

# Highdown Sixth Form Centre



1560 on roll

11-18 mixed comprehensive

Headteacher: Ms Rachel Cave, BSc, NPQH



## Highdown Sixth Form E-Handbook September 2023-2024

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Highdown School and Sixth Form Centre, Surley Row, Emmer Green, Reading, RG4 8LR



## What you should know about Highdown Sixth Form

Sixth Form students at Highdown have all the advantages of being students in a large and thriving educational institution and also of being a separate entity within that community. Highdown Sixth Form has an excellent reputation of being a very dynamic, caring, and forward-thinking community.

### Key Contacts

[Mr M A Grantham](#) – Head of School

[Mr K Prior](#) – Head of Sixth Form

[Mr M Flynn](#) – Head of Achievement

[Miss E Beale](#) – Assistant Head of Achievement

[Mrs V Hamer](#) – Sixth Form Administrator

[Mrs J Kaminska](#) – Sixth Form Learning Mentor

[Mrs C Sawdon-Smith](#) – Sixth Form Welfare Lead

### Academy Day

Highdown Academy operates on a **two-week schedule** that alternates Week A and Week B consisting of two different timetables. For Sixth Form, the day is organised as follows:

08:40 – Mentor Period

09:05 – Period 1

10:05 – Period 2

11:05 – Break

11:25 – Period 3

12:25 – Lunch

13:25 – Period 4

14:05 – Period 5

15:05 – End of the day

### Key Dates

**The Academy Calendar**, as well as all the important dates and events, can be found on the [website](#) and is constantly being updated. Here is a highlight of what you can expect to happen.

- In September: Welcome Evening and Year 13 Future Pathways Evening
- In late November/early December: PPEs for Year 13
- In February: Year 13 Subject Evening
- In April: PPEs for Year 12
- In May: A-Level exams begin and continue until June
- In June: Year 12 Work Experience / Year 12 Learning Review Evening

## Expectations

There is not a long list of rules but we expect all students to behave in a way which supports the ethos of the academy. You are not required to wear a uniform in the Sixth Form although you will need to dress in a way suitable for a learning environment. All students are required to wear a visible ID badge at all times. [Here](#) is a link to our Sixth Form dress code.

Students are not allowed to smoke, or vape, on, or close to, academy premises. Anyone failing to comply with these instructions will face sanctions.

We have a policy that we will suspend, normally followed by exclusion, any student who is involved with illegal substances or the consumption of alcohol to/from the Academy or on site.

Students who are under performing academically will be supported via a programme of interventions.

**Academic Concerns Policy can be found in Appendix 1 at the end of this document.**

## Attendance

High levels of attendance and excellent punctuality are both characteristics of students who meet and indeed exceed their target grades, achieve success and progress to higher education and/or employment. We expect all students to aim for 100% attendance. Attendance falling below 95% has been shown to result in an average reduction of one grade at A Level per student and this increases to two grades when attendance falls below 90%.

If students are unable to attend for any reason, their parent/carer must inform the school using the ClassCharts app, no later than 9:00am.

If, for any authorised reason, a student arrives late, they are to sign in at Student Reception.

For any Leave of Absence requests, the student must submit an LOA Request Form to the school office 24 hours in advance. (See list of authorised circumstances.)

If a student needs to go home for medical reasons, they need to alert the First Aider who will sign them out and update SIMS.

**The School's Attendance Protocol can be found in Appendix 2 at the end of this document.**

## ID Cards

The safety of every member of Highdown Community is of paramount importance. Therefore, you must **wear and display your ID card** at all times as proof of identity. These cards will also be used for access to the library and the gallery. You will be charged for replacement cards.

## Biometric and ParentMail Systems

The Department of Education has brought in legislation regarding the use of biometrics in schools. Previously, it was stated that parents should be made aware of the use of biometrics within our school on an 'opt-out' basis. However, from 1 September 2013, the legislation states that we must have written permission from a parent to allow your child to use the biometric facility on the cashless catering system and print management system currently being used in the school (the permission opt in/opt out tick box can be found on the Admissions Form).

Highdown School and Sixth Form Centre does not accept payment in cash in the Gallery. Instead, we ask all parents to use the [ParentMail](#) system to credit an online account with funds for mealtimes. Using our online payment system avoids students needing to carry cash to school. Students access their account and pay for



items at the till or top up their account via the cash loader using a biometric recognition system (students press their finger against a digital reader) which directly debits or credits their account. The biometric recognition system works by creating an algorithm based on a scan of a fingerprint which reads between fifty and one hundred and thirty points on the finger. This information is stored as a number and subsequently is not a fingerprint in any way and is of use only in the systems listed above. The data cannot be reconverted into a fingerprint or misused in any way. Biometric registration will take place on the first day at school.

We will need to enrol your child before we can send out the Parent Invitation for ParentMail so we would suggest that you send your child in with a packed lunch for the first few days.

Once you have received the Parent Invitation to ParentMail you will be able to log into [www.parentmailpmx.co.uk](http://www.parentmailpmx.co.uk) and set up the password and follow the instructions for making payments. If you experience any problems in making payments, please contact the Finance Office on 0118 901 5800.

### OneNote OneStop

All Sixth Form students have access to OneNote Sixth Form platform. This is where all the important information can be found, from attendance to important dates to revision advice. It is constantly being updated with the latest news on Higher Education, apprenticeships, and interesting careers events in the area.

### Use of the Sixth Form Learning Zones

You are welcome to use the Sixth Form study zones for a quiet place to study during school hours and after lessons. Different learning zones around the school have been designated as Red/Amber/Green, depending on the style of study.

You can borrow four **library** items at a time, with a loan period of two weeks. These are available from a collection of A Level textbooks and other 16+ resources easily identified by a yellow spot on the spine. You can access your library account on the web-based library management system to search for books in the catalogue, request, renew and review titles. The Librarian is always on hand to help. When there are no classes in the library, you can use the whole area and the laptops for quiet study.

**Study Centre** located in the Sixth Form building is a place dedicated exclusively to Sixth Form students for independent learning. There, you will be able to use school's computers or laptops, as well as your own devices.

### Independent Learning

We expect you to devote a lot of your time outside the classroom to individual study. Whilst it is difficult to give precise guidelines for all subjects and courses, you will be expected to do **one hour of additional study in your own time for every hour spent in the classroom**. Some of this can be done during the school day in the library or the learning zones, but a large proportion will need to be done at home. Research and experience have shown that if students are to achieve their best grades it is essential that **they give priority to their studies** above all other commitments. **Part-time work** should not be undertaken during normal school hours.

**The list of online resources** that can be useful in supporting independent learning can be found on the Highdown website, in the Sixth Form area. Go to Support and Guidance section and look for [Study Skills](#). Moreover, Highdown teachers created a comprehensive **guide to revision**, consisting of many valuable tips and most effective techniques.

## Enrichment Opportunities

At Highdown Sixth Form we offer many chances for students to do more than the minimum expected in the classroom. Students can take part **in a range of extra-curricular and super curricular activities** designed to support academic study, enhance CVs, and give something back to the wider community.

To support your academic studies, students have the chance to follow the **Extended Project Qualification**, which not only enhances your application to university, but provides you with excellent study skills.

We have also introduced an **enrichment session** every week, which gives you the chance to take part in a range of activities aimed at developing your wider interests. This year's programme includes music and sporting activities, and the chance to join a cinema club or learn a new language.

Sixth Formers can help **mentor younger students** as well as help out in classrooms and we also run an annual **Christmas Party** for young disabled students from Brookfield's School in Tilehurst. In the past year Sixth Formers have taken part in sporting events and school drama productions and have travelled to places as varied as Madagascar and Vietnam, as well as trips closer to home to Cornwall and Yorkshire.

## Aiming High

At Highdown School and Sixth Form Centre we offer many opportunities for Gifted and Talented students to aim high and make effective applications to the best and most competitive universities in the UK.

### In Year 12 we...

- Raise students' awareness of their potential by highlighting target grades from the first day of term
- Share this information with parents in September in a Welcome to Sixth Form evening
- Offer students the chance to take the Extended Project Qualification
- Use ALPS data to identify a 'Russell Group/Oxbridge' cohort
- Meet with this group to raise aspirations towards Russell Group applications, working on thinking skills, interview skills and effective course research
- Support students in applying for Sutton Trust and Oxford summer schools, as well as support students through the Sutton Trust US University programme
- Run a trip to a college at Oxford University

### In Year 13 we...

- Have a talk from University of Oxford on 'applying to competitive courses'
- Send students to Oxbridge Interview preparation courses
- Offer small group seminars on UCAS course research and effective applications
- Offer mock interviews from members of our local Rotary Club
- Offer more focused Oxbridge style interviews involving a panel of staff (and experienced former colleagues)
- Give focused one-to-one support for medics and Oxbridge candidates to complete applications

Students are advised to check **OneNote OneStop** regularly for information on events and competitions organised by universities for Sixth Form students. These are a great opportunity not only to expand your subject knowledge, but also to boost your UCAS application.

## Work Experience

Year 12 students undertake **work experience for one week** in June. Students find their own placements, but we can assist if necessary. Work experience is an important part of helping students to make informed decisions about their future direction and acts as a motivator in their educational performance.

## Sixth Form Student Leadership Team

Key members of the Student Leadership team are appointed from the Sixth Form students. They meet regularly and organise clubs and societies, fund raising events, sporting activities and challenges, charity work and the social life of the Sixth Form. Student leaders are interviewed and chosen by a panel of senior staff. Deputies for each post are also appointed. The Sixth Form have key roles in the school House System, leading younger students in a range of activities and competitions.

## Support

Your personal Mentor and Sixth Form Leadership Team are there to support your academic attainment and provide pastoral care. You can get **advice on careers** through the Careers Advisor. **Counselling** is available for those who want confidential help with a range of difficulties and initial appointments can be made either through their Mentor or Sixth Form Leadership or directly with the STAR Centre.

We give extensive **advice on applications** to Higher Education, including Oxford and Cambridge, and offer open day visits to universities. Help with applications and writing **personal statements** is given through your Mentor who will also be responsible for writing UCAS references.

The **Learning Support Department** can help if you have any special educational needs and/or disabilities. Access arrangements will not follow automatically from GCSE examinations, so it is vital you talk to the Department.

## Financial Support

**The 16-19 Bursary Fund** is a scheme to help students facing financial hardship to continue in full time education after Year 11. To qualify, a student must be aged 16 and under 19 on 31 August at the start of the academic year in which he/she starts a study programme; they must also be on a full-time study programme. For more details, please visit the Highdown [website](#). **Free school meals** are also available to students in full time education who meet the criteria specified by Reading Borough Council. Further information can be found [here](#).

## Guidelines for the Acceptable/Responsible Use of the Internet, USB Memory Sticks and Email

**These guidelines are designed to keep all users safe and to help the school be fair to everyone.**

**The school records all Internet sites visited by students and can check all incoming and outgoing mail messages.**

### THE INTERNET

- Students must access the system with their own unique login and password. Passwords **must** be kept secret and must conform to the school's password policy.
- Students will be held responsible for sites visited via their login and password.
- Students must not access other people's files.
- Students may only use the Internet for schoolwork and homework tasks.
- Students must not access inappropriate Internet sites; this includes any game sites.

- If students inadvertently access unsuitable sites, they should inform their teacher or the Whole School IT Department immediately.
- Students must not browse or attempt to bypass the school ICT security systems.
- Only schoolwork is to be held on memory sticks. Do not bring in music or video files and store them on the school system.

## MEMORY STICKS

All students should provide their own hardware encrypted memory sticks for temporary storage. School work must also be kept in students' personal areas on the school network where it is backed up every day. We expect these memory sticks to be used sensibly; they should not be used to bring games or music into school.

## EMAIL ACCOUNTS

- All email is traceable to the school. Students sending emails are acting as ambassadors for the school and must act accordingly.
- Students should only email people they know, or their teacher has approved.
- Messages sent should be polite and responsible.
- Student email accounts are for plain text messages only.
- Students must not use their email accounts to subscribe to mailing lists.
- Students must not pass on personal details (name, address, phone number, etc) via email to people they do not know.
- Students should report to a teacher any unpleasant material or messages sent to them. Such reports would be confidential and help protect all students.

If students are found not be following these guidelines their access to the Internet and email will be revoked.

## Applying to University and UCAS

All applications to UK universities for full-time undergraduate courses are made through **UCAS**. Regardless of the course or university that you are applying to, you will need to have a good grasp of the [UCAS deadlines](#), as missing them could jeopardise your application.

	Month	What to do
Year 12	April	Begin UCAS process at higher education events and in school.
	May and June	<b>Research</b> courses and universities. <b>Visit</b> universities, attend open days. Seek <b>careers guidance</b> from professionals (eg Careers Adviser at Highdown).
	July and August	Begin to restrict number of universities/courses. Produce a <b>draft UCAS application</b> and personal statement.
Year 13	September	Check your draft UCAS application and personal statement early in the month. <b>Start formal UCAS application.</b>
	October	<b>Deadline for</b> completed applications to be received by UCAS for <b>medicine, dentistry, veterinary and Oxbridge.</b>
	January	<b>Deadline for all UK university applications</b> (except some Art and Design courses). Some students will now begin to receive decisions.

	Apply for your <b>student finance</b> .
<b>February</b>	<b>UCAS Extra</b> can be used if all choices are used up and you have been unsuccessful. You can add another university/course choice up until Clearing begins.
<b>March</b>	<b>Deadline</b> for some <b>Art and Design</b> courses.
<b>August</b>	<b>Results Days.</b> <b>Clearing</b> start shortly after that.
<b>September</b>	University starts.

You are allowed to choose up to **5 courses** from the full range of institutions. You need to apply between early September and mid-January. Decisions and offers are made via **UCAS Track**.

#### Types of Offers:

- Conditional:** to be accepted you need to achieve a certain points score or grades.
- Unconditional:** your place is not determined by points/grades.
- Changed Course Offer:** a different course is offered from the one applied for.
- Unsuccessful:** the university are not able to offer you a place.

#### After you receive offers you will be asked to make 2 choices:

- Firm choice:** your first choice – make sure you have a realistic chance of meeting the entry requirements.
- Insurance choice:** your second choice – usually has lower entry requirements.

**UCAS Extra** will give you a further opportunity to make additional choices if you have been unsuccessful in your initial choices.

#### UCAS Tariff

If the course you are interested in refers to Tariff points in its entry requirements, you can use [Tariff calculator](#) on UCAS website to find out **how many points your qualifications and grades are allocated**. Not all qualifications are on the Tariff – don't worry if you can't find your qualification, as a university may still accept it. Make sure you read the guidance notes on the calculator to ensure you understand how the Tariff works.

#### Student Finance

**The Student Loans Company** administers **all** UK student loans, wherever you are from in the UK and wherever you go to university. It also manages student loans to EU students from any of the national UK student finance companies. Note that students must apply to the **correct** student finance company which depends on where you live (England, Northern Ireland, Scotland or Wales).



COSTS	
Living Costs	Variable depending on student choice.
Tuition Fees	The maximum contribution towards fees will be £9000 approx for September entry – fees rise roughly in line with rate of inflation.
REPAYABLE LOANS	
Student Maintenance Loan	Means-tested on parental income
Tuition Fee Loan	Non means-tested: the full amount is borrowed from the Student Loans Company and repayable after graduation.
NON-REPAYABLE GRANTS (if eligible)	
Scholarships	Grant awarded by individual universities: often for academic achievement prior to and during the course. Criteria will vary between different institutions.
Bursaries	Grant awarded against specific assessment criteria which will vary between different institutions (see Student Finance England website).
NHS Bursaries	Grant available only to students studying an NHS funded course.
Access to Learning Fund	Grant available only in cases of financial hardship.

## Apprenticeships

To get your career started you usually need a combination of experience and qualifications. An **apprenticeship** gives you both by combining on the job training with study (usually one day a week) meaning you can **earn while you learn**. With some apprenticeships you can even get a degree. It usually takes between one and four years to complete an apprenticeship depending on which level you take. Apprenticeships are available across a wide range of industries and many high quality, prestigious companies offer them. In April 2017 the Government introduced **The Apprenticeship levy** as a way to increase the quantity and quality of Apprenticeships. The levy is a new tax which aims to fund three million new Apprenticeships in England by 2020.

There are **many websites** offering information on all aspects of apprenticeships. For a list of such resources go to Highdown website, [Careers](#) section.

### **Academic Concerns Policy**

The vast majority of students take their study seriously and respond to the challenges and responsibilities with maturity and dedication. For the small minority that struggle with the level of commitment required to succeed there are clear procedures that are followed to support the student and to tackle underachievement:

Stage One – Initial Concerns in one subject - Teacher Intervention - Recorded as C1 on Class Charts

**The following issues should be dealt with in the first instance by the class teacher.**

- Late to lesson
  - Marked a 'L' on Class Charts, and number of minutes late recorded. Recorded as C1 on Class Charts
  - Teacher warning
- No Home Learning
  - Warning – recorded as C1 on Class Charts
- Substandard Home Learning
  - Teacher asks student to repeat work
  - New deadline agreed
- Poor behaviour
  - Warning - recorded as C1 on Class Charts

Stage Two – Continued Concerns in one subject - Curriculum Leader Intervention – Recorded as C2 on Class Charts

- Student meeting with curriculum leader
- Curriculum Leader notifies the HOA/HoSf for information
- Subject specific targets for improvement will be set.
- Contact home (Letter/phone call home/ meeting with parents)

Stage Three – Persistent Concern across more than one subject - HOA/Head of Sixth Form Intervention

- Welfare Lead identifies concerns based on Wednesday monitoring of information provided from Class Charts (see Stages One and Two) – 5 points triggers the DT
- Friday DT – logged on Class Charts by Welfare lead, but student is also emailed
- Failure to attend – C2 logged by Welfare Lead, and DT arranged for next week, and parents contacted by Welfare lead

Stage Four – Targets not met / Ongoing monitoring

- Based on weekly Wednesday monitoring, Welfare lead takes the following actions
  - 10 points – AHOA letter and meeting with student, with targets set
  - 20 points – HOA letter and meeting with parents and student
  - 30 points – HoSF letter and meeting with parents and student
- Relevant to hold review meeting with student and parents – Welfare Lead prepares for meeting by providing Class Charts data
- Clear timetable for improvement agreed, otherwise withdrawal of Sixth Form place

Stage Five – No further improvement

- Sixth Form place withdrawn

BEHAVIOUR CATEGORISATION:

Behaviour Level	Points	Sub-Categories
C1	1	<ul style="list-style-type: none"> <li>• Late</li> <li>• No Lanyard</li> <li>• Infringement of Dress Code Protocol</li> <li>• Behaviour (Class or Study Room)</li> <li>• Behaviour (Social Time)</li> <li>• Lack of work in class</li> <li>• No home learning</li> <li>• Unauthorised use of phone in lesson</li> </ul>
C2	5	<ul style="list-style-type: none"> <li>• Truancy from class</li> <li>• Truancy from Independent Learning period</li> <li>• Truancy from mentor period (Welfare lead logs and sets separate DT)</li> <li>• Continued class concerns (CL intervention)</li> <li>• Asked to leave lesson</li> <li>• Verbal abuse</li> <li>• Health and safety infringement</li> <li>• Failure to attend weekly CDT</li> <li>• Failure to return temporary lanyard after reminder</li> </ul>
C3	10	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Fighting/Inciting fighting</li> <li>• Damage to school property</li> <li>• Smoking/Vaping paraphernalia</li> </ul>
C4	20	

### Sixth Form Attendance Protocol

#### Rationale

High levels of attendance and excellent punctuality are both characteristics of students who meet and indeed exceed their target grades, achieve success and progress to higher education and/or employment. We expect all students to aim for 100% attendance. Attendance falling below 95% has been shown to result in an average reduction of one grade at A Level per student and this increases to two grades when attendance falls below 90%.

#### Expectations - Students

- Students are expected to maintain a cumulative attendance rate of at least 95%.
- All students are expected to attend school every day from 8.40 until 15.05. They are currently permitted to sign out if they do not have a lesson or timetabled study period. If their cumulative attendance drops below 95%, then actions will be taken as outlined in Appendix 1.
- We wish to treat students as adults at work. Therefore if students are unable to come in for any reason, they must ask parents to report the absence via the Class Charts Parents App no later than 8.40. The Attendance Officer will update Class Charts.
- If for any reason, a student arrives late, before 9:05 am, they should report to their mentor room. Between 9:05 am and 9:15 am, they should report to their study room. After 9:15 am, late students should sign in at student reception.
- For any Leave of Absence requests, the student must submit a LOA Request Form to the school office 24 hours in advance. (See list of authorised circumstances)
- If a student needs to go home for medical reasons, they need to report to the First Aider, who will contact parents

#### Accountabilities – Mentors

- Mentors will take registers at 8.40 every day
- Mentors will update mentor period registers as part of their weekly Tuesday monitoring
- Mentors will take appropriate action according to the consequences listed in Appendix 1
- Mentors will check the attendance data sheet, provided and updated by the HOA/AHOA, every Tuesday, add contextual notes, and initiate Stage 1 actions if appropriate. This will be overseen by AHOA.

#### Accountabilities – Teaching staff

- Registers will be taken at the start of the lesson, and amended appropriately to highlight any punctuality issues
- If a member of staff is absent for known reasons, then appropriate cover work must be set, and a register left. If a member of staff is absent unexpectedly, then the curriculum leader must set cover work and ensure a register is taken
- Registers must be updated upon return from absence

#### Monitoring / Evidence

- HOA/AHOA to produce weekly attendance data for mentors by the end of Monday, for discussion in Tuesday mentor time. Mentors to action students highlighted by AHOA for stage 1 intervention
- Termly review by HOA / AHOA for good news letters to be sent
- AHOA to supervise the 2 week turnaround on each stage of the sanction process

## **Appendix 1 - Consequences**

### **Stage 1**

- Mentor emails AHOA that cumulative absence has dropped below 95%
- Verbal warning to student from mentor.
- Mentor logs as 'Y12/13 Attendance – 1' on Class Charts
- Phone call home from tutor informing parents of concerns

### **Stage 2** – MENTOR MONITORS ATTENDANCE OVER THE NEXT 2 WEEKS. IF NO IMPROVEMENT →

- Mentor informs AHOA
- AHOA logs as 'Y12/13 Attendance – 2' on Class Charts
- Letter contains summary, concerns and expectation of improved attendance
- Student on attendance report to AHOA, for fortnight – otherwise move to Stage 3
- Monitored by mentor

### **Stage 3** - IF NO IMPROVEMENT AFTER 2 WEEKS ON REPORT THEN AHOA INFORMS HEAD OF ACHIEVEMENT (MF) TO ARRANGE MEETING

- Head of Achievement (MF) informs Sixth Form Administrator. Letter sent from Head of Achievement to invite parents and student in
- Head of Achievement informs 6<sup>th</sup> Form administrator to send details, logged centrally
- Meeting arranged (time specified on letter)
- Specific targets discussed
- Letter to include possible further sanctions if no improvement
  - Payment for exam entries
  - Discussion of 6<sup>th</sup> Form place

### **Stage 4** - IF NO IMPROVEMENT AFTER 2 WEEKS THEN HEAD OF ACHIEVEMENT (MF) INFORMS SIXTH FORM ADMINISTRATOR THAT MEETING IS NEEDED WITH HEAD OF SIXTH FORM (KP)

- Sixth Form Administrator informs Head of Sixth Form (KP). Letter sent from Head of Sixth Form to invite parents and student in
- Final warning meeting between Head of Sixth Form, parents and student to discuss withdrawal of Sixth Form place

### **Stage 5** - NO FURTHER IMPROVEMENT

- Sixth Form place withdrawn



## **Appendix 2 – Authorised and Unauthorised Absence**

<b>Examples of authorised absences</b>	<b>Examples of unauthorised absences</b>
<ul style="list-style-type: none"><li>• Illness</li><li>• Emergency medical/dental appointment</li><li>• A medical appointment which cannot be arranged after school or during holiday time – evidence provided</li><li>• A religious holiday compatible with the faith of the student (must be authorised prior to date)</li><li>• Exceptional weather conditions</li><li>• A careers interview or career related interview</li><li>• A University Open Day – to a maximum of 5</li><li>• Family bereavement</li><li>• Official carer duties for a member of the family</li><li>• Court appearance</li><li>• Post-Highdown job interview (not part-time)</li><li>• Approved work experience</li></ul>	<ul style="list-style-type: none"><li>• Holidays during term time</li><li>• Driving lessons and driving tests (theory and practical)</li><li>• Birthdays or similar celebrations</li><li>• Babysitting</li><li>• Waiting for the post, plumber, decorator etc. to arrive</li><li>• Unofficial examination study leave</li><li>• Missing a lesson in order to complete unfinished work</li><li>• Part-time work which does not constitute part of a student's course</li></ul>



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

PIXL

## The Highdown Way...

Our core values

**ASPIRATION**

**RESPECT**

**EXCELLENCE**

### As an academy we will:

- provide a safe, happy and caring environment
- promote high **aspirations** and expectations for all students
- provide a rich, broad, balanced, stimulating and well taught curriculum to meet the needs of students and promote **excellence**
- set, monitor and provide feedback on home learning in line with the Curriculum Policy.
- promote high standards of attendance, behaviour, mutual **respect** and attitude to learning
- support personal development through positive relationships and awareness of rights and social responsibilities
- ensure that students understand our values and follow 'the Highdown Way'
- work with agencies to promote community cohesion, safety and well-being
- listen to concerns reported about a student's emotional well-being which may affect their behaviour in school
- ensure equal opportunities for all students
- keep parents informed about general academy matters and issues
- work with parents/carers in partnership to support students' development and progress

### As a student I will demonstrate the core values by following 'The Highdown Way' by:

- being *ready to learn* every lesson, every day:
  - I will be present and punctual
  - I will be properly equipped
  - I will wear the correct uniform
  - I will enter the room calmly and sensibly
  - I will follow the mobile phone policy
  - I will behave in a pro-social way at school and whilst travelling to and from the academy
- being *kind and respectful* to myself and others:
  - I will be polite and courteous to others
  - I will be honest with staff
  - I will listen and follow all instructions given by staff
  - I will follow the Behaviour Policy
  - I will keep the academy estate clean and tidy
  - I will not bring illegal, dangerous or other forbidden items into school
  - I will not do anything to endanger a healthy, safe and secure environment, including online
- working *hard* in every lesson:
  - I will try my best in all I do, be **aspirational** and aim for **excellence** in my work
  - I will complete all home learning and will respond to feedback positively
  - I will be pro-active in lessons and enable others to work undisturbed

### As a parent/carer we/I will:

- treat all staff with courtesy and **respect** and help my child meet expectations of our core values
- ensure that my child completes all home learning set, by checking Show My Homework website regularly, and to the best possible standard
- ensure your child attends school regularly, on time and is properly equipped for all lessons and activities, including wearing the correct school uniform
- ensure my child understands and follows 'the Highdown Way' and support any action taken by school over matters of discipline
- work in partnership with the academy to promote my child's development
- take an active interest in all aspects of my child's life in school, encouraging high **aspirations**
- encourage my child to take a full and active part in school life
- attend parents meetings to discuss my child's welfare, progress and journey to **excellence**
- share information about any concerns that might affect my child's work or behaviour
- ensure the academy is informed of any change in medical conditions, in family circumstances, and in contact details

#weAREhighdown