

Sixth Form Handbook

Ready for your future

2023/24

Introduction

Introduction to Kings Langley School Sixth Form

It gives us great pleasure to welcome you to Kings Langley School Sixth Form. Our aim is for you to make the most of the exciting and diverse opportunities on offer so you lay strong foundations for success in your future life, be it at university, apprenticeship, in the world of work and beyond.

Life in the Sixth Form differs from that of the school and by being a sixth former you will enjoy unique experiences, opportunities and responsibilities. We hope that this handbook provides you with a useful overview of what to expect and so that you make the most out of your time with us.

The success you have achieved at GCSE provides you with a solid foundation for being prepared for entering sixth form but you should also be aware that whilst you will need to develop the skills to be independent, dedicated with a devotion of time to A-Level study. The time you dedicated to study at GCSE will not be enough for you to experience success at A-Level. You have much to gain from being part of the inclusive and enriching life of sixth form; you will however, need to have an open-mind as you will be provided with opportunities that will stretch and challenge you.

Central to your sixth form experience will be establishing a successful partnership with the sixth form team who include your form tutor and your subject teachers, as well as your Head of Sixth Form, Mr Tubb (TUB), KS5 Pastoral Leader, Mrs Battaglia (BAT), KS5 Curriculum, Leader Mr Easthorpe (EAS).

We all want what is best for you, so if you do encounter problems at any stage during your time in the sixth form, talk to one of us. Don't wait!

Welcome

Welcome from the Head of Sixth Form

It gives me great pleasure in welcoming you to Kings Langley Sixth Form where everything we do is designed to provide you with the very best opportunity to achieve your goals and aspirations, preparing you not only for a professional world but as an individual with a sense of character and purpose.

I am proud to be the Head of Sixth Form at Kings Langley School and I pride myself on fully embracing inclusiveness; central to my ethos is ensuring that all young people can succeed and thrive whilst being in safe and supportive environment.

We know that education doesn't stop when a student leaves the classroom, therefore we value parental involvement and genuinely put relationships at the heart of everything we do. Meetings with parents and carers are welcomed and input into the development of the sixth form is encouraged.

I believe that every student and parent/carer is entitled to expect the Sixth Form that they have chosen to provide a first-rate education, and at Kings Langley School Sixth Form, we shoulder this responsibility profoundly, with pride and determination. In choosing Kings Langley School Sixth Form you will be selecting a Sixth Form that offers its students a bright and exciting future, a Sixth Form that understands that every student is unique and a Sixth Form that will not just prepare our students for their next steps but stay with them for life.

If you ever need any help or support or you have any concerns or suggestions for improvement, then please do not hesitate to contact me directly or talk to the KS5 team – we want to hear from you.



Mr J. Tubb
Principal Assistant Headteacher & Head of Sixth Form



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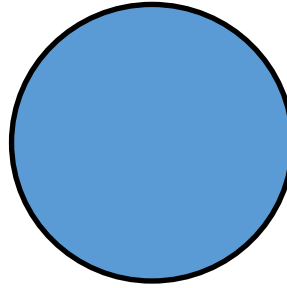
Who is who in Sixth Form (inc. Form Tutors)



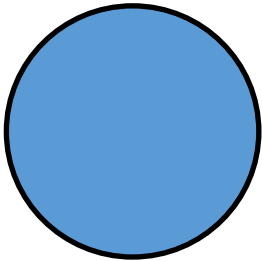
Mr Tubb
Principal Assistant Headteacher & Head of Sixth Form
Strategy & Development
6F Provision
Funding
Marketing
Recruitment
Safeguarding
VESPA



Mrs Battaglia
KS5 Pastoral Leader
Attendance & Punctuality
Behaviour & Conduct
Pastoral Care & Student Welfare
Mental Health & Wellbeing
Post-18 & UCAS
Unifrog
Yr12 work experience
Bursary
KS5 Recognition & Celebration

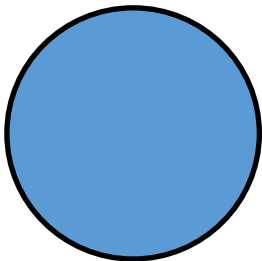


Mr Scott
KS5 Curriculum Leader
Academic attainment & progress
KS5 Teaching & Learning
Registration programme
Visiting speakers programme
KS5 Enrolment
Enrichment programmes (EPQ)

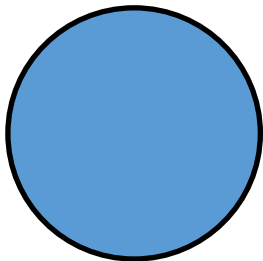


Miss Allan
KS5 Administrator
Sixth Form administration support

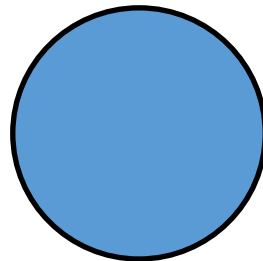
Yr12 Form Tutors



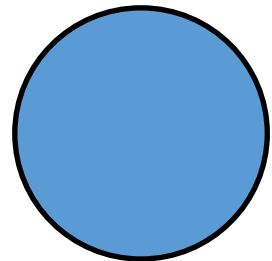
Ms Jennings / Mrs Weston



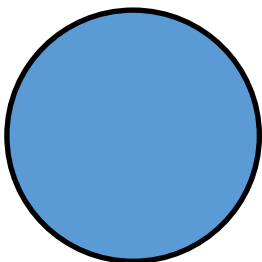
Mr Moyo



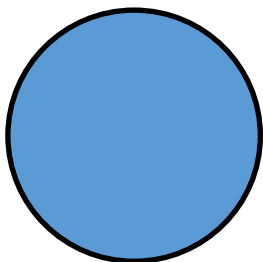
Miss Li



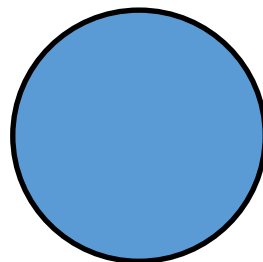
Mrs O'Hanlon



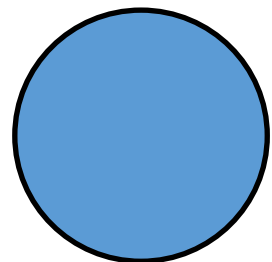
Miss Arnold



Mr Dilks



Mr Ellis



Mr Scott

Sixth Form Student Leadership Team

The Sixth Form Student Leadership Team is a democratically elected group of students who represent not only students within the sixth form, but all students of Kings Langley School and Sixth Form (Yr7-13). This body of students are the voice of the student body and provide a direct link to the senior leadership team via Mr Tubb (Principal Assistant Headteacher & Head of Sixth Form). Students from both Yr12 and Yr13 re invited to join the various committees which are chaired by the Sixth Form Student Leadership Team. Please speak directly to them if you are interested in contributing to their work.



Head Student

Ariana

Academic Committee



Head Student

Samaira

Student Development &
Representation Committee



Deputy Head Student

Woody

Wellbeing Committee



Deputy Head Student

Aaliyah

Pastoral Support
Committee



Megan

Wellbeing Committee



Todd

Environment &
Community Committee



Juhi

Environment &
Community Committee



Marcus

Pastoral Support
Committee



Kalilah

Student Development &
Representation Committee

Sixth Form Student Leadership Team

Welcome from the Head Students

As the first two female Head Students of Kings Langley School, coming from South Asian backgrounds and one of us coming from a deaf background, we are incredibly proud of the values of our Student Leadership (SLT) team. By championing accessibility, inclusion, diversity, and equality, we aim to inspire positive change and create a supportive environment where every student feels heard, valued, and empowered to “Unlock their potential for life”

In our pursuit of accessibility, we recognised the need to make our KLS content equally accessible everyone. To achieve this, we embarked on a project to add subtitles to every video on our school website. On International Day of Persons with Disabilities, we also took a proactive step towards raising awareness. Head Student, Samaira and Well-being Ambassador, Sahar did this by creating a video featuring students and teachers signing British Sign Language (BSL). Not only did this video receive positive feedback from parents, teachers, and students but it also featured in our local newspaper and was shared widely amongst the Deaf Community.

Regarding our pursuit of inclusion, we actively work closely with the Anti-Racism Champions group, with many members of our SLT being leaders of the Anti-Racism Champions themselves. Some initiatives we have taken part in include volunteering and helping to organise the KLS' Community Iftar Party, student mentoring, raising awareness through delivering a compelling presentation to the 'Great Representation' upon the topic of micro aggressions. Diversity is also a value we are incredibly proud of, with 50% of our Student Leadership Team representing a diverse range of backgrounds. Not only is this crucial in providing a wide range of different perspectives, but also in emphasising the importance of representation in leadership roles.

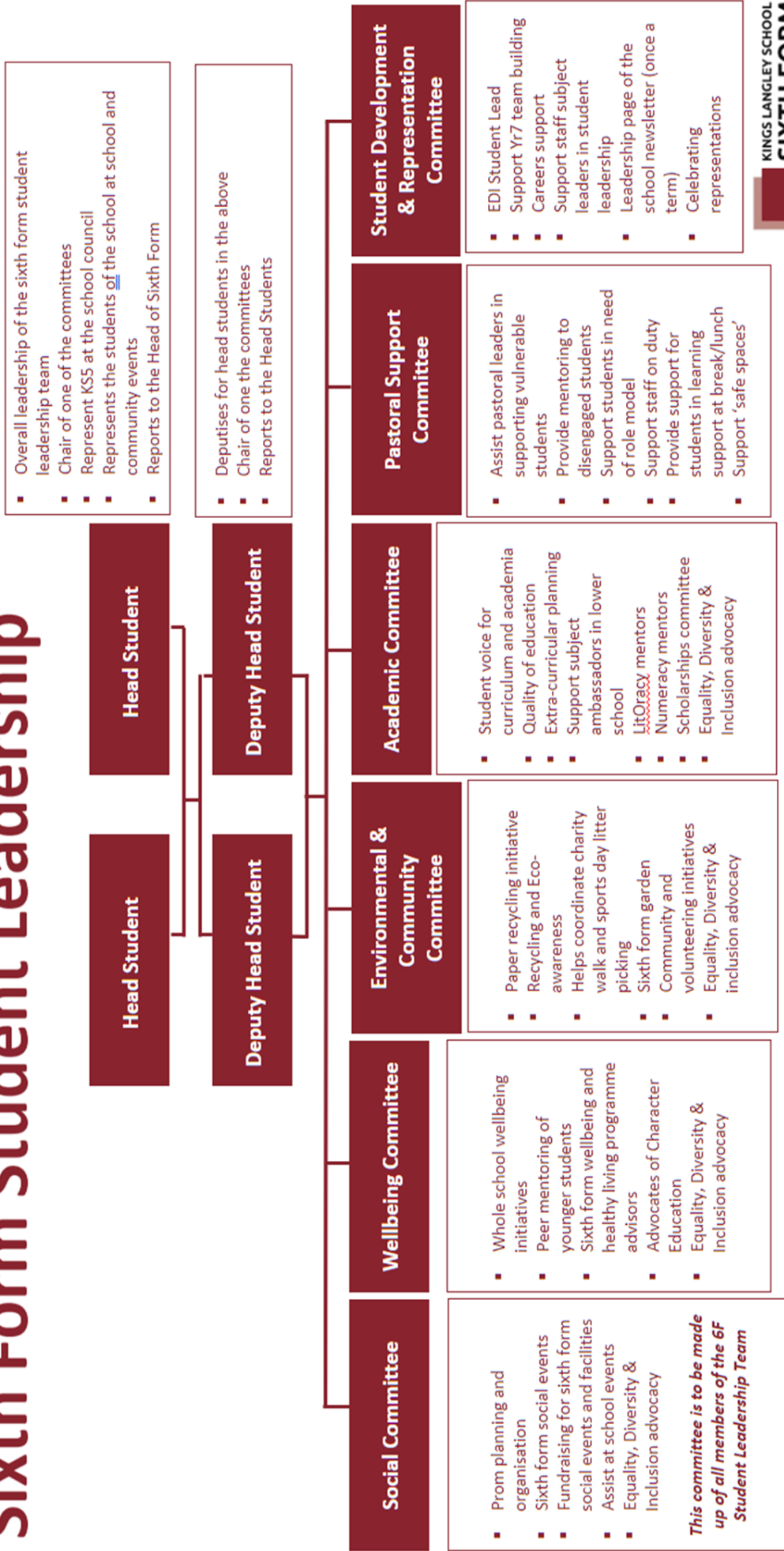
We feel privileged to be part of the Student Leadership Team, as this gives us the opportunity to express our passion for the topics, we feel most ardent on. As an SLT, we want to inspire the younger generation of the school to take leadership opportunities, as this makes them more involved in making the school a harmonious place and provides them with confidence and self-belief. We also believe in compassion, not just for the student body, but also for our environment. For our student body, the new mentoring scheme has proved to be extremely beneficial for all, as students have an older figure to look up to and know that their mentors are always there for them. For the environment, our paper recycling initiative has proved rewarding for all because as a school, we know we are taking the right steps into making our community a better place.

One of our most important values in our SLT is pride. Our team is proud of who they are, their identity and most of all, proud to represent Kings Langley School. As mentioned, we are taking positive steps to improve accessibility, diversity and equality within our school to make it more of a place where students feel heard, listened to and valued. We also want our school to become more of a community and make it a place where everyone is involved and feels a sense of belonging. For example, we are hosting a Lip Sync Battle where teachers are actively taking part, encouraging the school to come together in a social capacity. We pride ourselves in being the Head Students of this school, and we sincerely hope that our aims and ambitions are carried on for generations to come at Kings Langley School.

Ariana & Samaira
Head Students



Sixth Form Student Leadership



Application Process & Timeline

Application letter	Shortlisting	Student Campaigns	Student & Staff Ballot	Leadership team announced
<p>Student writes an application letter to the Head of Sixth Form.</p> <p>Criteria for applications:</p> <ul style="list-style-type: none"> ▪ Maintains good attendance (95%) and punctuality ▪ Is not and has not, been subject to a stage 2 or 3 monitoring programme ▪ Can demonstrate a commitment to the school and sixth form ▪ Can demonstrate previous leadership experience ▪ Has no exclusion record ▪ Is a role model for other students ▪ x2 staff supporting signatures 	<p>Head of Sixth Form shortlists applications for stage 3.</p> <p>HOSF checks that applicants meet criteria and would be suitable ambassadors and advocates of the sixth form</p>	<p>Once shortlisted, students have one week to prepare for campaign week. A training session is provided to all shortlisted students.</p> <p>All KS5 shortlisted <u>applicants</u> complete student campaign lasting one week.</p> <p>Student campaigns consist of:</p> <ul style="list-style-type: none"> ▪ Staff briefing presentations ▪ Assembly presentation to lower school ▪ Manifesto advertised to school community in newsletter ▪ Twitter promotion 	<p>All KS5 students complete online ballot on last day of campaign week.</p> <p>All lower school students invited to vote via forms.</p> <p>All members of staff are invited to complete online ballot on last day of campaign week.</p>	<p>KS5 office collate and count votes.</p> <p>Leadership team proposed to Senior Leadership Team.</p> <p>Leadership team announced to school community.</p> <p><i>Elected Yr12 student leadership team participate in leadership meetings and activities in Spring term 2.</i></p> <p><i>Yr13 provides leadership training and handover.</i></p> <p><i>Yr12 student leadership team replace Yr13 in Summer 1 half term and Head Students organise students into committees</i></p>

Timetable & the Sixth Form Day

Session	Timing
Registration	8.40am-9.10am
Period 1	9.10am-10am
Period 2	10am-10.50am
Break	10.50am-11.15am
Period 3	11.15am-12.05pm
Period 4	12.05pm-12.55pm
Lunch	12.5pm-1.35pm
Period 5	1.35pm-2.25pm
Period 6	2.25pm-3.15pm
Student support session	3.15pm – 4pm

Each student is assigned to a form and have a form tutor who you will students daily. There are currently four form tutor groups in Year 12 and four in Year 13. Members of your form group will not necessarily share any lessons with you but represent a group outside of your classes.

Registration is a compulsory part of the sixth form day where every student is required to attend at 8.40am in their registration form class or in the assembly hall. Students may enter the sixth form building no earlier than 8am. Form tutors will start registration at 8.40am.

Students are provided with an individual timetable which outlines their timetabled lessons, independent study sessions and specific enrichment activities. Students are expected to attend all timetabled lessons and utilise independent study sessions effectively to support their studies. All sessions, P1-6, should be used as part of study or enrichment activities.

Students are free to leave school site at lunch but must ensure that they return on-time ready for p5. Lateness due to traffic, being in the village, etc. are not reasons that will be accepted for poor punctuality.

Students who do not have a timetabled lesson or activity periods 5 or 6 are permitted to leave the school site* for the purpose of self-supported, off-site study as long as the meet the criteria listed below.

Attendance – attendance must remain over 95%.

Punctuality – must not be subject to a monitoring programme for punctuality (stage 1, 2, or 3). Students need to recognise that punctuality is not just in the morning but also to lessons.

Attainment – must not be subject to a monitoring programme for attainment (stage 1, 2, or 3), must not receive a grade 3 in more than one A-Level subject, must not have a grade 4 in any subject.

Behaviour & Conduct – must not be subject to a monitoring programme for behaviour or conduct (stage 1, 2, or 3), must not receive any ATL grades 3 or 4 relating to behaviour or aspiration, must not have been subject to any exclusions (internal or exclusion) for that term.

Independent study & Homework – must not be subject to a monitoring programme for independent study (stage 1, 2, or 3), must not receive a grade 3 ATL or lower in any subject relating to independent study and homework.

***Students in Yr12 have access to off-site, self-supported study from January of Yr12 meaning that the first term (Sept-Dec), Yr12 students are required to be on the school site for the whole duration of the day, i.e., until 3.15pm.**

Students who require additional assistance in meeting the expectations of sixth form and placed on a monitoring programme may be required to attend compulsory support sessions after 3.15pm. These are scheduled and notification given at least 24hrs in advance.

Academic Progress & Reporting

At Kings Langley Sixth Form we pride ourselves on our student focussed provision and when it comes to supporting those who need that extra help at times, this approach continues. Throughout this handbook you will see how we prepare you to make the transition from GCSE to A Levels; the continuation of the highest, unwavering expectations of our student body; the multitude of opportunities our students can elect to be a part of that require even greater input from them in line with the responsibilities afforded them and the extra-curricular opportunities in the form of career talks and a plethora of study trips too.

Your teachers will track your attainment and progress in a number of ways and using a range of assessment methods. This will include your assessed work in lessons, independent work, in-lesson assessments, trial exams, and the completion of NEA and practical work.

Your parents/carers/home will receive sixth form reports at set points within the year. These reports will detail your attainment, predicted grade for UCAS and your attitude to learning (ATL) grade. These grades shouldn't ever come as a surprise to you as your teacher will regularly feedback back to you on your attainment, progress and contribution to your own learning. These reports are emailed to parents/carers/contacts registered on our system. If reports in alternative languages or in a different format to support identified needs, please speak to the sixth form team.

We also provide a parent consultation evening once a year; one in year 12 and one in year 13. These appointments are an important and valuable opportunity to discuss student progress and explore areas relating to you're A-Level study. If you feel that you have a lot to discuss, we recommend that you contact the subject leader in order to arrange an extended appointment or meeting.

To ensure that no student is left behind class teachers, subject leads and the Sixth Form Team use a wide range of strategies to monitor the progress our students and where this data (quantitative and qualitative) highlights a pupil who needs our support we will not hesitate to apply our stratified 'Academic Monitoring Programme'.

This programme is and the process involved focussed around our duty of care, and support our students on a one to one basis: a student focussed provision at the heart of everything we do.

Stage 1 of the programme is the extra support we will put in place within a subject between the teacher and/or Subject Leader.

Stage 2 of the programme is for students who have not been able to make the desired progress with the Stage 1 level of support or if they require support across two or more subjects. This stage will be coordinated by the Curriculum Lead for the Sixth Form.

Stage 3 of the programme is very rarely used but in some cases the need for support requires this where students have been unable to meet the desired outcomes for Stage 2. The Head of Sixth Form will lead on this element of provision.

Irrespective of the Stage, at all times all relevant stakeholders in this supportive process will be involved in the necessary steps needed. Targets that are set will be attainable and measurable so that progress is clearly signposted, so upon completion the student's successes will be evident.

VESPA Programme

Success at A-level requires a specific mindset and depends on your habits, routines, attitudes and approaches to study. At Kings Langley Sixth Form we use the VESPA programme to help students achieve the mind-set that sets students up for success. VESPA stands for **V**ision, **E**ffort, **S**ystems, **P**ractice and **A**ttitude.

There has been a lot of research conducted into the mindset of A-Level students and the VESPA concept is the result of two contemporary, forward-thinking educationalists putting all of this research into practice. Many sixth forms and colleges have adopted this model and it has proven success. VESPA draws extensively on academic research and classroom experience to develop a system that supports student learning, helping every learner become the best they can be.

The five ideas of VESPA are:

VISION The degree to which a student knows what they want to achieve

EFFORT The number of hours proactive independent study a student is willing to do

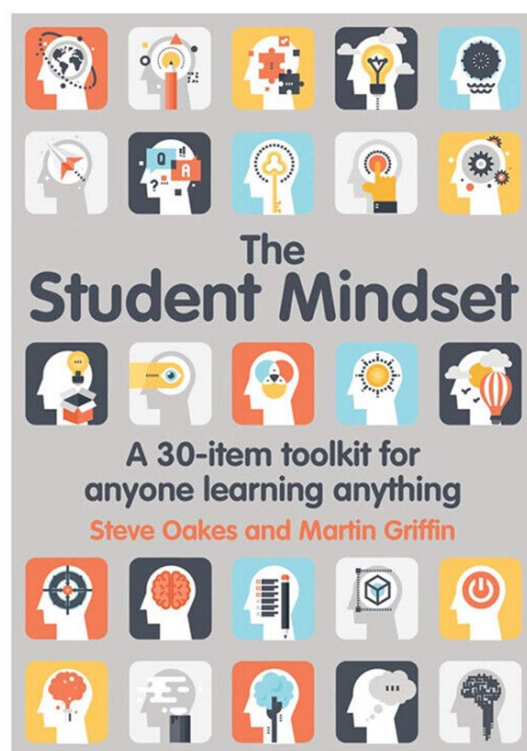
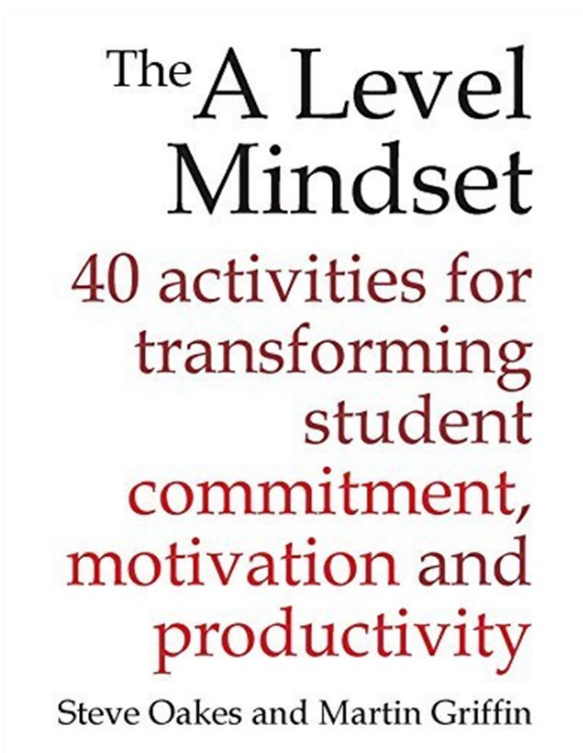
SYSTEMS The level to which the student organises their learning resources

PRACTICE The level to which a student commits to practising and developing their skills

ATTITUDE The way a student responds constructively to setbacks

At Kings Langley Sixth Form you will see the VESPA model being employed at various times. Some of the VESPA work is obvious, such as registration activities and VESPA events. At other times VESPA will be more discreet and embedded into your lessons by your teachers. Because VESPA is personal to you, you should be aware that it is very much a 'what you put in, you get out' type of concept.

The VESPA model is very much aligned to our Attitudes to Learning (ATL) model which is used from Yr7 through to Yr13.



Registration Programme

The registration programme is designed to enhance students wider learning, personal development and contribution to the wider school community.

The activities are carefully planned to encourage all of our students to participate and to be proactive citizens and members of the school and local community.

Day	Activity & Description	Location
MONDAY	<p>Literacy and Oracy development</p> <p>Three benefits of this activity are 1) vocabulary/literacy skills 2) oracy skills 3) developing a wider socio-cultural capital</p>	Form rooms or sixth form study hall
TUESDAY	<p>Assembly</p> <p>These assemblies will be a mixture of school staff, outside speakers and student led.</p>	Sixth form building
WEDNESDAY	<p>Character in Action</p> <p>Actively engaging in activities that require students to employ their character education.</p>	TBC
THURSDAY	<p>VESPA</p> <p>Skills and learning that develop the A-Level mindset</p>	Form rooms
FRIDAY	<p>MOOCS & Academic Review</p> <p>A weekly opportunity to reflect on content of the week just gone, prepare applications and work on areas of personal development and wider understanding</p>	Form rooms

Independent Study & Private Study

This year will be hugely important and not always easy. Students will encounter unfamiliar situations; take on roles that may not have considered previously, and tackle work that is more advanced and demanding. The sixth form will provide students with many opportunities to develop skills, self-confidence and provide students with ample chances to take responsibilities. It will provide students with many academic skills, one of which is teaching them how to become a good independent learner.

Independent study skills have become increasingly important as A level and other level 3 specifications have changed. Students will not achieve their potential if they do not put in the work outside of the lesson. Assessment frequently asks students to apply their subject knowledge to unfamiliar contexts and it is difficult, if not impossible, to do this if they have not taken the time to extend your understanding independently. Wider reading will be set and there is an expectation to use independent study time to answer key questions that you will be set by each subject, each week. These questions are designed to stretch your thinking and encourage you to bring your own learning and discovery into your next lesson.

Experience tells us that the students who achieve their potential and who gain the highest marks are those who take the greatest responsibility for their own progress. This independence of approach is an area that all students should strive to improve, building on strategies that they have started to develop for GCSE. At KS5 there is greater expectation that students develop independent skills and knowledge to underpin those learnt in class.

Independent learners are motivated to learn. They accept responsibility for their own learning and have the confidence to approach others for help if they need it. Independent learners manage their learning processes effectively. This includes:

1. identifying what they want to learn, for example, reading the learning
2. outcomes in the module handbook
3. identifying how they are going to learn, for example, individual study,
4. working with a friend, asking for help
5. managing time, stress and other commitments
6. using a wide range of learning opportunities and resources, for example,
7. adapting the learning process to make use of new opportunities

Students with specific learning needs or those who are finding it difficult to manage their study time will be offered specialist support from our KS5 learning support. This will include helping with formulating study plans, timetables, and identifying specific resources to help students. If students would like any further information about this, speak to the KS5 Curriculum Leader.

There is a student study guide to give more tips and advice on how to manage workload and utilise independent study time.

The sixth form building and facilities have been designed specifically to accommodate sixth form students exclusively. Students are invited to make use of the facilities that are on offer and be aware of other students and staff around them to ensure that they make the most out of their independent and private study periods.

The sixth form building has a dedicated study hall area where the space is designed to facilitate peaceful study to aid concentration. We promote quiet study in this area where the expectations are that students do not disturb others in this space. There are laptop charging facilities within this space and the furniture is arranged to ensure that there is plenty of personal space to study effectively.

Students also have a more relaxed, social space which contains a range of chairs and furniture, alongside a hot drinks vending machine, printing facilities and areas for group conversations. Students may wish to use this space to study but are reminded that this space is to be used by all students and therefore we do not expect students to 'claim their areas' and we will not allow a 'reserving a sun lounger' approach to areas of the sixth form.

Student Wellbeing & Healthy Lifestyle

Students should refer to our Wellbeing charter document for full information regarding our commitment to all students wellbeing and how we support positive mental health.

At Kings Langley Sixth Form we believe strongly that positive emotional wellbeing and mental wellness are not only crucial in enabling students to feel happy and fulfilled within themselves as individuals, but also in enabling them to thrive and flourish during their time with us here at school. Students who enjoy positive mental health and wellbeing are better able to cope with the normal stresses of life, work productively and fruitfully, fulfil their own potential and make a contribution to their wider community.

At Kings Langley Sixth Form we offer students the opportunity to opt into active afternoons each Wednesday p5&6, Week 1. Students are given a schedule of what active sessions are provided and students will then be put on the register for these sessions. Students are then committed to these sessions for the year.

At Kings Langley Sixth Form we recognise, through consistent evidence from research, the links between contemporary socio-cultural challenges and student experience and youth development. The pervasive range of pressures and challenges that young people experience is having an increasingly noticeable impact, we therefore ensure that we support wellbeing and support approaches to achieving positive mental health.

As a sixth form we advocate the balance of studying and personal time and therefore advise students to consider prioritising their study time during the school day to ensure that there are opportunities to engage in part-time work* and finding time to relax and spend time with family and friends. This is the first area that we ask students to consider if they are feeling overwhelmed or start to struggle.

Students should look out for our wellbeing events and take notice of the tips we promote to supporting wellbeing and being proactive with supporting positive mental health.

16-19 is a particularly critical time for students as they fall between the services in the community; between compulsory school age and adult services. Along with our dedicated KS5 form tutor team, our Pastoral Leader and Student Needs Officer should be contacted if any advice, support or guidance is required. Our Pastoral Leader is a trained mental health champion and we have on-site mental health first aid trained staff. Students should never feel like are alone, especially at this time where the transition to adulthood, whilst exciting, is potentially going to be unsettling.

Need to chat, come and see us. We have an open-door policy in the sixth form office. We also have a space in the sixth form building where students who are feeling overwhelmed, upset, frustrated, require a sensory de-load, or just need a chat, can go. In this space we have some wellbeing resources such as relaxation music, yoga mats, adult colouring books, mood lighting, oil diffuser, face mask, and noise cancelling headphones.

The sixth form also has a dedicated sixth form wellbeing and study garden designed to allow students an area of peace and tranquillity. The garden is a relaxing space where conversations can be held and which provides fresh air and a change of scenery.

Student Wellbeing & Healthy Lifestyle

What?	Who?	Why?	When?	Where?	How?
Safeguarding	Any member of staff, Mr Tubb / Mrs Ellison (Designated Safeguarding Lead)	Any concerns about any issues/concerns to safeguarding yourself or others.	All week	All areas of the school	In person, email, go to the sixth form office.
Pastoral Leader	Mrs Battaglia	A few examples of what you can talk about: anxiety, depression, grief, identity, confidence, friendship, relationships	All week	Sixth form office	In person, email, complete an online request
Student Needs Officer	Mrs Ellison	Specific student wellbeing and mental health areas.	All week	Via the sixth form office	In person, email, self-refer
Dacorum Health Hub	Tyler	Local support services signposting	Thursday	Sixth form meeting room	Self-refer
Form Tutors	Various across Yr12 and Yr13	Study/Life balance, organisation, exam stress, general life coaching	Monday-Friday	Form room	In person, email.
UCAS & Post-18 Advisor	Mrs Battaglia Mrs Wright Mrs S. Reeve	UCAS, Oxbridge, Apprenticeships, Interview Skills, Work experience, career coaching, CV building, Unifrog	Mrs Battaglia: Monday-Friday Mrs Wright: Tuesday & Wednesday Mrs S. Reeve: Wednesday	Sixth form office	In person, email, self-refer

Wellbeing Request



If you would like some advice, information, guidance or support relating to your wellbeing, please speak to the sixth form office or scan this QR code to request some support.

Please be aware that this request form is not to be used for any safeguarding concerns or if you or someone is in immediate danger or at risk of harm. You should report your concerns immediately to a member of school staff and in emergencies, contact the emergency services by telephoning 999.

Equality, Diversity, Inclusion & Belonging

For full details of our commitment to equality, diversity, inclusion and belonging, we invite students to read our full EDIB Charter.

We commit ourselves to creating a culture where we support protected characteristics, intersectionality and inclusion as a whole. This charter is designed to communicate the values and commitments that we, the whole sixth form community (students and staff), pledge our responsibility to achieve.

The following commitments have been agreed through student voice, collaboration between the student and staff body, and in partnership with representatives from organisations and bodies who champion equality, diversity and inclusion.

Our 10 commitments:

1. **Equity** - We believe in fairness of opportunity and experience to support positive outcomes for all.
2. **Responsibility** – Our sixth form ensures that everyone has a responsibility and is accountable for their actions.
3. **Belonging** – Our sixth form believes that everyone belongs here; everyone is welcomed to our community.
4. **Wellbeing** – We care about people’s physical, mental and emotional wellbeing and understand that it is unacceptable to exclude people.
5. **Voice** – all members of our community have the right to have a voice and contribute to our sixth form.
6. **Respect** - To treat all members of our community with respect, both as individuals and communities.
7. **Value** – our sixth form values the social and cultural capital that diversity brings to our community so that people feel valued.
8. **Support** – we recognise the value of supporting each other so that everyone can reach their potential.
9. **Empowerment** – we believe in empowering people to stand up for themselves and each other
10. **Representation** – Ensure that minority members of our sixth form community are represented through greater representation whilst dismantling white privilege.

We have dedicated members of the student leadership team who lead the committee for ‘Student Development & Representation’. If you are interested in becoming a member of this committee and wish to become an associate member, speak to the student leadership team.

For full details of our commitment to equality, diversity, inclusion and belonging, we invite students to read our full Anti-Bullying Charter.

We commit ourselves to creating a culture where we support protected characteristics, intersectionality and inclusion as a whole. This charter is designed to communicate the values and commitments that we, the whole sixth form community (students and staff), pledge our responsibility to achieve.

The following commitments have been agreed through student voice, collaboration between the student and staff body, and in partnership with representatives from organisations and bodies who champion equality, diversity and inclusion.

Our 10 commitments:

1. **Listens** - We believe in listening to all students, parents/carers, staff, and other stakeholders in the development of our strategies and approaches to prevent, report and respond to incidents of bullying.
2. **Includes us all** – Our sixth form ensures that everyone has a responsibility and is accountable for their actions.
3. **Respects** – All students and staff are role models to others within the whole school community in how they treat others.
4. **Challenges** – All forms of bullying is challenged and taken seriously.
5. **Celebrates difference** – difference is actively and visibility celebrated and welcome across the sixth form.
6. **Understands** - all stakeholders understand what bullying is and what it isn't.
7. **Believes** – all students are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **Reports bullying** – all students, parents/carers, staff, visitors and other stakeholders understand how to report incidents of bullying.
9. **Takes action** – we respond quickly to incidents of bullying and ensure that where appropriate, the perpetrator(s) and victim(s) are involved in formulation of appropriate action to respond to incidents.
10. **Has clear policies** – our whole school policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to stakeholders.

We are always looking at way of eliminating bullying. One of the ways you can be part of this is to become an anti-bullying ambassador and receive training and support from The Diana Award. Speak to the sixth form team to get involved.

Attendance & Punctuality

Upon enrolling to study Kings Langley School Sixth Form you are making the commitment to fulltime study and an important condition of ESFA (Education and Skills Funding Agency) funding that secures your place at the sixth form, is meeting attendance requirements.

All students are required to attend sixth form Monday – Friday, 8.40am-12.50pm irrespective of study periods during these times. For guidance on afternoon off-site, self-supported study, please carefully read the ‘Off-site, self-supported study’ section within this handbook (page 23).

All students attendance is recorded and monitored and we are accountable for accurate reporting to the ESFA.

In the context of our sixth form, attendance includes:

- All morning registration sessions (8.40am-9.10am) and assemblies
- All timetabled lessons
- All timetabled enrichment programmes (EPQ, Core Maths, CeFS)
- All assessment and examination periods
- Other notified events and times

There is significant research that links strong attendance with high academic output and preparedness for future destinations. Kings Langley School Sixth Form provides diverse and exciting opportunities for students and we encourage all our students to participate within them. The two years you have with us will go very quickly and there is a lot to gain from maintaining strong attendance. We also enjoy seeing you around the school and engaging in the range of activities and opportunities on offer. If you want to become more involved, just ask us.

As previously stated, attendance is monitored on a daily basis and as part of our safeguarding policy, we react to absences immediately. As part of attendance monitoring we will intervene where attendance and absence becomes a concern. We hope that we do not need to initiate this process however, please carefully read and understand the following absence procedure:

Absence rate*:	Actions:	Consequences:
95%	No action required.	Not applicable.
Below 95%	Stage 1 attendance monitoring programme initiated by form tutor or subject leader. Parent(s)/carer(s) notified of monitoring programme.	Temporary removal of off-site study until improvement of attendance is seen.
Below 90%	Stage 2 attendance monitoring programme initiated by KS5 Pastoral Leader. Student and parent(s)/carer(s) meeting with the KS5 Pastoral Leader at start of monitoring programme.	Temporary removal of off-site study until improvement of attendance is seen. Compulsory study support sessions identified (3.15pm-4pm)
Below 80%	Stage 3 attendance monitoring programme initiated by Head of Sixth Form. Student and parent(s)/carer(s) meeting with the Head of Sixth Form for all review meetings.	Temporary removal of off-site study until substantial and consistent improvement of attendance is seen. Compulsory study support sessions identified (3.15pm-4pm)
Continuing decline of attendance after Stage 3 monitoring programme period	‘Risk of withdrawal’ letter issued. Student and parent(s)/carer(s) meeting with the Head of Sixth Form.	Temporary removal of off-site study until substantial and consistent improvement of attendance is seen. Compulsory study support sessions identified (3.15pm-4pm) Conditions of sustaining place at the sixth form agreed with set time frame.
Further decline of attendance and conditions of ‘risk of withdrawal’ letter not being met	Attendance panel with intention to withdraw place recommended with supporting evidence. Head of Sixth Form consults with Headteacher with recommendations.	Sixth form place withdrawn and student is removed from roll.
28 days of continuous ‘unauthorised’ absence.	Withdrawal from sixth form.	Student removed from roll.

Attendance & Punctuality

Punctuality is more than just 'turning up on time', it is a sign of respect as well as assisting in the development of organisational and independence skills.

We expect students in the Sixth Form to recognise that excellent attendance is essential to maximise their academic potential. Consistent and punctual attendance are qualities highly valued by employers and references often ask for comments regarding a student's attendance and punctuality record. Concerns regarding a student's attendance and punctuality are dealt with according to our tiered Attendance intervention levels system.

Students are expected to attend sixth form every day. Excellent attendance supports learning, enabling students to follow sequences of lessons and access support from their teachers. Students will also have time to practise the skills their teacher wants them to learn. Where students fall into the habit of irregular attendance, their work will suffer.

We understand that sometimes there are barriers and challenges outside of school, but we expect students to make their attendance at school a priority. Students should only take time off if they are too unwell to attend if there is a major family emergency or a bereavement; reasons for absence such as; minding the house, looking after younger sisters or brothers and driving lessons are not acceptable.

Punctuality is equally important to success. By not attending at the start of lessons, students will miss important parts of the curriculum and put themselves at a disadvantage. Punctuality is an important quality, which all students should cultivate as it is an essential component of being successful in the workplace environment.

What happens if I am late to lessons?

If you are more than 5 minutes late to a lesson without a reasonable reason or if you are regularly late to lessons or activities, your teacher will issue a 'late on the system' and then politely ask you to report to the sixth form office where you will be required to undertake self-study. It is then your responsibility to ensure that you find out what you have missed from the lesson and get the work caught up on. Students are accountable and responsible for their learning, in partnership with the sixth form. Being regularly late to lessons or activities should not impact other students in the class.

Punctuality is monitored on a regular basis. Patterns and trends will result in students being spoken to about their punctuality which will result in a monitoring programme being used to help support students in improving their time keeping or to explore what support may be required to help improve punctuality.

Absence Process

We appreciate that at times, absence is unavoidable and also there are certain circumstances where you will need to be absent at short notice. At Kings Langley School Sixth Form we promote accountability and responsibility and therefore request that you and your parent(s)/carer(s) follow our absence process to avoid difficult conversations about your attendance.

All absences should be notified at the earliest possible time by email or telephone to the sixth form office 6form@kls.herts.sch.uk , 01923 264504. In the event of an unexpected absence this should be reported on the same day. For planned absences such as appointments or interviews please complete a Planned Absence Form prior to attending your appointment. All absences will be recorded as unauthorised unless we have been notified of a valid reason.

Authorised absences where possible need to be requested at least 48 hours in advance. Your request will be dealt with on the same day.

Type of Appointment	Action Required
Medical/dental appointments	Please submit an Planned Absence Form to sixth form staff, although wherever possible appointments should not be made during timetabled lessons.
Regular/scheduled medical/dental appointments that occur at the same time	Please ensure that the sixth form office have details of this with supporting medical evidence i.e., consultant letter, CAHMS letter, etc.
Driving Test/Theory Test	A Planned Absence Form should be submitted to sixth form staff. Please note absences for driving lessons are not permitted even in 'free' periods.
Recognised religious holidays	Please submit a Planned Absence Form.
Auditions /University Interviews/ University Open Days	Please submit a Planned Absence Form.
Job Interviews	Only in the case of full time employment and Please submit an Planned Absence Form will need to be submitted. Please try to avoid timetabled lessons.
Funerals	Please submit a Planned Absence Form or a letter/email from home. We appreciate the sensitivity of this situation.
Study Leave (as set out in the school and sixth form calendar)	No action required
Occasional extra-curricular activity giving significant personal achievement, including field trips and visits related to areas of study; sports fixtures and expeditions	Your subject teacher or form tutor will notify the sixth form of your absence however, out of courtesy, you should notify your teachers of any timetabled lessons you will miss.
Unpaid work experience placement relative to course	Please submit a Planned Absence Form.
Appointments with courts/probation services etc	Please submit a Planned Absence Form.

If in doubt, submit a Planned Absence Form!

Absence Process

Some unforeseen absences can also be authorised:

Absence:	Required action
Sickness	Parent(s)/carer(s) to notify sixth form by telephone or email on the first day of absence indicating an estimated return date where possible.
Bereavement	Parent(s)/carer(s) to notify sixth form by telephone or email as soon as convenient.
Family emergency	Parent(s)/carer(s) to notify sixth form by telephone or email on day of problem
Transport problems (to which there is no alternative)	Parent(s)/carer(s) to notify sixth form by telephone or email on day of problem

Absences that are not accepted and will be recorded as unauthorised:

- Holidays – holidays during term-time are unauthorised
- Part or full time work which is not part of the student's programme of study
- Leisure activities or pursuits
- Birthdays or similar celebrations
- Babysitting younger siblings or the care of family pets/animals
- Driving Lessons and theory lessons
- Tiredness due to social activities or impact of employment

Absence must always be explained and the school is accountable for reporting this accurately. Although you may reach 18yrs old whilst enrolled with us, it is part of our duty of care and statutory requirements that we request absence to be communicated by your parent(s)/carer(s). Absences that are not reported in this manner will be recorded as 'unauthorised'. Please also be advised that if you are absent from sixth form, your parent(s)/carer(s) will be notified and contact home may be required. We have a statutory safeguarding duty to do this and we politely request your understanding of this.

Persistence absence or where absence trends have been identified will lead to formal absence investigation being initiated where your parent(s)/carer(s) will be required to attend a meeting to discuss the reasons behind this. Should there be further concerns, this will be referred to the Head of Sixth Form and your place in sixth form is put at risk of withdrawal.

*Please ensure that all absences are reported to the sixth form and that medical evidence is provided. We acknowledge your rights under the Equality Act 2010 and therefore recognise absence in association to this will not be recorded as 'unauthorised' absence.

We advocate effective and regular communication to help resolve attendance and absence issues and would prefer to work positively with students and their parent(s)/carer(s) to prevent any action being required.

Off-site, self-supported study

Our aim is to provide a sixth form where students, staff and parents work in synergy to support young people as individuals who develop responsibility and accountability for their academic and personal development. We recognise that as our young people transition into adulthood, they need to develop independence and the ability to make decisions about where they can engage in purposeful, independent study. This is why we permit off-site, self-supported study from January of Yr12.

The rationale for this is detailed below:

- To provide students with the opportunity to be responsible for selecting the environment most conducive to their independent studying needs.
- To reinforce the culture of accountability and responsibility of students for their own learning.
- To enable students the opportunity to enhance their learning and acquisition of cultural capital by providing opportunities to visit locations such as libraries, exhibitions, museums, conference, universities, etc.
- To prepare students for higher education and adulthood by becoming more responsible for their own time.

Students wishing to self-support their independent study off-site are able to do so from 12.50pm from January of Yr12. Students joining the sixth form in September are required to attend sixth form 8.40am-3.15pm daily from September to December of Yr12. This ensures that students are able to demonstrate the commitment to sixth form study and display their understanding of the sixth form values of accountability and responsibility.

In December of Yr12, all students (and their parent(s)/carer(s)) will be notified of their off-site study permission following the results of the Autumn Term assessment period. Students should recognise that off-site is not an automatic right and that it can also be revoked immediately if the student is no longer meeting the criteria set out below:

Attendance – attendance must remain over 95% at all times.

Punctuality – must not be subject to a monitoring programme for punctuality (stage 1, 2, or 3). Students must recognise that punctuality is not just in the morning but also to all lessons.

Attainment – must not be subject to a monitoring programme for attainment (stage 1, 2, or 3), must not receive a grade 3 in more than one A-Level subject, must not have a grade 4 in any subject.

Behaviour & Conduct – must not be subject to a monitoring programme for behaviour or conduct (stage 1, 2, or 3), must not receive any ATL grades 3 or 4 relating to behaviour or aspiration, must not have been subject to any exclusions (internal or exclusion) for that term.

Independent study & Homework – must not be subject to a monitoring programme for independent study (stage 1, 2, or 3), must not receive a grade 3 ATL or lower in any subject relating to independent study and homework.

Students who opt for self-supported, off-site study, must have a completed parent/carers contract signed and returned before off-site study can commence. Non-attendance during study periods without a signed contract will be classed as truancy and will initiate safeguarding procedures, even if student is over the age of 18. Please be advised, we require a printed, hand written contract; emails will not be accepted as confirmation.

Once a contract has been returned to the sixth form office, parent(s)/carer(s) will be informed of the sessions which students are allowed to access off-site, self-supported study.

Students and parents have the right to appeal a decision regarding off-site study however, the Head of Sixth Form's decision is final, following consultation with the Headteacher.

If you have any questions regarding this policy, please contact us via email on 6form@kls.herts.sch.uk.

Off-site, self-supported study

Frequently asked questions:

Is this optional or compulsory?

This is optional and students who wish to remain in school for their independent study periods in the afternoon, will be provided with continued study facilities and provision. Students will be required to attend sixth form as normal, from 8.40am, engaging in daily registration activities and timetabled lessons and activities. Attendance to sixth form is compulsory between 8.40am-12.50pm and until 3.15pm if timetabled for lessons or specific activities.

I don't have study periods in the afternoon on my timetable, but I do in the morning. Can I have off-site, self-supported study in the morning instead?

No – we require and want to see our students every morning in registration. This is an important session where information, advice and guidance is provided. Our form tutors significantly support our healthy lifestyles charter which values engagement with our sixth form and wider school community. It is also part of our wider safeguarding responsibilities.

Is access to off-site- self-supported study continuous?

Yes - As long as the criteria is being constantly met.

Access to being off-site p5 or 6 for study periods for any KS5 student can be revoked if there is a concern or decline in attainment, attendance, behaviour, conduct, punctuality or if there is a wider concerns for the progress of the student. These concerns will be communicated to the student and parent(s)/carer(s), and under these circumstances, students with study periods will be required to study within the sixth form study area for timetable study periods, checking in with the sixth form office.

Can I be employed during the off-site, self-supported study periods?

No. Off-site, self-supported study is time given to students to study towards their full-time education.

Staff can ask for students to attend sixth form in the study periods with no notice if there is work to complete or concerns about progress or well-being. There may also be a long-term arrangement to bring a student into sixth form for all sessions. Students should also be aware that student enrichment activities may also be planned for study periods and as such, attendance to these, unless stated, are not optional.

If a student is off-site during the school day, they are expected to conduct themselves in line with the same high expectations and behaviour as required by all school policies. If an issues arises off-site which reflects the school or sixth form negatively, then the sixth form reserves the right to revoke off-site study periods.

I have study periods in the afternoon but I have been asked to attend a sixth form event. Can I opt out of this event?

No. The sixth form arranges guest speakers, outside organisations, presentations, visits, and a wider range of other opportunities which sometimes requires us to put these on in study periods. Remember that you have enrolled onto a full-time programme of education and therefore you may be required to attend these events.

Sixth Form Dress Code

In line with our commitment to equality, diversity, inclusion and belonging charter, we believe in giving young people in our sixth form, the opportunity for expression and individual character. We do also need to outline that as we are located within a school environment, students should appreciate that dressing appropriately for the school and sixth form environment shows that you are committed to working with the school and sixth form values and wish to be considered as a young adult with the aspirations for success.

Sixth Form tutors will ensure that you are dressed appropriately for sixth form and the school environment; if they consider you are dressed inappropriately they will refer you to the KS5 Pastoral Leader who may send you home to change. Students will be spoken to in the first instance, re-occurrence will result in students being sent home to change. Further re-occurrences will result in formal consequences and sanctions which we hope will not be required.

1. Students should ensure that clothing and/or personal appearance is appropriate and will not cause offence to others. Students are required to dress in a manner that is absent from political or other contentious slogans. If clothing has wording or pictures on it, this should not be offensive.
2. Students should dress in a manner where they feel comfortable and are 'study ready' allowing them to feel confident, inclusive and allow for the best experience of studying at Kings Langley School Sixth Form. Students should also ensure that they are able to maintain adequate modesty.

The sixth form understands that there may be circumstances that make it difficult for some students to follow a code (for example, if a student has a medical need or disability). If this is the case, the sixth form will discuss with the student how we can support them and make reasonable adjustments where possible. Where students are transitioning to live in the gender with which they identify, the sixth form will apply and adapt this code sensitively and flexibly.

Within this context, please note the following:

- Denim or jean styled trousers/ skirts or indeed any other items of clothing made of this material should not be worn.
- Clothing should not be excessively transparent, thus lacking in modesty.
- Tailored shorts may be worn if the student feels it is appropriate and modest.
- Footwear should be secure and not pose a health and safety risk. Trainers are not permitted.
- Casual t-shirts or t-shirts with slogans should not be worn.

Student identity badges and lanyards MUST be worn at all times in line with our safeguarding policy.

Jewellery should be appropriate and not excessive, in line with health and safety guidance.

Piercings should be appropriate for the school environment and these should not be excessive. Students are reminded of the health and safety requirements of engaging in physical activity and therefore non-stud facial piercings must be removed during these activities.

Tattoos and other body art should be appropriate. Students are reminded that it is against the law to tattoo a person who is under the age of 18.

It is fully appreciated that different religions have specific guidance on what is appropriate dress in public and Kings Langley School Sixth Form will always seek to fully accommodate such requirements. However, under these circumstances some guidance boundaries will be applied and colleagues are respectfully asked to discuss any specific religious needs with the Head of Sixth Form.

The sixth form has the final say on whether clothing and appearance is appropriate and any queries relating to this should be discussed with the Head of Sixth Form.

It is appreciated that you may want to express your personality and individuality as a young adult. We hope that you can see that our dress code does not prevent this however, extremities or challenges to the level of acceptability will not be tolerated. Please speak to a member of the sixth form team if you require clarification before purchasing your clothes for sixth form.

Mobile Phones & Digital Devices

We appreciate that mobile phones are a large part of life and that young people will want to use their mobile phones whilst at sixth form. Mobile phones can support learning however, they can also cause a distraction to both the user and other people. Students should consider how they use their mobile phone so that they do not disturb others or be required to leave the phone in the care of the sixth form team.

We enforce the following expectations of mobile phone use at Kings Langley Sixth Form. They are simple and straight-forward so there is no confusion on where students can/cannot use their phones:

1. Sixth form students can use their mobile phones whilst in the sixth form block and outside areas only.
2. Sixth form students are not permitted to use their mobile phones in the main school building, including the library and canteen spaces.
3. Mobile phones must not be used during lessons unless authorised and directed by staff for the purpose of a learning activity.

We respectfully ask that students working in the study area of the sixth form block have their phone notifications switched to silent and use headphones. This is out of courtesy to other students in the quiet study area.

What do I do if I need to take an important phone call?

We appreciate that sixth form students become more independent and also are responsible for organising and arranging appointments, interviews, etc. If a student has a scheduled telephone call or is expecting to receive a telephone call during a lesson and it cannot be avoided, then the student is responsible for informing the member of staff and to request to step out of the lesson in which to take the call. If the call is of a sensitive nature then the student should request to take the call outside of the building.

Please try to schedule calls outside of lesson times and planned activities.

Sixth Form students who use their phone elsewhere in the school will have it confiscated. It can be collected from the office at the end of the day. Repeated instances of non-compliance with this policy will be dealt with on an individual basis.

Students are free to use personal digital devices that are appropriate to their studies, which may include subject specific devices.

Students should be aware of the school's policy of acceptable use and are reminded that inappropriate use of a mobile for or digital device will form part of the school behaviour policy where criminal action may be taken. We therefore promote mature and sensible use of mobile phones and digital devices.

What happens if I loose my mobile and/or digital device?

Kings Langley School and Sixth Form will not be held responsible for any loss or damage to any personal equipment including mobile phones and other digital devices.

Can I wear headphones?

Students can wear headphones in the same areas that they can use their mobile phone. Headphones must not be worn in the main school building, even if students are not intending to use their phone, headphones must be removed. This is for health and safety and to ensure that you are role models for the lower school. Headphones will be confiscated if seen being worn in the main school building. They will be held in the sixth form office and will be returned at the end of the day (3.15pm). Repeated instances of non-compliance with this policy will be dealt with on an individual basis.

We advocate and encourage our students to lead healthy and active lifestyles and as such, we promote travelling to the sixth form on foot or by cycling where possible. We do however, appreciate that we are in a village setting and therefore this may not be possible or appropriate.

Sixth form students who pass their driving test and wish to park on the school site are able to do so but must follow the policy below in order to do so. Parking is also limited and therefore, we cannot guarantee a parking space for all students who wish to use this facility.

Car Park Application



Driving on School Site & Parking Policy

Driving is a privilege, and here at Kings Langley we are keen to ensure that all road users take the necessary precautions to promote safety. The following policy must be abided by:

- Students who wish to park within the school grounds should apply for permission from Mrs Battaglia. Permission should be sought only if other suitable forms of transport are unavailable.
- Before driving on site, the vehicle **must** be registered (this includes any change of vehicle during your time at the school).
- Please complete the online registration (<https://forms.office.com/e/etn0rggSzF>) and complete the safety course. You are required to complete and upload a copy of your certificate as evidence of education on safe driving from the online learning site: <http://www.firstcar.academy/>
- Vehicles are parked on site at the drivers' own risk. The school cannot accept responsibility for any vehicles or their contents.
- Students are prohibited from eating, smoking, sitting in or loitering around the cars parked during school hours.
- Parking on school grounds is a privilege that may be revoked based on issues around school truancy, punctuality, attendance or violation of other school rules and regulations.
- Speeding, reckless operation, making excessive noise etc. on school grounds will result in parking permits being revoked.
- Any student who is unwell and deemed to be unsafe to drive will have to find an alternative mode of transport home.

Whilst using my vehicle to travel to and from school I will use the following code of conduct:

- I will ensure that my vehicle is insured, taxed, has a valid MOT (if applicable), and is roadworthy and I will present evidence of this when requested.
- I will display the issued parking permit in my front windscreen.
- I will only park in the designated bay allocated to me by the Sixth Form Team.
- The school site has a speed limit of 10 MPH. I will drive at the appropriate speed (even if that is below the limit).
- I will only drive the vehicle I have registered on site.
- I will ensure that I arrive at school at 830am at the latest.
- I will ensure that if I use my vehicle during lunchtime that I will be back in the school building on or before 130pm.
- I will get permission from the sixth form office if I need to leave my vehicle on the school site after school closes.
- I will respect the provisions of the Highway Code at all times, as well as legal and other provisions affecting drivers and passengers.
- **I understand that if I break any of the rules or do not adhere to the code the permission to bring my vehicle on site will be withdrawn.**

Student Parking

Safer driving websites:

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

<https://www.brake.org.uk/get-involved/take-action/mybrake/knowledge-centre/young-drivers>

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

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

<https://www.theaa.com/driving-school/driving-lessons/road-safety>

<https://www.gov.uk/guidance/the-highway-code/annex-8-safety-code-for-new-drivers>

<https://www.firststop.co.uk/blog/top-tips-for-new-drivers>

<https://www.wearemarmalade.co.uk/driver-hub/driving-tips/the-first-time-driving-alone>

[Driving On Your Own For The First Time | Learn to drive: Expert skills](#)



Student Code of Conduct

At Kings Langley Sixth Form believe in encouraging our students to be mature, respectable, young adults. We want to promote an environment and culture of 'expectations' rather than having a long list of rules and 'you must not' however, it is important that we set the standards of expectation through a student code of conduct.

1. Show consideration and respect for others and for the school and sixth form environment.
2. Talk to all students, staff, visitors and members of the local community with respect and behave at all times, in an appropriate and courteous manner. Use language in written and verbal communications that is polite and respectful.
3. Be positive advocates and ambassadors of the school and sixth form, whether this is onsite or not. Instances of misconduct off the sixth form site on a sixth form activity or elsewhere, which brings discredit upon the sixth form or school may be treated as if they had taken place on the school site; this also applies to behaviour on social media.
4. Adhere to the school policies and be aware of the level of responsibility and accountability.
5. When using social media, behave in a courteous and honest way, respecting the privacy and feeling of others at all times; avoiding the use of names, contact details or images of other students, staff or visitors without their prior permission.
6. Be aware of meeting the legal obligations to the use of online and social media.
7. Dress in an appropriate manner, in line with the sixth form dress code.
8. Use mobile and digital devices in line with policy.
9. Smoking, e-cigarettes and vapes are not permitted anywhere on the school and sixth form site, including personal cars.
10. Equipment belonging to the school or sixth form must not be removed from the school site. Damage to property will be recovered when intentional, malicious or due to reckless behaviour.
11. Students bring in their own property at their own risk.
12. Students are not to have in possession; weapons or anything that can be used as an offensive weapon, alcohol, controlled (illegal) substances. Students are reminded that possession of these items could be reported to the police.
13. Participate actively and to the best of their ability in lessons and in the general life of the sixth form.
14. Attend punctually and attend all required activities including enrichment, supported learning sessions and compulsory workshops.
15. Complete assignments and independent study to the best of their ability and ensure that they are submitted as requested, by the stated deadlines.
16. Do not cause a distraction to others or disrupt the teaching and learning of the school and sixth form.
17. Adhere to the attendance policy of the sixth form including not taking personal appointments, paid work, or holiday during term times.
18. Seek permission from the Headteacher before making use of any school or sixth form logo or any other publicity material.
19. Seek permission from the Headteacher before broadcasting or publishing information about the sixth form or school, or members of the school and sixth form community. This also includes social media.
20. Abide by all school and sixth form policies and expectations including those relating to:
 - Equality, Diversity, Inclusion & Belonging
 - Health & Safety
 - Anti-Bullying
 - Acceptable Use
 - Assessment, Exams and Plagiarism (including exam board guidance and regulations relating to AI and ChatGPT)

Positive Behaviours

Praise, encouragement and recognition of achievement, contribution and positive behaviours are central to our philosophy. This is done through positive reinforcement, strong role modelling and affirmation, using recognition and rewards where appropriate.

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work.
- Good or outstanding pieces of work.
- Attainment or progress in one or more subjects
- Effort in class and/or for homework.
- Outstanding effort for achievement in extracurricular activities.
- Service to the sixth form, the school or local community.
- Consistently improved attendance and punctuality.

The sixth form will use the following methods of recognising positive behaviours:

- Recognition points reinforced within lesson through teacher discussion and positive language reinforcement.
- Contact home via telephone or email.
- Personalised postcards.
- Inclusion in the school newsletter.
- Sixth Form students can nominate their peers for a scholarship award* worth £50. Nominated students will be put in a draw which is announced each half term.
- Key Stage 5 student of the week.
- Celebrated on our social media channels.
- Recognition in assemblies and form time.
- Celebration breakfasts and refreshments.
- KLS Colour Awards Diamond (reserved purely for sixth formers).
- Commendation letters from the Head of Sixth Form and/or sixth form team.
- Headteacher Commendation Awards.
- Chair of Governors Commendation Awards.
- End of year awards.
- Scholarship Awards*

*Each half term, up to eight students are selected to receive a scholarship award of £50 each. The money awarded can be spent by students on things to enhance their learning such as specialist equipment, books, courses, travel to university open days, clothing associated to their subject.

Consequences of undesirable behaviours

The list of consequences presented here is not exhaustive and students are reminded of their adherence to the school policy for behaviour and other associated policies (acceptable use, etc.). The consequences listed here are in relation to common, daily behaviour and conduct of the sixth form community. Just because something is not listed explicitly here, does not mean that there are no consequences associated.

It should also be recognised that different situations may have individual circumstances and therefore, the Head of Sixth Form may enforce different actions to be taken.

Category	If this behaviour occurs...	The consequences are...	Which could result in...
Attendance to Sixth Form	Student attendance falls below 90%	Stage 1 monitoring programme initiated.	Escalation to stage 2 if no improvement made.
	Student attendance falls below 85%	Stage 2 monitoring programme initiated.	Escalation to stage 3 if no improvement made.
	Student attendance falls below 80%	Stage 3 monitoring programme initiated.	Risk of withdrawal from sixth form.
	Student is absent for more than 28 days consecutively with no medical evidence or intention to return.	Student is withdrawn from the sixth form.	N/A
Attendance (to lessons)	Student misses a lesson.	Student is expected to complete work from lesson in own time.	Student being required to complete this work in compulsory study (3.15-4pm) in the sixth form study room.
	Concerns over attendance to subject lessons (more than three occasions where student has not attended in a half term)	Stage 1 monitoring programme initiated.	Escalation to stage 2 if no improvement made.
	Student's attendance to a significant concern (more than five occasions where student has not attended in a half term)	Stage 2 monitoring programme initiated.	Escalation to stage 3 if no improvement made.
	Student attendance to subject lessons is sporadic.	Stage 3 monitoring programme initiated.	Risk of withdrawal from sixth form.
Independent Study	Student is not utilising independent study sessions (folders, MOOCS, UCAS, wider reading, etc.)	Stage 1 monitoring programme initiated.	Escalation to stage 2 if no improvement made.
	Student does not engage in independent study (folders, MOOCS, UCAS, wider reading, etc.) and is negatively impacting others.	Stage 2 monitoring programme initiated. Study sessions with KS5 Curriculum Leader.	Escalation to stage 3 if no improvement made.
	Absence of evidence for independent study and regular (folders, MOOCS, UCAS, wider reading, etc.), negative impact on others.	Stage 3 monitoring programme initiated. Study sessions with HOSF.	Risk of withdrawal from sixth form.

Consequences of undesirable behaviours

Category	If this behaviour occurs...	The consequences are...	Which could result in...
Behaviour & Conduct	Follow school behaviour policy.		
ID Badges & Lanyards	Failure to wear ID badge and lanyard.	Pastoral Leader to issue student with temporary lanyard and ID card. Student has three days to return this or a £5 charge to be made. (£3/ lanyard, £2/ID card).	Pastoral Leader meets with student and contacts home to communicate safeguarding requirement. Off-site study could be removed in circumstances where it is regular.
	Persistent failure to wear and/or use ID badge and lanyard.	Pastoral Leaders contacts home and off-site study is removed until expectations is met consistently.	Pastoral Leader arranges a meeting with parent(s)/carer(s) with HOSF in attendance to discuss safeguarding and non-compliance concerns. Non-compliance monitoring programme initiated with further violations could result in removal from the sixth form. Off-site study removed.
	Mis-use of ID card / Scanning in for another student.	Pastoral Leader to log breach of safeguarding and issue a written warning to student via home. Off-site study removed for a period of no less than 1 month (more if more than one occurrence).	For repeated incidents or where incident is of significant concern, the HOSF to enforce misconduct and behaviour policy resulting in a potential suspension. Permanent removal of off-site study.
Dress Code	Dressed inappropriately (breach of sixth form dress code).	1st occurrence—form tutor to talk to student, referring to the student dress code and home-sixth form agreement. 2nd occurrence—form tutor to send student to Pastoral Leader.	Student may be required to go home to get changed. If this is not possible, the student may be required to remain in the sixth form centre under the Pastoral Leader supervision + off-site study removed until dress code followed.
	Purposeful non-compliance with the sixth form dress code.	Student to meet with the Pastoral Leader and HOSF. Stage 2 monitoring programme for behaviour and conduct initiated. Immediate off-site study removal.	Escalation to stage 3 monitoring programme.
Homework	Failure to complete homework / coursework / meet deadline.	1st occurrence—extension provided if appropriate .	Off-site study removed until submission of work.
	Homework / coursework / deadlines not being met.	Stage 1 monitoring programme initiated. Off-site study removed during monitoring.	Escalation to stage 2 monitoring programme.
	Persistent failure to complete homework/coursework/deadlines.	Stage 2 monitoring programme initiated. Off-site study removed during monitoring. Compulsory study sessions (3.15-4pm)	Escalation to stage 3 monitoring programme.
	Significant concerns as to completion of homework/coursework and disregard of deadlines.	Stage 3 monitoring programme initiated. Off-site study removed until further notice. Compulsory study sessions (3.15-4pm).	Where there is no progress, escalation to the intention to withdraw sixth form place is outlined at sixth form panel.

Consequences of undesirable behaviours

Category	If this behaviour occurs...	The consequences are...	Which could result in...
Mobile & Digital Devices	Not following mobile phone and digital devices policy—1st offence.	Request from staff to follow policy.	Confiscation of device.
	Repeat of not following mobile phone and digital devices policy.	Confiscation of device. Stage 1 monitoring programme (behaviour & conduct)	Escalation to stage 2 monitoring programme.
	Disregard of mobile phone and digital devices policy, including refusal to hand over device.	Stage 2 monitoring programme.	Escalation to stage 3 monitoring programme.
	Inappropriate and blatant disregard of mobile phone and digital devices	Stage 3 monitoring programme, which may include suspension.	Enforcement of school behaviour policy.
Smoking and Vaping on site	Full adherence to school behaviour policy.		
Vehicles	Student parking violation.	Temporary (1week) ban on parking on site.	Extended parking ban on site (depending on degree of violation)
	Student parking violations (more than one in a half term or repeated)	Parking ban enforced for one month.	Removal of parking permit.
	Disregard of student parking policy.	Removal of parking permit and requirement to complete online driving awareness in compulsory study session (3.15pm)	Full parking on site ban.
	Student driving is reckless or endangers others.	Immediate removal of parking permit.	Potential for withdrawal from sixth form under the behaviour policy.
Punctuality	Student is unreasonable late (more than 5mins) - first time.	Teacher explains impact of lateness to student.	Disregard could result in student being sent to report to the sixth form office.
	Student is unreasonably late (more than 5 mins) - after 1st occasion	Student is not permitted in the lesson and the class teacher sends the student to the sixth form office. The student is responsible for completing study work recognising accountability of own actions.	Student required to complete compulsory study session (3.15-4pm) in the sixth form.
	Student is regularly late with no reason.	As above + stage 1 monitoring programme initiated.	Escalation to stage 2 if no improvement made.
	Student punctuality is a significant concern	As above + stage 2 monitoring programme initiated.	Escalation to stage 3 if no improvement made.
	Student has no regard to punctuality.	As above + stage 3 monitoring programme initiated.	Risk of withdrawal from sixth form.

Communication Expectations

For full details of our commitment to equality, diversity, inclusion and belonging, we invite students to read our full Communication Charter.

We commit ourselves to creating positive relationships between our stakeholders to ensure that at all times, the student is placed centre of what we do and recognises the challenges that come with communication methods. This charter is designed to communicate the values and commitments that we, the whole sixth form community (students and staff), pledge our responsibility to achieve.

The following commitments have been agreed through student voice, collaboration between the student and staff body, and in partnership with parents and carers.

Our commitments:

1. **Effective** - It is always our aim to communicate with stakeholders in the most effective manner using the most appropriate communication channel.
2. **Timely** - We recognise that communication in the modern world is so much easier with digital devices common place and that time is often an importance factor in many circumstances. We commit to dealing with enquires in a timely manner whilst also highlighting that with teaching comes unavoidable constraints and may cause delays.
3. **Sensitive** - Communication should be sensitive and understanding of circumstances.
4. **Understanding** - integrating and working in synergy with stakeholders to achieve positive health and wellbeing.
5. **Respectful** - Communication between all stakeholders should seek to establish respectful, fair, open and professional relationships.
6. **Consistent** - Communication channels should be consistent so that it aids clarity and is easily accessible when sourcing information.
7. **Wellbeing** - We recognise the importance of timely communication and also the boundaries of expectations of responding to communication. The wellbeing of stakeholders should be considered when engaging in communication.
8. **Professional** - Communication should always address people in an appropriate manner, in a courtesy that would be expected in return.

Monitoring Programmes

We want all our students to thrive and succeed and we are committed to supporting all our students to achieve academic success at the same time as a positive student experience. We recognise that at times, some students may require some support and guidance, whether this is in regards to their academic attainment and progress, or within a pastoral and wellbeing context.

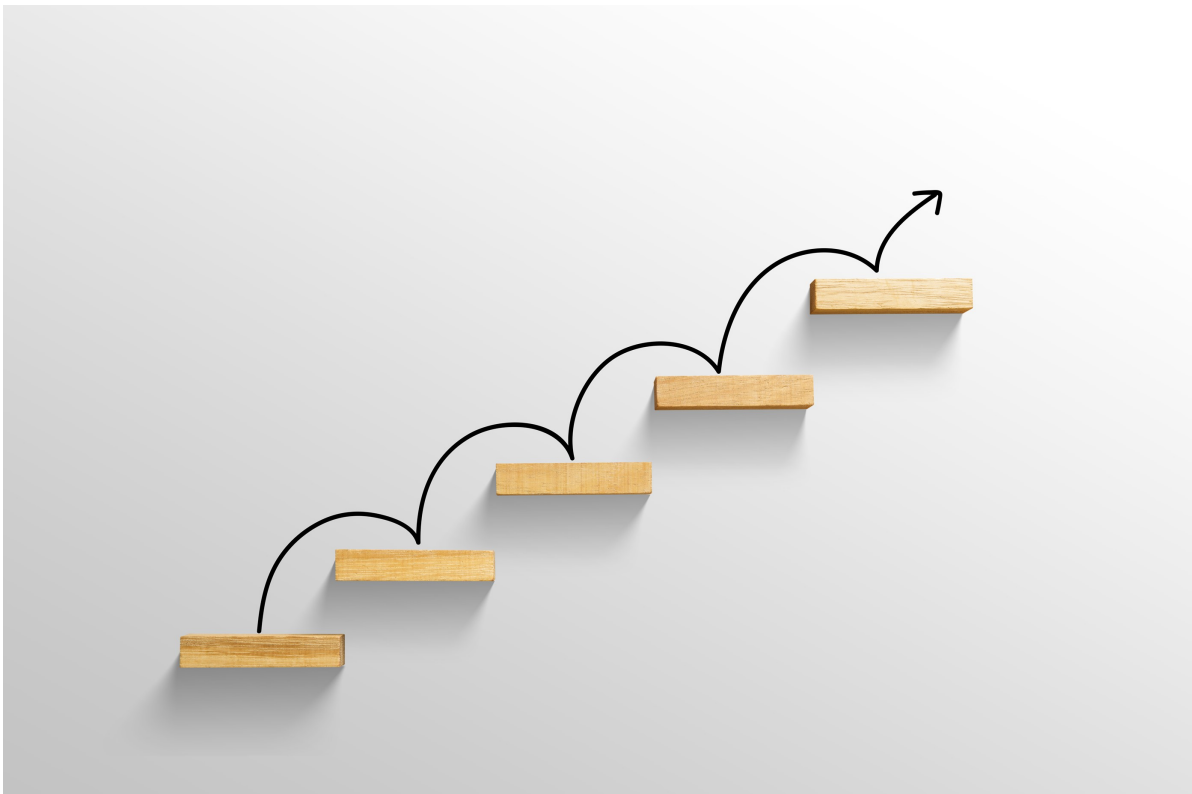
Whilst we advocate accountability and responsibility at the same time as empowering students to utilise character education, we sometimes need to support students by placing them on a monitoring programme.

Monitoring programmes are not necessarily about sanctions or punishments, they should be viewed as the sixth forms way of assisting you with difficulties or challenges you might be facing or ensuring that you are given support in meeting the expectations of the sixth form. When placed onto a monitoring programme, you may find that we identify specific services or actions that will help support you. These will be tailored to your needs and ensure that you can get the most out of your sixth form experience. It is also an opportunity to highlight anything that you need from us—it is a two-way conversation (three if your parent(s)/carer(s) are in attendance).

There are three clear stages involved with a monitoring programme in five different areas:

- Attendance
- Punctuality
- Academic
- Homework & Deadlines/Submissions
- Pastoral (Behaviour & Conduct)

Where there is a wellbeing concern or where a student identifies that they require wellbeing support, the Head of Pastoral will meet with the student. We deal with these situations discreetly and sensitively. Students are reminded however of our duty of care and legal obligation to follow up any concerns with regards to safeguarding in line with the whole-school safeguarding policy.



Monitoring Programmes

The following structure for monitoring programmes are provided below. Students are reminded however, that the conditions may be altered to support the situations and circumstances. The HOSF will be consulted if changes are required.

<p>Stage 1</p>	<p>One-week initial monitoring period: Student to meet with form tutor at the start of the monitoring period. Off-site study suspended for duration of monitoring. Student reports to form tutor every am registration. Student has report signed by form tutor in am registration and by subject teachers in each timetabled lesson. Parent(s)/carer(s) to counter sign daily.</p> <p>Once 5 school days have been completed, the following actions may be taken:</p> <ul style="list-style-type: none"> ▪ Monitoring ends ▪ Continue monitoring at stage 1 for one more week (<i>max. 2 weeks for stage 1, progress to stage 2 if stage 1 has limited impact</i>) ▪ Escalate to 6F Office for stage 2 monitoring
<p>Stage 2</p>	<p>Minimum of a two-week initial monitoring period, although may be extended if relating to academic progress: Student to meet with KS5 Pastoral Leader/KS5 Curriculum Leader at the start of the monitoring period. Meeting pro-forma placed in students file with copy sent to parent(s)/carer(s) and form tutor. Off-site study suspended for duration of monitoring. Student reports to 6F Office every am registration. Student has report signed by form tutor in am registration, subject teachers in each timetabled lesson, and sixth form office for any supervised study periods. Parent(s)/carer(s) to counter sign daily.</p> <p>Student to meet with 6F Office at the end of week 2. At this point, the following actions may be taken:</p> <ul style="list-style-type: none"> ▪ Continue monitoring at stage 2 ▪ Reduce monitoring to stage 1 ▪ Escalate to Head of Sixth Form for stage 3 monitoring
<p>Stage 3</p>	<p>Minimum of a three-week initial monitoring period, although may be extended at the discretion of Head of Sixth Form: Student to meet with KS5 Pastoral Leader/KS5 Curriculum Leader and Head of Sixth Form at the start of monitoring period. Meeting pro-forma completed and placed in students file. Off-site study removed completely. Returned to student at the discretion of the HOSF. Student reports to HOSF before every am registration and at 3.15pm daily (first two weeks), reduces to every am registration in week 3 if concerns are improving Student has report signed by form tutor in am registration, subject teachers in each timetabled lesson, and sixth form office for any supervised study periods. Parent(s)/carer(s) to counter sign daily.</p> <p>Student to meet with 6F Office at the end of week 1 and 2. Student to meet with HOSF at the end of week 3. At this point, the following actions may be taken:</p> <ul style="list-style-type: none"> ▪ Continue monitoring ▪ Reduce monitoring to stage 2 ▪ Escalate to parent(s)/carer(s) meeting to discuss sixth form place

Home-Sixth Form Agreement

At Kings Langley Sixth Form we are committed to ensuring that all students achieve their full potential through having access to the highest quality of education, a diverse and enriching provision to support our young people to develop as well-rounded individuals, and to for fill their wider aspirations of a happy, healthy and successful future. To 'unlock potential for life' the sixth form values and promotes a tri-part commitment and agreement involving the student, parents/carers and the sixth form.

We have the highest expectations of both work and behaviour, and this document outlines the specific systems we have in place and the responsibilities we share as part of the sixth form.

Overall expectations:

- We expect you to challenge yourself to make the best possible progress and achieve the best outcomes you are capable of.
- We expect you to use your time effectively in lessons by organising your notes, being fully equipped and prepared and taking an active part in the lesson.
- We expect you to respond quickly and positively to feedback provided by your teachers on specific pieces of work.
- We expect you to complete all homework and independent learning tasks to the best of your ability.
- We expect you to adhere to all deadlines.
- We expect you to engage in wider reading and research to enhance and deepen your subject knowledge.
- We expect you to attend sixth form and all your lessons every day and be on punctual to all your lessons.
- We expect you to arrive to school dressed in an appropriate way adhering to the sixth form dress code suitable for professional study in sixth form.
- We expect you to be actively involved in positive role modelling and supporting the wider school community and maintaining the high standards of behaviour we expect of all our students.

As a sixth form, our commitment to excellence means that you can expect from us:

- Challenging, well-planned and stimulating lessons.
- Support, help and guidance with any difficulties you may be facing.
- Regular homework and independent study activities.
- Clear lines of communication with teachers.
- Work will be marked and assessed in a timely fashion and feedback provided that helps you improve.
- Practical, non-judgemental, individualised support from your form tutor, sixth form pastoral team and sixth form leadership team.
- Designated spaces to enable you to focus on completing your work.
- A comprehensive, extra-curricular programme that gives you opportunities to develop your skills and experiences outside the classroom
- Provision and enrichment outside of qualifications, for personal development that enable you to develop your skill set and character
- As a member of Kings Langley School Sixth Form, we will endeavour to treat you as a responsible, sensible young person. We are committed to building a culture of mutual respect, adult responsibility, honest and ambition. If you work hard, persevere, show respect for your teachers, your peers and the school facilities, we will support you in everything you do.

It is helpful, therefore, that we are clear as we can be in terms of our systems and expectations in all aspects of sixth Form behaviour and conduct.

Home-Sixth Form Agreement

	Student—I agree to:	Parents/Carers—We/I agree to:	Sixth Form—We agree to:
Achievement	Work hard and do my best, making effective use of non-taught study time, including home study and study periods. Be sure of and work towards my target grades in all subjects.	Encourage and help my son or daughter with their studies.	Provide details of courses and programmes for the student's which detail course requirements and expectations. Help students to set and achieve your own individual educational goals and provide regular reports to parents on achievement and progress
Attendance & Punctuality	Attend and be punctual to sixth form every day (sixth form starts at 8.40am). Have no unauthorised absences. To attend assemblies and tutor periods.	Keep to my legal responsibility to ensure full and prompt attendance and to avoid holidays in school time. Inform the school of reasons for absence. To support my son or daughter in maintaining good levels attendance and punctuality.	Monitor and encourage good attendance and punctuality. Communicate attendance and punctuality concerns to both students and parents/carers.
Behaviour	Adhere to the Sixth Form Code of Conduct and school's behaviour policy. Act in a manner which shows maturity and is courteous towards staff, fellow students and visitors. Uphold the school's reputation in the community by advocating the Kings Langley School ethos.	Actively support the sixth form and school's code of conduct and the school's behaviour policy. Support the sixth form centre in the application of sanctions if required.	Outline behaviour expectations and Sixth Form Code of Conduct (see sixth form area and school website). To model, encourage and promote good behaviour and deal effectively with behaviour that falls below our expectations. Work with parents/carers to address behaviour that falls below the sixth form code of conduct.
Independent Study & Homework	Complete homework that is set by my subject teachers or form tutors, submitting it by the published deadlines. Complete independent study that assists me in making progress towards targets and aspirations.	Provide my son or daughter with somewhere to do homework and independent study. Routinely monitoring independent study to encourage effective study practices and the completion of set homework.	Set homework regularly and to mark it as quickly as possible, in a way that provides support for future progress. Publish homework and independent study on MS Teams, giving adequate and appropriate time for completion of work.
Personal Study Periods	Effectively utilise personal study periods by completing independent work set by subject teachers and form tutors.	Support the sixth form in the encouraging students to utilise their personal study periods effectively and supporting interventions when students require additional structure during these times.	Provide venues for students to effectively study during personal study periods. Provide set independent work to be completed in personal study periods which supports programme of study or develops students within a subject. Provide meaningful study content that develops students additional knowledge and skills.
Dress Code	Dress in accordance with the sixth form dress code. In addition. I agree to wearing the sixth form ID lanyard at all times. This is compulsory and non-negotiable.	Provide suitable clothing and support the school's dress code policy. Assist the sixth form centre by supporting sanctions enforced for violations of the sixth form dress code.	Supply an up-to-date dress code that balances the standards of the school with the individuality of Sixth Form students.
Mobile Phones	Use mobile phones appropriately within designated areas of the school and sixth form areas. To adhere to the school policy for acceptable use. I understand that the inappropriate use of mobile phones, including the use of mobile phones and headphones outside of designated areas, will result in a mobile phone ban.	Support the sixth form and school's policy on the use of mobile phones. Assist the sixth form centre by supporting sanctions enforced for violations of the appropriate use of mobile phones..	Clearly outline designated areas where mobile phones can be used. Enforce sanctions for inappropriate use of mobile phones, including the use of mobile phones and headphones outside of designated areas.

Home-Sixth Form Agreement

	Student—I agree to:	Parents/Carers—We/I agree to:	Sixth Form—We agree to:
Communication	Communicate with form tutors, subject staff and the sixth form leadership team to ensure your sixth form experience is positive and allows you to achieve your aspirations.	Communicate with the sixth form centre, any concerns/queries, using appropriate means. Respond to telephone calls, emails, letters or other form of communication at the request of the sixth form in order to support the delivery of all 16-19 provision. We/I understand that the sixth form centre has a communication policy which outlines expected response times to enquiries to the sixth form centre.	Provide effective, clear and timely communication to students and parents/carers. Outline communication standards in the sixth form communication policy.
Equality, Diversity, Inclusion & Belonging	Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy. Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying. Reporting prejudice-related incidents, challenging stereotypes and prejudices and understanding, valuing and celebrating diversity	Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy, refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying. Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement	Overseeing the implementation of the Equality Policy and ensuring that all who enter the sixth form are aware of, and comply with, the Equality, Diversity and Inclusion Policy. Taking appropriate action in any cases of discrimination, harassment, and victimisation and bullying. Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school Celebrate equality, diversity and inclusion by ensuring that there is equal access to all opportunities and experiences across the whole sixth form provision. Ensure that all students within the sixth form centre feel valued and have a voice.
Property	To use school property appropriately without causing damage or destruction.	Assist the sixth form centre by supporting sanctions enforced for incidents where the school property has been damaged or stolen. We/I agree to compensate the school for any damage or theft of items/property belonging to the school.	Provide facilities that allow students to meet their course requirements and that allow them to enjoy their sixth form experience.
Equipment	Students will ensure that they are ready to learn by equipping themselves appropriately for each subject as well as general student life. Students will ensure that they meet the equipment requirements set out by individual subjects. Complete bursary applications (if applicable) to support financial costs of equipment.	Provide your son or daughter the equipment required as set out by course requirements as well as general stationary, study equipment and resources (note pads, pens, etc.). Complete specific sections of the bursary application to access financial support when required.	To provide general subject specific equipment that allows all students to access programmes of study. To provide clear guidance and support in accessing the bursary funding to support financial costs of equipment. To ensure that there is fair and equal access to equipment to all students.
Sanctions	Follow the Sixth Form Code of Conduct so that I do not incur any sanctions and help to make the school a safe and enjoyable place for all students. Follow the requests and instructions of staff without protest to ensure that all students are able to enjoy and thrive in the sixth form.	Support the school and encourage good behaviour. We/I understand that where required, any violation of the school and sixth form centre policies can and will result in appropriate sanctions being used. The school and sixth form reserves the right to safeguard the rights and opportunities of all students and any sanctions applied by the school and sixth form are to be supported by parents/carers. We/I understand that the abuse, intimidation or threats made to staff will not be tolerated, this includes any slander or deformation on social media or community groups.	Provide an environment where all students are able to study and experience sixth form where misconduct or inappropriate behaviour is not tolerated and is challenged. To apply sanctions to students that are fair and consistent, designed to discourage repeated offences or occurrences. Notify parents/carers of misconduct or where sanctions fall outside of the school day.
Employment	I understand that by enrolling at Kings Langley Sixth Form that I am undertaking full-time education and therefore, any part-time employment that I decide to engage in, must not interrupt my studies, including but not limited to, deadlines, coursework completion, field trips, or any other compulsory aspect of studying at the sixth form. Part-time employment commitments will not be accepted for underperformance or impact on academic study.	Ensure that my son or daughter commits to a full-time study contract and that any part-time employment commitments do not interfere or impact academic study. We/I agree to monitor the number of employment hours undertaken by my son or daughter to ensure that their full-time study is not negatively impacted. This may involve contacting the employers to reduce working hours or adapt working pattern/commitments.	Support students by understanding part-time employment may be undertaken and that this supports students personal development and financial opportunities. Where possible, identify employment opportunities that may support student's interests and future employment aspirations. At the request of students and/or parents, contact employers to mediate employment matters if negatively impacting academic study.

Essential Study Skills

You should make a point of discussing the most effective use of your study periods with your subject teachers, as they, of course, are the people best placed to give you advice. Some of the most effective general strategies include:

- Maintain a well organised, logical subject folder for each of your subjects. Even practical subjects need to have a folder as you will need to take down tutorial notes for example.
- Going over your lesson notes, organising them and where possible building upon them through further research around topic areas.
- Getting ahead of yourself (especially with regards to coursework) and starting to complete work set that day.
- Doing extension work, (extra exercises or questions) in the areas you find most difficult.
- Reading through teacher's comments on marked work and writing detailed student responses which will benefit your future progress.
- Carrying out additional reading (journals, newspapers, case studies, the internet) around your academic subjects.
- Completing past papers.
- Writing essay plans.
- Completing project work.
- Working on practical work which we appreciate is time consuming.

We do encourage you to stay on site beyond the 'normal' school day to make the most of the sixth form study facilities.

Tips for effective studying:

- Turn your notifications off on your mobile.
- Only you can say if listening to music whilst you study is either helpful or a distraction. If you do decide to listen to music, please ensure that you are wearing headphones as not everyone will share your taste in music or want to be disturbed. Consider the volume of headphones please.
- Ensure that you have all the equipment and resources you need.
- Be brave in telling your friends and people around you that you are studying and need concentration.
- Have water and constantly hydrate the brain. **DO NOT USE ENERGY DRINKS!**
- Plan your study time across all your subjects and prioritise deadlines.
- Take breaks where you can get fresh air and natural light.
- If studying for a long period, plan a walk half way to give your brain a rest.
- Consider whether you need a 'study buddy' as sometimes you can save time and be more efficient.
- Be realistic with your study sessions—don't over plan what you want to cover.
- If you are feeling overwhelmed or worried about something, speak to someone. It may feel like the hardest thing to do but it is often the quickest and most effective way of reducing the stress or anxiety it is causing.

Exam Preparation & Review

Exam preparation is different to revision. The following tips should help you prepare for the exams which are published in advance.

Preparing for Exams

- Pull the whole course together (get a syllabus and do not compartmentalize information).
- Start revising early enough (ie months before the exam!)
- Try to keep a revision timetable.
- Change revision topics regularly to avoid boredom (but ensure thorough revision of all areas!)
- Revise actively by summarising notes onto cards or into diagrams; (don't stare blankly at your notes or copy out repetitively!).
- Revise in approximately 45 minute sessions (...your attention span!).
- Practise past questions and papers.
- Try to think up likely exam questions for yourself (but beware of question spotting!).
- Talk about the material you are revising (bore parents, friends, relatives, etc).

As Exam Day Approaches

- Ease off your revision (you need to be mentally alert for the exam, not a walking zombie!).
- Revise during the day so that your mind is used to working in examination hours. You must be at your most alert at 9am not 11.30pm!
- If anxiety sets in talk to parents/tutors. (Breathing exercises, meditation or a GP may help.)
- Check examination arrangements (twice!) – time, place, etc.

On the day:

- Don't attempt any last minute revision, it will only disturb your carefully stored ideas.
- Arrive in good time.
- Don't let other candidates disturb you. Remain aloof if you need to.
- Make sure you have the necessary equipment for the exam (black pen, pencil, ruler, rubber, calculator, books!)

In the Exam Itself

- Keep calm at all times
- Read the instructions on the front page.
- Read the questions.
- Read the instructions (again) and find the questions you have prepared for.
- As you tackle a question:
- Examine the wording carefully
- Take the time to plan your answer before you start writing - Everything you write should be relevant to the specific question asked.
- Write legibly and in a clear style using relevant terminology.
- Express complex ideas in short sentences.
- Structure essays with an introduction, a logically developed argument and a conclusion which all answer the question set.

Exam Preparation & Review

Following your exams it is really good practice to review how they went. Many students prepare for exams but fail to review in a detailed way; they see a grade and that's it. Simply put, self-reflection is the act of taking time to think, meditate and evaluate your behaviours, motivations, and performance.

Self-reflecting on your exam performance, regardless of whether you passed or failed, encourages critical thinking about how you approached the task. It helps you consider what worked well for you in the exam process and what didn't, and how you can approach this task differently in the future.

By reflecting on your exam performance and experience, you will gather valuable information to help you grow and develop as a learner.

The key is to not get too fixated on your grade. Look beyond your grade. Muster the courage to look at and/or listen to the teacher's feedback.

Effective questions for reflection

Exam preparation

- What learning strategies were most/least helpful?
- How do you learn best?
- Were you deep learning or surface learning?
- Did you use all the resources available to you?
- How realistic was your study schedule?
- When do you know you have really learned a topic?

Exam performance

- Did you have enough time to answer all the questions in the exam?
- Which topics or subjects were you least/most confident answering?
- How did you feel during the exam?
- Did you use any stress management techniques?
- What did you learn from this exam?

Future exams

- What study strategies will you continue using in the future?
- What changes do you need to make?
- What have you learned from this experience?
- Who can support you going forward?

On the next page you will find some further areas for you to reflect on. These are common themes that students often say they experience—you're not alone if you experience one, some or all of these!

Exam Preparation & Review

Addressing common reflections

There are often common themes that come up for students after they have reflected on their exam preparation and performance:

Time management

Exams are designed to be completed within a given time frame. Finishing an exam too early can be as big a red flag as not completing it. You might have accidentally skipped a question or misread a requirement.

However, a more common mistake students make is spending too long on one question. You might have been confident about the subject matter and written too much. It's important to remember that, no matter how much information you can give on a topic, once your time is up, you must move on to the next question.

A good solution for this is to answer the easy questions first. This will build your confidence in time management. You can go back to the difficult questions later in the exam.

When time starts running out, you can get flustered and make mistakes. Slow down, take a deep breath and use positive self-talk. Tell yourself you can do this — and then do it.

Misinterpreting a question

Students often say they misread a question or they misinterpreted what was being asked of them in the exam.

During your next exam, take deep breaths when you think you have gone awry. You can get a lot of clarity by taking just 20 seconds to breathe deeply.

It's smart to highlight the key words in the question and look out for the word "and" in a question requirement. In one question requirement, there might be two questions and you don't want to miss an opportunity to gain full points.

Stress and anxiety

It is very natural and very common to feel a little stressed or anxious coming up to or during an exam. Because of this, students often say their "mind went blank" during the exam.

For your next exam, be prepared to calm your nerves. Practice breath work before the exam and it will come naturally to you during the exam.

A simple method is to breath in deeply for four seconds, hold for four seconds, breath out for four seconds and hold for four seconds. By doing this simple exercise, it will calm your nerves and help you focus.

If your stress levels are very high, be sure to talk to someone in your support network or a professional as they can help you with some relaxation techniques or give you some advice to ease anxiety.

After reflecting on your exam performance and experience, make an action plan for your next exam. Consider the following questions.

- What is your goal for your next exam?
- What study/learning strategies are you going to put in place?
- What study/learning strategies need to be changed or abandoned to achieve your goal?

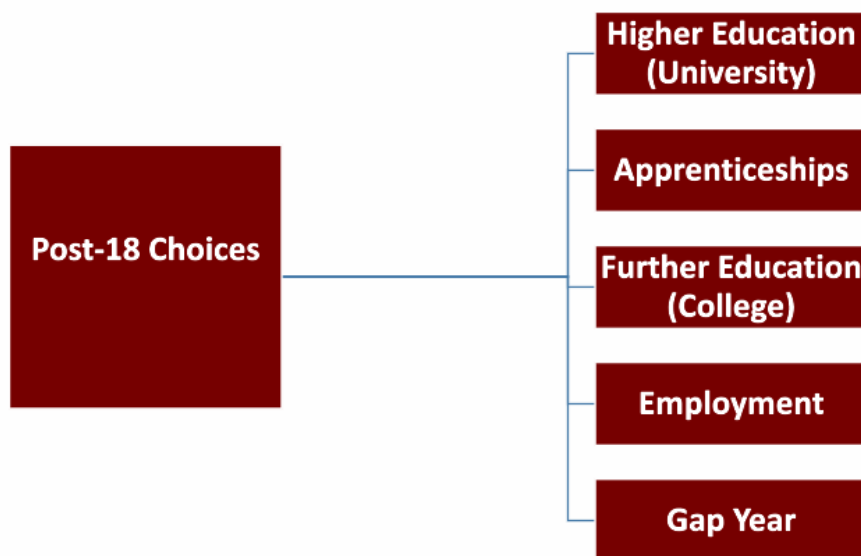
Final note

Self-reflection can come easily to some and not so easily to others. However, even if you're in the latter category, it is still worth trying it out as it really can improve your performance, engagement, and motivation.

Our Information, Advice & Guidance programme will assist you in understanding the options that will be available to you once you have completed your A Levels.

There are many options for you to consider for after you have completed your A-Levels. Whatever pathway you choose to follow, we are here to help you and ensure that you are fully informed.

In the summer term of Yr12, we hold a student and parent post-18 pathways information evening to ensure that you and people at home feel fully supported and informed of what options you have and what support is there to guide you through the process of searching, research and applying.



UCAS Process

During your PSHE lessons you will be using different activities to assist you in your preparation before you attend the UCAS Fair. This is where you get the opportunity to talk to majority of the universities and what courses they offer.

The sixth form team will guide you through the whole process. You will be using UCAS Hub, Unifrog, Zero Gravity to name but a few platforms to support you through your research into what universities have to offer. You will also use the KLS Sixth Form Post 18 Portal, this contains relevant information from how to start applying, personal statements and key deadline. In conjunction with the portal you will also have the UCAS handbook which will ensure you have all the relevant information to successfully complete your UCAS application in a timely manner.

<https://sites.google.com/view/kls-sixth-form-ucas/home>

The portal also provides you with information on the other pathways that are available to you. We strongly recommend the 'train track' approach, where you have a plan A and a plan B. Going through the UCAS process whilst at school is preferred, even if you are not sure university is for you. This will assist you if you decide to change your mind later. The Sixth Form Team is here to assist you with apprenticeship, mock interviews, CV etc. Apprenticeships can take a long time, and some require you to apply to a university as their training provider.

As a school we have a statutory and moral duty to provide students with careers education, information, advice and guidance (CEIAG).

Our careers strategy (CEIAG) is interwoven into all areas of our curriculum but most notably in our PSHE programme of study and fulfils the eight Gatsby Career Benchmarks, which are:

- A stable careers programme
- Learning from career and labour market information
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

As a school of character, Kings Langley School aims to create and promote an inclusive climate, which enables equal opportunity and access to careers education, information, advice and guidance for all students, giving them a clearer idea of the routes to jobs and careers they may find engaging and rewarding. Our aim is for students to receive high-quality, unbiased, professional and appropriate careers education, information, advice and guidance, so that students can make reasoned and rational choices, as they prepare to leave Kings Langley School, about their next stage in life, whether it be further education, the world of work or an apprenticeship. This is in addition to having a great curriculum and the ability to demonstrate great character traits, particularly self-regulation; stickability; and empathy, which will support them in being well-rounded people who can flourish in their future lives and careers.

Our careers strategy is wide-ranging and can be seen in a variety of areas in the official curriculum, and in many areas of our personal development framework. Core teaching of careers education takes place within the PSHE programme with subject areas making key links within their curriculum time and is taught by all teachers. Access to employers, employees, businesses and enterprises, colleges and universities are through a series of speaker programmes linking to subject lessons, drop-down lessons and assemblies, our yearly careers fair, and trips and visits to various sites.

Employer Information:

In Year 12 all students will have a week of work experience, which students record using our Unifrog package - a complete destinations platform. Additional opportunities are sought out for students such as employability skills workshops, university summer school programmes and taster days, and there are several careers information points around the school, with the main area being the library. All students have access to a variety of careers interviews from varying sources, including at least one from an external impartial provider (currently Services for Young People). These take place at key transition points for all students, but also where there is considered an additional need.

Supporting special educational needs (SEND)

Kings Langley School and Sixth Form have a warm and welcoming Learning Support Department (LSD) who go the extra mile to support our students, whether they have significant long term needs or short term difficulties which are presenting a barrier to their learning.

All students have the ability to learn and should be equally valued. Inclusion is most likely to be achieved when their diversity is recognised and regarded positively. All staff at Kings Langley are responsible for inclusion.

Students are entitled to receive a broad, balanced and relevant curriculum. We recognise that appropriate advice, support and resources are required to achieve this for some students in the mainstream curriculum.

All students and their parents/carers are entitled to be treated with respect and have their views taken into account.

The aim of inclusion is to consider the structure, teaching approaches, student grouping and use of support so that they respond to the needs of all students. Special educational provision at Kings Langley is underpinned by high quality teaching in the classroom.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of young people. The value placed on strong relationships with students is a key part of this approach to teaching. Teachers are expected to build respectful and nurturing relationships to develop our students.

Kings Langley School is dedicated to providing learning experiences for all students where there are no limits to achievements. This is done within a diverse and safe environment where all members of the school community are valued and respected.

The KS5 Curriculum Leader will meet with all students with identified SEND needs each term to discuss their attainment, progress, and identify any barriers to their learning. These meetings will identify where adjustments can be made to help students feel happy and secure in the learning environment as well as supporting them with independent study skills. This is also an ideal opportunity for the sixth form team to explore post-18 pathways and help prepare students in future destinations and plans.

The SENCo, Ms Johnson-Putt, can be contacted using: lsdp@kls.herts.sch.uk - an appointment can be made to attend a consultation during SENCo Surgery. This takes place every Monday of week 2 between 3:30pm - 5:30pm. Students are encouraged to attend these appointments to ensure their voice is heard and to provide them the opportunity to develop greater self-advocacy skills.

Student Support & Services

We would like to signpost you to some services that you may find useful. If you feel that these do not meet your needs, talk to us. We can provide support and signposting for many diverse areas.

In crisis and needing advice and support urgently but it's not an emergency: To make a referral or talk about an urgent mental health problem please call the **Single Point of Access (SPA)** team who will triage your call for more targeted support.

8am – 7pm 24/7 365 days a year
0800 6444 101

Sandbox is an NHS funded service to support Young People in Hertfordshire with their Mental Health. It provides access to a wealth of resources and materials and you can sign up for an assessment for NHS funded therapy (either 1:1 therapy or a digital online course).

Sign up at sandbox.mindler.co.uk

Samaritans 24/7 365 days a year
Call 116 123 Free from any phone.

Shout – If you would prefer not to talk but would like some confidential mental health support via a text based conversation.

24/7 service.

Text SHOUT to 85258

Switchboard If you identify as gay, lesbian, bisexual or transgender 10am – 10pm

0300 330 0630 or use their webchat service switchboard.lgbt

All operators identify as LGBT+

National Suicide Prevention Helpline. A supportive listening service to anyone with thoughts of suicide. **6pm – Midnight daily.**

0800 689 5652

First Steps ED for help and support in connection with eating disorders.

Firststepsed.co.uk

Access Point Project – Advice, Guidance and Sexual Health services including free condoms, chlamydia and gonorrhoea screening and pregnancy testing.

Monday – Friday 11am – 5pm

Hemel Hempstead Young People's Centre, First Floor XC Centre, Jarman Park, Hemel Hempstead HP2 4JS

Herts Young Carers – supporting young carers in Hertfordshire.

Carersinherts.org.uk

Herts Young Homeless – for those who are homeless or at risk of homelessness in Hertfordshire.

hyh.org.uk

FRANK—Honest information about drugs

0300 1236600

Text 82111

Email: frank@talktofrank.com

www.talktofrank.com

Bursary Information

Do not let financial hardship or personal financial difficulty be a barrier to your learning or prevent you from taking opportunities. The 16-19 Bursary Fund provides financial assistance to students whose personal circumstances may present a challenge.

The Bursary is financial assistance for students while they are studying at Kings Langley Sixth Form, especially if they have qualified for free school meals or pupil premium funding in the past.

The policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community" and to promote a climate which enables all students to flourish, regardless of ability, personal circumstances or special needs and supports our desired outcomes of developing "strong character".

The Bursary Fund has 2 elements, Level A and Level B:

Level A - Full Bursary

You could get up to £1,200 if at least one of the following applies:

- you're in or recently left local authority care
- you get Income Support or Universal Credit because you're financially supporting yourself or someone who is dependent on you and living with you.
- you get Disability Living Allowance (DLA) in your name and either Employment and Support Allowance (ESA) or Universal Credit
- you get Personal Independence Payment (PIP) in your name and either ESA or Universal Credit

Level B - Discretionary Bursary

The school will use its discretion to make awards in ways that best fit the needs and circumstances of identified students. These awards will always be targeted to student facing financial barriers to participation such as costs to transport, school meals, books and educational equipment.

Eligibility:

- A student must be aged under 19 on 31st August in the academic year in which they start their programme of study. In general, bursaries will only be paid to students in Year 12 and 13.
- The most vulnerable young people will be eligible for a Bursary at Level A of at least £1200 per annum. The sixth form will need appropriate evidence of all eligible students in this category. This typically might include a letter setting out the benefits to which the young person is entitled and written confirmation of the young person's current or previous looked-after status from the Local Authority or appropriate care service.
- Students who are eligible for support under Level B bursaries will likely include those students entitled to free school meals and those where there is evidence of families receiving additional forms of income support.
- In all cases, the sixth form team will use discretion in recommending students for individual financial support. Such recommendations will take into account changing family or other personal circumstances and will be responsive to all needs including those which may only be temporary.
- Students must have their own bank account.

For more information, visit: [Bursary - Kings Langley \(kls.herts.sch.uk\)](https://kls.herts.sch.uk)

Application forms are available from the sixth form office.

Students are required to attend all assessments and examinations as part of the school assessment and examinations calendar which is published on the school website.

The Joint Council for Qualifications (JCQ) publish their regulations for the execution of public exams. This document outlines Kings Langley Sixth Form policy relating to internal assessments organised internally by the centre.

Yr12 and Yr13 Trial exam periods are published by the school in September and exam timetables detailing dates and times for individual subjects are issued to students in advance (no less than two school weeks prior to examinations) by the examinations officer. In Yr12 students will sit trial exams in January and June and in Yr13 students will sit trial exams in January.

Attendance to these exams are an important elements of tracking progress and allow subject areas and the sixth form team to provide intervention where required. Attendance is therefore compulsory and is closely monitored by subject leaders and the examinations officer.

Results of trial examinations are used to inform predicted grades required for UCAS and other post-18 applications such as apprenticeships. In the absence of trial examination results, teachers will use assessment data that is available to them. Trial examinations are the most accurate way in which to assess students attainment due to the replication of the conditions and environment of final examinations of Yr13.

Unless supported with evidence or meeting criteria for special consideration, students who do not attend trial examinations will not automatically be provided with rescheduled examination. Internal trial exams and assessment papers are constructed using past papers provided by the examination boards or constructed by the subject leader. There is a limit to the amount of past papers which can be used for trial examinations and which are reserved for examination preparation in lessons. Additionally, students should not be at an unfair advantage through being aware of the contents of an examination paper which has been sat by peers in the same assessment period.

Application for special consideration must be submitted to the KS5 Curriculum Leader no more than 24hours of the assessment taking place unless the sixth form team are aware of extenuating circumstances that would prevent contact being made. These circumstances are extremely rare.

Special consideration criteria:

*Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control **at the time of the assessment**. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment.*

(taken from JCQ guidance)

Students will be eligible for special consideration if they meet one or more of the following circumstances:

- Temporary illness* or accident/injury **at the time of the assessment**
- Bereavement **at the time of the assessment**
- Domestic crisis arising **at the time of assessment**
- Participation in a significant event **at a national or international level at the time of assessment** e.g., representing their country. Application for this to be made to the Headteacher in advance of the event.
- Attendance required at an official hearing or where this is directed by authorities i.e., court case or an inquest.

*Temporary illness under these circumstances relate to those which are diagnosed by a medical professional and whereby attendance to the assessment would exacerbate the condition or pose a risk to the student or others. Common cold, hay fever, headaches, etc. do not constitute as temporary illnesses.

Absence for a trial exam under these conditions must be made in writing to the KS5 Curriculum Leader.

Students will **not** be eligible for special consideration if preparation for, or performance in the assessment is affected by:

- Long term illness or other difficulties during the course affecting revision, unless the illness has worsened (medical evidence would be required)
- Bereavement occurring more than 1 month prior to the assessment, unless an anniversary has been reached **at the time of assessment**.
- Domestic inconvenience such as moving house.
- The consequences of taking alcohol or recreational drugs.
- The consequences of disobeying the centre's internal regulations.
- A current complaint made to the sixth form relating to quality of teaching, staff shortage, or alike.
- Misreading the timetable regarding date, time or location of the assessment.
- Taking unauthorised holiday or absence. Only the headteacher can authorise absence.

If special consideration has been granted by the sixth form, a rescheduled trial examination date will be provided. If further absence is experienced, students will not be provided with any further rescheduled assessments.

Students who have access arrangements will receive these for their trial assessments and will be provided with support in order to prepare for the assessments. The sixth form team will work closely with the learning support department to ensure that students with these arrangements, are informed in advance.

Any student and/or parent/carer who feels adjustments are required due to specific circumstances, i.e., practical assessments, etc. should contact the KS5 Curriculum Leader to discuss requests.

Important—The sixth form reserves the right to charge for examinations and resits where the student fails without good reason, to sit the examination for which institution has paid, whereby a reasonable reason has not been provided. Attendance to Kings Langley Sixth Form must remain above 80% for written examinations and NEA completion of at least 50% must have been achieved without any charge.

Key Contacts

Kings Langley School Sixth Form
Love Lane
Kings Langley
Hertfordshire
WD4 9HN

01923 264504

6from@kls.herts.sch.uk

Mr Tubb—Principal Assistant Headteacher & Head of Sixth, KS5 DSL
tubbj@kls.herts.sch.uk

Mrs Battaglia—KS5 Pastoral Leader / Mental Health Champion
battagliav@kls.herts.sch.uk

Mr Scott—KS5 Curriculum Leader
scottj@kls.herts.sch.uk

Miss Allan- KS5 Administrator
allanh@kls.herts.sch.uk

Mrs Johnston-Putt—SENCO
Johnston-putts@kls.herts.sch.uk

Miss Reeve—Deputy SENCO
reevel@kls.herts.sch.uk

Mrs Jones—Exams Officer
jonesk@kls.herts.sch.uk

Ms Ellison—Student Needs Officer/DDSL/Designated Mental Health First Aider
ellisonc@kls.herts.sch.uk

Mrs Reeve—Oxbridge & Post-18 Aspirations Lead (Volunteer)