the life of the school as a whole
- Opportunities for students to catch up where they are falling behind
- Opportunities for students to seek academic and pastoral support

**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
- Support the school with regards to its expectations outlined above
- Encourage personal responsibility, organisation and learning independence
- Remind, where appropriate, my son/daughter of the need to limit the number of hours used for part-time employment and other commitments
- Encourage my son/daughter to engage with the Formal and Wider Curriculum

**Signed Parent/Carer .....**

**Signed Student.....**