REDBORNE UPPER SCHOOL & COMMUNITY COLLEGE

Handbook for Parents, Carers and Students

Sixth Form 2026-2027

Academic Excellence Shared Values Outstanding Education

PARENTS OR CARERS WITH A DISABILITY

To ensure that disabled parents and carers are able to support and take part in all aspects of their child's education please contact the school if you have a disability or health condition or require a large print copy of school documents.

INTRODUCTION

Welcome to the Sixth Form at Redborne Upper School.

This is an exciting time in the life and education of our students. They have chosen the subjects which they are most interested in and there is a whole world of opportunities waiting for them. My hope is that they will use their time in the Sixth Form to develop the values, mindset and skills to be ready to seize those opportunities.

Everything we strive to do as a Sixth Form Team is focused on helping students to make the successful transition from school student to university undergraduate, higher level apprentice or to become an employee in a rewarding and fulfilling job. To that end, we have very high expectations of our students and ask them to embrace the increased responsibilities, as well as the privileges, of being a Sixth Form student.

When it comes to those privileges and responsibilities, a point I sometimes make to students is that you cannot have one without the other, and I am hugely grateful to parents and carers for helping us by reinforcing this message at home. We are a school Sixth Form, not a college. This has many advantages, such as our wider pastoral support network, range of enrichment opportunities and our deeper knowledge of individual students. However, it also means that students must get on board with the school's structures and routines, such as arriving in school first thing in the morning, every morning, as well as our dress code and behaviour policies, and set an example to students lower down the school.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Tutor Time/Assembly							
P1	Maths	English Lit	Study	Study	Art	Enrichment	PT work
P2	Art	Study	English Lit	Art	Maths	Enrichment	PT work
P3	Study	Art	Maths	English Lit	Study	Enrichment	PT work
P4	English Lit	Study	Maths	Study	Destinations	Study	PT work
P5	Study	Study	Study	Art	Destinations	Study	
After School	Study	Enrichment	Study	Homework	Study		
	Enrichment	Enrichment	Study	Homework	Study		
	Homework	Homework	Destinations		PT Work		
	Homework				PT work		
				PT work	PT work		
				PT work	PT work		

The image above is one that students and parents may see in presentations. It is not meant to be a completely realistic timetable and is for illustrative purposes only—each student is unique and must find their own ways of working and organising their time. But hopefully it gives some perspective about what being a student in the Sixth Form might involve. It shows what the week of an 'A' grade student, taking three subjects, might look like at the start of year 12.

The point I want to emphasize is that studying in the Sixth Form is a full-time commitment. They should not be looking for the first opportunity every day to go home or the chance to come in late.

Attending lessons is absolutely crucial but as you can see, they make up only a relatively small fraction of a student's working week. Simply attending lessons is not enough at this level. – The

experience needs to be much more immersive than this. If students are not meeting our expectations when it comes to attendance then we will be quick to react, as we know that if they miss valuable time that this can have a detrimental impact on their learning

Time must be set aside for completing the specific homework tasks that teachers set but Sixth Form students must also consolidate what they have learned during independent study. Their main aim here is to commit the material they have looked at in class into their long-term memory in order to prepare for the exams they will take at the end of their two-year courses. This process must begin from the very start of year 12 and we will give students advice about how best to do it. Research shows that students who achieve 'A' grades do, on average, twenty hours of independent study, split across four 'areas' – i.e. three subjects plus destinations planning as represented in the image above. Where students are following four subjects their destinations planning requiring extra time.

Finding time to do enrichment activities such as Teachers for Tomorrow, School Council or being a Reading Ambassador are also important, both in their own right and because they demonstrate to employers and universities that a person is a multi-faceted and interested candidate.

This may look like a lot, but the school-related activities in the above example add up to a total of 43 hours – the average working week in the UK.

Factoring in a generous ten hours sleep per day (very important for overall health and building memory) and ten hours a week for part-time paid work should a student choose to do it, this still gives forty-five hours a week for students to relax, socialise and do hobbies. (None of this includes the 13 weeks of holidays, plus study leave, which Sixth Form students get each year, of course!)

There is some further guidance about part-time work later in the handbook, but I hope this puts into perspective the relative importance a Sixth Form student should place on their studies, on the one hand, and part-time work on the other. Sixth Form has to be the priority, or a student will most likely find themselves falling behind.

I hope that the above does not seem daunting and that is certainly not my intention. It is definitely achievable and as a year team we will do everything we can to support students during their time here, from guidance on how to use independent study periods, to pastoral issues, or help with university applications. The doors of the year room are always open and we encourage students to come and speak to us whenever they need to. We are lucky to have some excellent teachers at Redborne and I would encourage students (and parents) to speak to them often, asking about their progress and sharing any concerns.

This handbook will hopefully contribute to that support and be something to refer to for any initial queries. It is not intended to be a comprehensive statement of all school policies. If you wish to clarify any particular point raised within this handbook then please contact myself or another member of the year team.

To parents and carers, I thank you in advance for the support and encouragement you will give. To students, I hope that you gain a great deal from your time here and wish you every success; we are here to help you every step of the way.

Mrs M Jones

Head of Sixth Form

September 2026

THE SIXTH FORM HANDBOOK

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ESSENTIAL INFORMATION

CONTACT DETAILS



01525 842619



sixthform@redborne.com



Sixth Form website page

SIXTH FORM YEAR TEAM:

Mrs M Jones - Head of Sixth Form
Mrs M Kenny – Assistant Head of Sixth Form
Mr R Maddox - Assistant Head of Sixth Form
Miss L Gibson - Sixth Form Pastoral Support
Mrs K Kerr – Sixth Form Administration Assistant

SIXTH FORM TUTORS

Tutors see students three times a week and act as an initial point of contact between the home and school. Where staff work part time, responsibility for that tutor group is shared between staff.

Class code	Tutor	Contact details	Tutor periods
12JOB	Mrs J Butchart	joanna.butchart@redborne.com	Mon, Tues, Thurs
12AC	Mrs A Carlton	alison.carlton@redborne.com	Tues, Weds, Thurs (A) Mon, Thurs, Fri (B)
12NCC	Miss N Crossley	nicola.crossley@redborne.com	Mon, Tues, Thurs
12CFO	Mr C Forbes	carlton.forbes@redborne.com	Weds, Thurs, Fri
12EJG	Mrs E Gentle	emma.gentle@redborne.com	Tues, Weds, Thurs (A) Weds, Thurs, Fri (B)
12AJH	Mr A Hodds	andy.hodds@redborne.com	Mon, Tues, Thurs
12LLH	Mrs L Hunt	lori.hunt@redborne.com	Weds, Thurs, Fri
12CK	Mrs C Kellythorn	claire.kellythorn@redborne.com	Mon, Tues, Thurs
12FK	Mrs F Kennedy	fiona.kennedy@redborne.com	Weds, Thurs, Fri
12DAM	Mr D Mills	dafydd.mills@redborne.com	Mon, Tues, Thurs

Form code	Tutor	Contact details	Tutor periods
13OC	Ms O Calloway	olivia.calloway@redborne.com	Mon, Weds, Fri
13DCH	Mrs D Harper	denise.harper@redborne.com	Weds, Thurs, Fri
13LAH	Mrs L Hartley	louise.hartley@redborne.com	Tues, Weds, Thurs
13SLK	Mrs S King	sarah.king@redborne.com	Tues, Weds, Thurs
13KL	Mrs K Lang	katie.lang@redborne.com	Mon, Weds, Fri
13MSL	Mr M Langford	mark.langford@redborne.com	Tues, Weds, Thurs
13MAL	Ms M Lewis	michelle.lewis@redborne.com	Mon, Weds, Fri

13HER	Mrs H Ross	helen.ross@redborne.com	Mon, Weds, Fri
13CAT	Mrs C Taverner	chloe.taverner@redborne.com	Tues, Weds, Thurs
13JY	Mrs J Yirrell	joanna.yirrell@redborne.com	Mon, Tues, Weds

DATES
TERM DATES 2026/2027

Autumn Term 2026	
Wednesday 2 September 2026	First Day of Term
Thursday 22 October 2026	Last Day of First Half of Term
Tuesday 3 November 2026	First Day of Second Half of Term
Friday 27 November	
-Monday 30 November 2026	**Mini Half Term**
Friday 18 December 2026	Last Day of Term
Spring Term 2027	
Monday 4 January 2027	First Day of Term
Friday 12 February 2027	Last Day of First Half of Term
Monday 22 February 2027	First Day of Second Half of Term
Thursday 25 March 2027	Last Day of Term
Summer Term 2027	
Monday 12 April 2027	First Day of Term
Friday 28 May 2027	Last Day of First Half of Term
Monday 7 June 2027	First Day of Second Half of Term
Wednesday 21 July 2027	Last Day of Term

May Day Monday 3 May 2027

Training Day 2026-27

Tuesday 1 September 2026, Monday 2 November 2026

Friday 23 October, Friday 27 November, Monday 30 November 2026, (staff have the option to be in school or make up the hours with twilight sessions/extra hours)



TIMETABLE 2026/2027: WEEKS A AND B

Autumn Term, 2026

Wednesday, 2 September - Friday, 4 September A
Monday, 7 September - Friday, 11 September B
Monday, 14 September - Friday, 18 September A
Monday, 21 September - Friday, 25 September B
Monday, 28 September - Friday, 2 October A
Monday, 5 October - Friday, 9 October B
Monday, 12 October - Friday, 16 October A
Monday, 19 October - Thursday, 22 October B

Half-Term

Tuesday, 3 November - Friday, 6 November A
Monday, 9 November - Friday, 13 November B
Monday, 16 November - Friday, 20 November A
Monday, 23 November - Thursday 26 November B

Mini Half Term

Tuesday, 1 December - Friday, 4 December A
Monday, 7 December - Friday, 11 December B
Monday, 14 December - Friday, 18 December A

Spring Term, 2027

Monday, 4 January - Friday, 8 January B
Monday, 11 January - Friday, 15 January A
Monday, 18 January - Friday, 22 January B
Monday, 25 January - Friday, 29 January A
Monday, 1 February - Friday, 5 February B
Monday, 8 February - Friday, 12 February A

Half-Term

Monday, 22 February - Friday, 26 February B
Monday, 1 March - Friday, 5 March A
Monday, 8 March - Friday, 12 March B
Monday, 15 March - Friday, 19 March A
Monday, 22 March - Thursday, 25 March B

Summer Term, 2027

Monday, 12 April - Friday, 16 April A
Monday, 19 April - Friday, 23 April B
Monday, 26 April - Friday, 30 April A
Tuesday, 4 May - Friday, 7 May B
Monday, 10 May - Friday, 14 May A
Monday, 17 May - Friday, 21 May B
Monday, 24 May - Friday, 28 May A

Half-Term

Monday, 7 June - Friday, 11 June B
Monday, 14 June - Friday, 18 June A
Monday, 21 June - Friday, 25 June B
Monday, 28 June - Friday, 2 July A
Monday, 5 July - Friday, 9 July B
Monday, 12 July - Friday, 16 July A
Monday, 19 July - Wednesday, 21 July B

THE SCHOOL DAY

BELLS			BELLS
4/1 SPLIT			**3/2 SPLIT (DURING EXAMS)**
8.35	Warning Bell		8.35
8.40	Registration		8.40
9.00	Movement Time		9.00
9.05	Lesson 1		9.05
10.05	Movement Time		10.05
10.10	Lesson 2		10.10
11.10	Break		11.10
11.25	Movement Time	Movement Time	11.25
11.30	Lesson 3	Lesson 3	11.30
12.30	Movement Time	Lunch	12.30
12.35	Lesson 4	Warning Bell	1.00
1.35	Lunch	Lesson 4	1.05
2.05	Warning Bell	Movement Time	2.05
2.10	Lesson 5	Lesson 5	2.10
3.10	End of Day	End of Day	3.10

On assembly days students need to be in the hall promptly. The school day changes during examination periods to a 3/2 split with 3 lessons in the morning and 2 lessons in the afternoon

TIMETABLE AND CURRICULUM

Attendance, Punctuality and Absence

The evidence is clear, and I appreciate that it may seem obvious to state this, but students who attend school regularly and on time do achieve significantly higher grades.

We therefore monitor attendance and punctuality carefully and different members of staff will discuss it with students on a regular basis.

We have a dedicated member of the year team, Mrs Kenny, who monitors attendance alongside Mrs Jones and Mrs Emmerson, our school attendance officer. She will collect attendance data on a fortnightly basis, which we review with students in the first instance. Where a concern about falling attendance is identified, a short meeting will take place to discuss the issue and put appropriate support in place. If attendance continues to fall, we will work with both students and parents to put further measures in place.

There are legitimate reasons for missing lessons, tutor time, or assemblies such as illness, family emergencies or medical appointments. In these cases students should:

- Complete the Google Form that informs us of the reason for the absence as well as a date and amount of time absent from school that day.
- Complete a leave of absence form which is available from the year room for longer or planned absences.
- Inform teachers and their form tutor.
- Do the above in advance if possible or as soon as possible afterwards.
- Be proactive about catching up with any missed work (but it is important to remember that this can never be a substitute for being in lessons.)

Students are able to do this themselves, but if non-attendance to lessons or tutor time becomes a concern, we may require parents to confirm the reasons for absences.

It is not acceptable to miss lessons, form time or assemblies to, for example:

- complete other homework or coursework
- choose to work independently
- have a driving lesson
- take on extra shifts for a part time job

Applications for holidays during term time will not normally be approved and if taken will be recorded as unauthorised absences.

Sometimes, students explain to us that they have missed lessons because of concerns about an upcoming deadline or wider anxiety about school or home life. Communication is really important- students should discuss any worries with their subject teachers, form tutor or year team, as missing lessons will only make any issues worse.

Tutor Time and Assemblies

Tutor time and assemblies are essential and compulsory parts of the curriculum for both year 12 and 13. They are used to deliver important learning and essential information. For this reason, we monitor attendance to assembly in the same way as we monitor attendance to tutor time.

Students will have twenty minutes of tutor time twice a week with their tutor at the start of the school day. They will work on study skills, future planning, careers, developing their knowledge of current affairs and sessions on university and life skills. There is also an assembly each week, on Thursday mornings for year 12 and Wednesday mornings for year 13.

Periodically, at least once per half term, students will have a 1:1 tutorial session with their tutor. These meetings have a specific focus, e.g. discussing academic progress, destination planning or writing personal statements. These will take place on one of the mornings that tutor time is not scheduled, or possibly in a study period, and tutors will inform students of when their appointments are.

Independent Study

Independent study time is one of the key privileges and responsibilities of being in the Sixth Form. They should be used for the completion of academic work – preparation for lessons, consolidation of notes, revision, wider reading and destinations planning.

Research suggests that students who achieve the highest grades do twenty hours of independent study across four 'areas' – i.e. three subjects plus destinations planning, or four subjects (with destinations planning requiring extra time).

To support with this, all students receive study skills sessions as part of their induction which are built upon during form time in year 12. Students should also work with their teachers, asking them for guidance about the kinds of activities they should complete during private study and asking for more work if they need it.

There are excellent facilities on the school site for studying. During lesson time, students could study in:

- Culcheth Centre study area and PC room
- Subject study areas and computer rooms (students should discuss the use of these with their teachers.)
- The Connolly Canteen
- The School Library

Students in the Sixth Form have access to a canteen which serves food and drinks throughout the school day. They are welcome to take a break from their studies to use this facility, but they should not misuse the privilege and must manage their study time appropriately. It is not really appropriate to play games, music etc. during independent study and members of staff will challenge students who appear to be sat around not doing anything useful. The response 'I have nothing to do' simply is not true and will be challenged. Students have access to subject sites which contain set tasks that enrich their learning and develop their understanding of key topics and concepts in each of their option subjects.

Start of the School Day

Students should arrive to school at 8.30am ready for an 8.40am start to tutor time or assembly.

The school has security gates for both foot and vehicle traffic. These are automatically closed at the start of the school day. It is important for all Sixth Form students to arrive on time, as otherwise they will find the gates closed and they may need to contact reception to be given access.

Making Changes to a Student's Subjects

Making changes to subjects is not a decision which can be taken lightly: it is unlikely to be reversible and could restrict a student's university, apprenticeship or employment options.

It is important to note that students are made conditional offers to come to the Sixth Form to study a certain set of subjects. Changing them is not just up to students on their own and requires a process of discussion and agreement between the student, parents, teaching staff and Sixth Form team. Students must be studying a minimum of three subjects throughout their time in the Sixth Form. It is not in their long-term interest to be studying fewer than three and does not constitute an effective and constructive use of their time.

At the start of year 12, students will have a short grace period where subject changes may be considered. If an agreement to drop a subject has been reached then students must complete a subject change form, which is available from the Sixth Form office. Students need to complete the form and get this signed by relevant teaching staff and parents.

It is vital that students continue to attend lessons until they have received confirmation from the Sixth form team that their subject drop or change has been agreed and completed.

Progression from Year 12 to Year 13

Following the return to linear A level specifications, students will generally begin three subjects with the intention of studying them for two years.

Some of our students do choose to take a fourth subject where timetabling and class sizes allow it, dropping one at the end of year 12 after taking an AS (or equivalent) exam. These exams are not available in all subjects, so it is important for students to consider this when making their choices (full details are available in the Curriculum Guide). It may be possible for some students to take four subjects through to year 13 if timetabling allows it, but this is very demanding and must be discussed with subject teachers and the year team.

If students are only taking three subjects and are considering dropping one at the end of year 12, they must discuss this with their teachers and the year team as a priority. The general advice is that all students should achieve three full A Levels or their equivalent if at all possible, but it is understood that some students reach the conclusion that it will not be possible for them to pass and do not want to continue with a subject. In that case they must still reach an agreement with both their teacher and the year team before they will be allowed to drop the subject and one of the most important factors in making this decision will be whether or not the student is able to achieve some credit for the work they have done, either by taking an AS exam or completing a sufficient amount of coursework or whether there is still a progression route based on less than 3 A levels or equivalent. They should discuss this carefully with teachers.

If a student is not able to progress with a subject into year 13, or if they cannot progress with more than one subject, a more in-depth conversation about that student's options will be needed with the year team.

Monitoring Progress & Indicator Grades

Once a term, students and parents are given feedback about their time at Redborne. The reports may include some or all of the following data groups:

- **Attendance**: Sixth Form students should strive to achieve consistently good attendance as poor attendance will affect academic attainment.
- **Values grades**: At Redborne we focus on three key values that we believe support all learners in fulfilling their potential; these are responsibility, respect and aspiration.
- **Values foci**: This provides guidance on a specific area from the "Readiness to Learn / Skills to Succeed" that the teacher believes the student should work on in order to have the biggest positive impact on their progress.
- **Predicted grades**: The grades we believe the student will receive at the end of the course, assuming that they maintain their efforts over the coming months.
- **Targets**: These are aspirational for students as we believe that by setting goals that are achievable but challenging, we are encouraging them to strive to be their best.
- **Actions**: Each subject teacher will give students individualised actions to improve their grades.

More detailed information can be found: https://www.redborne.com/reports

The key factor that determines the above is *effort*. For this reason, the values grade and comment for each subject is important to note.

If there are concerns about a student's progress in a particular subject, the subject teacher themselves should be the first point of contact, or the subject leader. If there is a more general concern about progress overall, the student's form tutor should be contacted in the first instance, or a member of the year team.

Students' progress is monitored regularly by the year team so that we can congratulate students on their successes and put interventions in place where there are issues.

Deadlines

Students should expect to be given homework, probably a greater amount than they are used to from GCSEs. This will be in addition to the revision and consolidation work which is expected of them in independent study. Some A levels (or equivalents) also have compulsory coursework which makes up part of the final A level grade and some subjects will have staged deadlines, with work required to be handed in in sections. There are also important deadlines for the submission of UCAS forms, bursary paperwork, applications to be a Senior Student and more.

Students should regard all deadlines as *hard* deadlines and plan their time carefully so that they aim to meet them well in advance. While there are inevitably circumstances, sometimes unavoidable, that might divert our attention and make it hard or impossible to complete work at the last minute (and students should let their teachers and the year team know about any longer-term difficulties which might affect their work), it is an important to realize that deadlines cannot always be moved.

Some subject combinations may lead to 'pinch points' in the academic year where several deadlines (for coursework or an exam) come close together. Students should plan for this and remember that it is never acceptable to use deadlines as an excuse for missing lessons, tutor time or assembly.

BEYOND THE SIXTH FORM

Thinking about life beyond Redborne begins on the very first day of Sixth Form. Having an idea about where they will go next, or having several different ideas, is a powerful motivating factor. Students will be given information about university applications, apprenticeships and work throughout their time in Sixth Form and should set aside time for destinations planning as a fundamental part of their weekly routine.

Unifrog is an online platform which will enable students to make informed, thoughtful choices about their next steps. It also enables them to log their achievements and skills; to search for apprenticeships; to find online courses known as MOOCs, which can extend their knowledge and make them more attractive candidates for universities; to get advice, write and obtain feedback from their tutors on their personal statements and more.

Parents may find it useful to explore the site with students and may also like to set up an account themselves. Unifrog are working on a new type of user – parents – at the moment and they will soon have their own area on the platform, just like students and teachers do. This is expected to go live in October. Details will be shared as soon as we have them You will be able to explore all of the careers, university and apprenticeship information, which might be helpful in your discussions with your child about destinations as they move through their time in the sixth form.

University Applications

The formal process for applying begins in the spring term of Year 12 where students will be encouraged to think about applying and which courses and institutions to apply to. We offer dedicated talks to both students and parents and visits to university Open Days and Higher Education Fairs and produce a detailed guide which takes students through the process step by step, but the key thing to note from the beginning is that students should aim to apply for courses that have a range of types of offer – some aspirational, some safe.

Applications are made online through UCAS. This is a web-based system that can be accessed at home or in school and usually goes live from May. Students will use the second half of the summer term to complete their personal statements, for which they will receive information about during assemblies and support and from their tutor in tutor time.

As well as checking their applications, the school completes a reference for each student with information provided by their subject teachers. The reference is written by the form tutor and completed by Mrs Jones. We also add predicted grades, which are collected at the end of year 12. Sometimes, students are unhappy with their predicted grades but it is important to remember that teachers never predict maliciously and are using their professional judgement. Students will be given advice about how to approach this situation, but the most important piece of advice is about striking a balance between being aspirational and realistic.

It is vital that students are aware of and meet the school's deadlines for applications. For Oxford, Cambridge and medicine/veterinary/dentistry courses this is in late-September. For all others institutions/courses the final internal deadline is in late-October, although we recommend that applications are completed as soon as possible as they are processed on a first-come, first-served basis.

Mrs Jones will lead a presentation, usually in April time, talking parents and students through the whole application process. We are often joined by university personnel to provide a different perspective.

Open Day Visits

Open Day visits are an important part of applying to university in helping to make the right choices. Most institutions have weekend and holiday Open Days, so it is usually not necessary to miss school time. If it is absolutely necessary to miss school time students will be allowed to do so on a maximum of three occasions during the school year. Students should liaise with subject staff and be sensitive to the demands of coursework and any group activities in practical subjects before planning a visit.



There are a range of higher and degree level apprenticeships available which are excellent alternatives to university. They are available in a wide range of sectors (including banking, engineering, business and management and many more) and are attractive because they can lead to degree level qualifications with no tuition fees whilst also earning a salary.

The process for applying for them is different to university and there is no fixed timetable. It is important to remember that apprenticeships are real jobs and it is impossible to guarantee that one will be available in the right sector, at the right time, in the right location. A student may need to be flexible and have more than one plan (such as a back-up university application).

Students can research apprenticeships on Unifrog and on the government website for apprenticeships.

We offer students information and guidance about apprenticeships alongside the university application system and recommend that all of our students investigate both options.

Careers Guidance, Job Seeking & References

For some students, going straight into a job is the right path for them and each year a programme of support is offered in conjunction with the school's careers adviser.

The school is always willing to provide references for full or part-time job applications. If a potential employer is willing to let them, students may put the member of staff of their choice although many institutions write to the Head Teacher or Head of Sixth Form. These references are normally completed by one of the year team. It is courteous to ask for someone's permission before putting down their name as a referee. We will be positive about students in all references, but equally we must be honest in our responses, particularly in relation to attendance and punctuality!

GENERAL INFORMATION

Alcohol, Drugs, Smoking and Vaping

All of the above are absolutely prohibited on the school site, as is bringing in any items associated with them. This includes alcohol etc that you may plan to consume after school or are, for example, birthday presents. Clearly, being on the school site under the influence of alcohol or drugs is also not acceptable.

The disciplinary procedures involving alcohol and drugs in particular are very clear and necessarily very strict.

It is not acceptable to smoke or vape immediately outside the school site or in the streets adjacent to the school.

Behaviour and Sanctions

High standards of behaviour are expected from all students in the Sixth Form, at all times.

Though teachers and students will often know each other very well by the end of year 13, teachers will still expect students to be professional and hardworking—more so than in lower school. Students talking when they should be quiet, distracting others from their work, not completing work and silly conduct are clearly not acceptable. This is as true during independent study as it is in taught lessons.

As the most senior students in the school, the behaviour and manners of Sixth Form students is usually exemplary. But, inevitably, there is sometimes poor behaviour and this can ultimately result in sanctions. Sixth Form students are sometimes upset about the idea of being given detentions, for example, and the phrase 'we should be treated like adults' is sometimes used. But we return to the idea of privileges and responsibilities. If students exercise the latter with regards to behaviour, organisation and effort, they will always be treated as adults.

Redborne has a strong and highly regarded reputation in the community it serves. We take seriously any poor behaviour that takes place off the school site, particularly at the start and end of the school day. This is especially important in relation to driving irresponsibly or being offsite in public areas during the school day.

Please note that the above also extends to behaviour online. Students should not post anything which is potentially malicious, offensive or libelous about the school, teachers or other students, and take into account individuals' privacy and wellbeing. Students should take care about what they post about themselves online, both for their own safety and because many employers do a full internet search on applicants.

Bursary

The government provides funding to schools to run a bursary scheme for students. There are separate bursaries to cover general costs and travel. Information and paperwork is given to students at the start of the year. Here is some information relating to the scheme:

16 to 19 Bursary Fund

The 16 to 19 Bursary Fund is to support 16 to 19 year olds who are the most financially disadvantaged and those who most need help with the costs of staying in education.

Students aged over 19 can apply for the discretionary bursary if they have an Education, Health and Care (EHC) plan or are continuing on a course they started aged between 16 and 18 (a '19+

continuer').

Who can apply for a 16 to 19 Bursary Fund?

The 16 to 19 Bursary Fund provides financial support to help students overcome specific barriers to participation so they can remain in education.

There are 2 types of 16 to 19 bursaries:

- bursaries for defined vulnerable groups
- discretionary bursaries which institutions award using policies they set, in line with national funding rules

Both types of bursary funding are designed to help students overcome the individual financial barriers to participation that they face, and institutions must ensure the funds go to those who genuinely need them.

Bursaries for students in defined vulnerable groups

Students who meet the criteria, and who have a financial need, can apply for a bursary for vulnerable groups. The defined groups reflect that these students are unlikely to be receiving financial assistance from parents or carers, so may need a greater level of support to enable them to continue to participate.
The defined vulnerable groups are students who are:

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

Institutions do not receive an allocation of funds for bursaries for vulnerable groups. They draw down the funds by submitting a funding claim form through the Student Bursary Support Service (SBSS) portal.

Institutions must verify that young people meet the criteria for the bursary for vulnerable groups and assess how much bursary they need before submitting a funding claim.

Institutions may decide that although a young person may be eligible for a bursary because they are in one or more of the defined vulnerable groups, they do not have any actual financial need. This might be because their financial needs are already met and/or because they have no relevant costs. Institutions can refuse a student's application on this basis. Similarly, students should only receive the amount they actually need to participate and institutions should not automatically award students £1,200 if they do not need the full amount.

Contact Mrs Kerr for further details

CCTV

Redborne has extensive CCTV coverage which is used to protect our students and staff. Our use of any images is GDPR compliant. The General Data Protection Regulation (GDPR) was an entirely new set of EU guidelines governing how organisations like schools handle personal data. Personal data is defined by the Information Commissioner's Office (ICO) as "any information relating to an identifiable person who can be directly or indirectly identified in particular by reference to an identifier"
Personal data could range from emails, paper files, pupils' grades, attendance records, information systems to more sensitive information, such as medical information, audio recordings, images and CCTV.

In summary the GDPR's six principles are very similar to the DPA. Personal data should be:

1. Processed fairly, lawfully and in a transparent manner.
2. Used for specified, explicit and legitimate purposes.
3. Used in a way that is adequate, relevant and limited.
4. Accurate and kept up to date.
5. Kept no longer than is necessary.
6. Processed in a manner that ensures appropriate security of the data

Change of Circumstances

Parents are asked to please inform the school if there are any changes in their circumstances during the academic year e.g. change of name, address or telephone number. It is extremely important that emergency contact details are accurate.

Complaints and Queries

If parents or students have a concern of any kind then please do discuss this with a member of staff. Many are easily resolved through discussion with the appropriate person.

Concerns about a lesson, subject or a piece of homework or coursework should be addressed to the member of staff directly or, if it is more appropriate, the Subject Leader or Faculty for that subject.

Any concerns about student welfare should be discussed with the form tutor, the Pastoral Support Officer or a member of the year team.

If you are not satisfied that a complaint or query has not been dealt with appropriately then please speak to Mrs Jones.

If you are not sure where to direct your query, please contact the sixth form team and we will endeavour to contact the correct person.

Dress Code and Lanyards

Our dress code aims to give students the freedom to express themselves and feel comfortable. At the same time, the Sixth Form is a professional working environment and students are role models for the younger year groups. We ask students to dress in ways that respect this.

The Redborne Sixth Form dress code is smart-casual. We expect students to make sensible choices in what they wear to school, ensuring it is appropriate for the season and the activities that they are undertaking in school.

The following clothes are NOT permitted:

- Tracksuit bottoms.
- Leggings (unless being worn under a dress).
- Any item made from see-through material.
- Any item which leaves shoulders uncovered.
- Cropped tops or cropped t-shirts.
- Sports shorts or those made from tracksuit/jersey material.
- Ripped jeans.
- Tops, jackets or t-shirts with offensive slogans.

Students not dressed appropriately may be asked to arrange for suitable attire to be dropped off at school or may be asked to go home and change before accessing lessons.

During lessons, coats and hats should be removed and all students should wear their lanyards whilst on the school site

This last point is crucial. One of the responsibilities that comes with having such a flexible dress code is that students wear their lanyard at all times. This is a safeguarding issue—we must be able to identify anyone not wearing a uniform as belonging on site—and about staff and students being proud to be part of the Redborne community.

The final decision about what constitutes appropriate dress rests with Mrs Jones and the Senior Leadership Team.

Driving Lessons & Tests

Wherever possible, driving lessons should be arranged outside of the school day. In circumstances where this is not possible, students should never arrange a driving lesson which means they miss lesson, assembly or tutor sessions. South School Bus Bay is an acceptable place to meet instructors and be dropped off, except at the beginning and end of the school day where it may cause an obstruction.

Driving tests may occur at any point in the school day and therefore students may need to miss some lessons or tutor time for practice immediately before the test and for the test itself. Missing more than a few lessons is not acceptable. Once students have passed their test they must remember to obtain a car permit if they plan to bring their car onto the school site. These can be collected from the year room.

Enrichment and Extra Curricular Activities

Enrichment is a hugely important part of life in the Sixth Form. It is valuable in and of itself and employers and universities look for 'rounded' individuals who, in addition to their academic abilities, have wider interests and skills. Writing a personal statement on a university or job application is so much easier when you have more to talk about than the fact you 'enjoy music and going to the cinema' or 'socialising with friends'.

There are a huge number of extra-curricular activities at Redborne and a full guide is issued at the start of term. Whether it is sport, drama, music, charity work, the Duke of Edinburgh's Award Scheme, taking part in school council, or running for Senior Student, there is something for everyone. Many subject areas also run extra-curricular visits throughout the year and publicise their clubs and activities throughout the year.

Students are encouraged to start clubs or activities if they are not already offered and should approach a member of the year team if they are interested.

Free School Meals

Redborne is required to provide free school meals (FSM) to all of our eligible pupils. We receive funding to provide benefits-based FSM to pupils who are in receipt of one of the eligible benefits. Free meals are targeted at disadvantaged students. For the purposes of free meals eligibility, the definition of disadvantage is students being in receipt of, or having parents who are in receipt of, one or more of the qualifying benefits.

A student is only eligible to receive a free meal when they, or a parent/guardian on their behalf, have made a successful application via the local authority - details of how to apply can be found via this link:

https://www.centralbedfordshire.gov.uk/info/53/benefits/4/free_school_meals/3

To be eligible for a free meal in the 2026 to 2027 academic year, students must be between 16 and 18 on 31 August 2026. Students aged over 19 are eligible to apply if they have an Education, Health and Care plan or are continuing on a course they started aged between 16 and 18 (a '19+ continuer or effectively what we describe as a year 14'). Institutions must provide a free meal to eligible students for each day that they attend their study programme, where this is appropriate

Lessons Where a Teacher Is Not Present

Occasionally, a teacher will be unavailable to teach a lesson. This could be due to illness or because they are on an educational visit.

When this happens, Sixth Form lessons are not routinely given a cover teacher, both because they may lack the expertise to teach A level (or equivalent) content and because Sixth Form students should be able to complete work without being supervised.

There is no such thing as a 'cancelled' lesson. Teachers will inform students of their absence (in advance, if possible) and set work for the students to complete, which they will then return to in a future lesson.

If you have any concerns about lessons where a teacher is not present you should contact the Subject Leader or Head of Faculty for that subject in the first instance, or Mrs Jones.

Medical Conditions

Students or parents should notify the school if a student has a medical condition which requires a care plan or medication or affects their daily activities. This includes mental health conditions. It is essential that the details we hold are accurate and kept up to date should an emergency occur.

Mobile Phones

From May 2025, the school introduced a new policy regarding the use of mobile phones. For students in the lower school, mobile phones are locked in a Yondr pouch from 8.40am until 3.10pm. If they are seen or heard, they will be confiscated. We recognise that Sixth Formers may sometimes want to use their phones for research during independent study and currently do not plan for them to follow the same rules as the rest of the school.

Sixth Form students should therefore:

- Never use or have mobile phones visible in lessons, except with the explicit permission of the teacher. Students must actively seek that permission, not assume it. Phones must be on silent at all times. This also applies in the library. Not following these rules will result in a phone being confiscated.
- Refrain from using phones between lessons to ensure they are punctual and are setting an example to the rest of the school. Government guidance now encourages 'permitted but limited' mobile phone use and sixth formers are prohibited from using their phones in front of younger students.
- Use their phones during independent study responsibly. If students are clearly watching videos, playing games or music during independent study and they are not keeping up with their work it may result in their phone being confiscated.

To protect students and staff at Redborne, mobile phones should never be use to photograph or make video or audio recordings of lessons, teachers or fellow students without obtaining the explicit permission of everyone involved. This should only be for academic reasons (many departments have recording equipment for such purposes in any case) and should not be posted online or shared through social media.

Part-Time Employment

The vast majority of students have some form of part-time employment during their time in the Sixth Form. A welcome contrast to academic study, it helps in developing personal skills as well as providing some spending money. But it is important to stress that Sixth Form is a full-time commitment and must be a student's priority.

They should do a maximum of ten hours of part-time work a week. This figure is based on research which suggests that any more than this will begin to have a detrimental impact on grades.

Most employers are very good, but it is important that students do not feel pressurised into doing more hours than they should and they should approach the year team for support with this if they need to.

They should look carefully at the contracts they are offered before taking up a job. It goes without saying that students should not be doing part-time paid work during the school day, but students must also ensure that their hours give them enough time to fulfill any afterschool commitments that may be required of them. Missing, for example, an arranged meeting with a teacher, a music rehearsal or a detention because they need to rush home to get ready for work would not generally be considered acceptable.

Plagiarism

Plagiarism is the passing off by a person, in part or whole, of another person's work as their own without acknowledging the source. It is acceptable to quote other people's work in your own work or use a diagram, providing it is not expected that the work will be entirely your own and that you acknowledge the source. Copying large portions of text (particularly from the internet) into your work is clearly wrong. Plagiarising text for coursework or a UCAS personal statement can result in serious sanctions from the exam board and UCAS, who use sophisticated software to identify it.

Vehicles and Parking on the School Site

Students must register their vehicle with the Sixth Form Team before bringing it onto the school site and display a parking permit at all times. By signing the registration form students agree to abide by the terms of the agreement. The safety of students, staff and visitors on the school site is paramount and unsafe driving on the school site can result in a driving ban.

We do ask students to identify how far they live from school before issuing a permit. Space on the school site is limited and, while the desire for students who have just passed their test to drive is understandable, we ask parents to support us in encouraging students to walk or car share where possible.

The designated areas for student parking are behind the Sports Hall in North School and the 'cage' in South School. Students should park in marked bays only and keep away from any doors or gateways which may need to be accessed, particularly by the farm. Students must not park on the playground in South School as this is a fire assembly point and an area used by the PE department for lessons. Although there are marked bays here, they are for events after school hours.

Work Experience

Work experience in a company or organisation that is linked to a student's possible future career or university subject is extremely important. It is often an important differentiating factor which employers or universities may use to make decisions about who to make offers to.

This is not the same as part-time work and requires some long-term planning and research on the student's behalf.

There will be time in the year 12 academic year set aside to allow students to take part in work experience for a week. This will be in the final weeks of the summer term 2027. Students need to make private arrangements to complete this and should make their enquiries early in year 12, particularly for occupations where demand for placements is likely to be high. Support and guidance on obtaining a placement will be delivered in assemblies and tutor times. Communication with parents / carers with more specific details will follow nearer the time.

We understand that sometimes a placement may be offered outside the dates we set that is too good to turn down. In such situations we will usually support students missing a few days of school, as long as they do not miss any important work in school such as assessments or group projects. Students should complete a leave of absence form which we will look at on a case-by-case basis.