



Sixth Form Handbook

for Students and Parents 2023 - 2024

*Please keep this booklet as it will be useful
throughout the school year*



Central Region
Schools Trust

Founded by the RSA

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Dear Parent/Carer

I hope that you will find this booklet useful – whether you are a parent who is new to Arrow Vale or whether you are a parent of an existing student receiving the booklet by way of a reminder of some key information about the school.

At Arrow Vale, we firmly believe in the importance of building a positive relationship between parents/carers and the school and providing clear information for parents and students is just the start of building these relationships.

If you have any questions about the content of this booklet, then please do not hesitate to contact the Sixth Form Student Support Team. If at any time you would like to contact me directly, the easiest way is to email me at

office@arrowvaleacademy.co.uk.



Each and every day at Arrow Vale I am impressed by talented students and the hard-working, dedicated staff. As a school, we are totally committed to providing the best possible education for your sons and daughters: together as a community we must ensure that our students learn and discover, aim high, and excel in their education. We need your support to make this union a reality.

Ian Mellor - Principal

Sixth Form Student Support Team

Mr N. Linington

Assistant Principal - Sixth Form
nlinington@arrowvaleacademy.co.uk

Miss T. Patterson

Year 12 Team Leader
tpatterson@arrowvaleacademy.co.uk

Mr T. James

Year 13 Team Leader
tjames@arrowvaleacademy.co.uk

Mrs E. Price

Sixth Form Study Supervisor
eprice@arrowvaleacademy.co.uk



Central Region
Schools Trust

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Central Sixth Form

Vision

As a trust founded by the Royal Society of Arts, our exceptional schools work together to create learning that is inspirational for all: igniting imagination and enabling creativity and curiosity which results in the highest achievement. People are valued and happy, developing their knowledge, attributes, skills and networks for success and fulfilment. In our empowered communities, everything is possible and aspirations are high.

Central Sixth Form is a community of Post 16 education providers within the Central Regions School Trust. Our vision is to provide an outstanding education for all students that leads to excellent outcomes that enables them to move on to high quality destinations.

The core values of our trust run through everything we do; students at Central Sixth Form can expect to be treated with **respect**, be part of a **community** that supports and empowers them and work within teams that have **integrity** at the core of everything they do. Student's **creativity** and ambition will be fostered at every turn and will lead to **excellent** outcomes and opportunities for all.

Central Sixth Form Centres

Our core mission is to provide opportunity and social justice for every child through exceptional schools and are very proud to have four centres of excellence for Post 16 education within our Central Sixth Form community:

Waseley Hills Sixth Form

Holyhead Sixth Form

Arrow Vale Sixth Form

Gospel Oak Sixth Form

Central Sixth Form Partners

Our Central Sixth Form centres all boast a range of strong and considered partners who work with our communities to drive aspiration, provide opportunity, and open a network of support for our students.

We are very proud of these partnerships and will always strive to grow these connections for the benefit of our young people.

Aimhigher

University of Birmingham (A2B
Programme)

gramme)

Elevate Education

Nuffield Foundation

Mind

Aston University (Sir Doug Ellis
Pathway to Healthcare Pro-

Oxford Pathways Programme

Social Mobility Foundation

RSA Fellows

Times of the School Day

Students should not arrive at school before 8am. Between 8am and 8.20 students have access to the Sixth Form area.

8.35 a.m.	Registration - Assembly / Tutor Time
9 a.m.	Lesson One
9.50 a.m.	Lesson Two
10.40 a.m.	Break Time
11.00 a.m.	Lesson Three
11.50 a.m.	Lesson Four
12.40 p.m.	START OF LUNCH
1.20 p.m.	Lesson Five
2.10 p.m.	Lesson Six
3 p.m..	End of School for main school

There is a planned and structured tutor programme for each day of the week. This is inclusive of assemblies and our Learning for Life programme. To accompany these tutor times and support learning in other lessons, we **provide students with a diary**, which will help them with their organisation and meet their deadlines. It is the student's responsibility to meet all of the deadlines set by their subject teachers.

If lost or damaged, it is the responsibility of the student to replace them.

The above times may need to be changed during heavy Examination periods.

Detentions may be held on any weekday evening. All detentions start at 3.05pm and can range from 20 mins to 1 hour (Government guidelines)

Any student with part time work should arrange that they can not start until 5.00pm at the earliest.

PLEASE NOTE

The School reserves the right to keep students in school until 4.00pm without prior notice to parents.

School Terms & Holiday Dates

2023— 2024

Autumn Term 2023	
Staff Learning Day (1 & 2)	Monday 4th and Tuesday 5th September 2023 (School closed to students)
School Re-Opens	Wednesday 6th September 2023 (Start for Years 9 and 11s only) Thursday 7th September 2023 (Start for Years 10, 12 and 13)
Half Term Ends	Thursday 26th October 2023
Staff Learning Day (3)	Friday 27th October 2023 (School closed to students)
School Re-Opens	Monday 6th November 2023
Staff Learning Day (4)	Friday 24th November 2023 (School closed to students)
Term Ends (Christmas)	Friday 22nd December 2023
Spring Term 2024	
Staff Learning Day (5)	Monday 8th January 2024 (School closed to students)
School Re-Opens	Tuesday 9th January 2024
Half Term Ends	Friday 9th February 2024
School Re-Opens	Monday 19th February 2024
Term Ends (Easter)	Friday 22nd March 2024
Summer Term 2024	
School Re-Opens	Monday 8th April 2024
Bank Holiday (School Closed)	Monday 6th May 2024
Half Term Ends	Friday 24th May 2024
School Re-Opens	Monday 3rd June 2024
Term Ends (Summer)	Friday 19th July 2024
Staff Learning Day (5)	Monday 22nd July 2024 (School closed to students)

Year 12 Option Blocks

The Sixth Form curriculum caters for students who wish to pursue Level 3 courses. Students who access Level 3 learning may choose to study through one of the following three routes:-

◆ **Route 1: GCE A Level**

This route is for students wishing to access a range of traditional subjects and is particularly suited to those who are aiming to go to the “Russell Group” universities such as Oxford, Cambridge, Birmingham and Warwick to name but a few. Entry into such higher education establishments demands high grades at GCSE and A Level. For these subjects, the style of assessment is mainly a mix of examination and coursework.

◆ **Route 2: Vocational Advanced Levels**

These consist of both BTEC Courses and Applied A Level courses and are suited to students wishing to progress onto Vocational Degree courses or directly into employment. Assessment of these courses is primarily through exams and coursework although some modules in the Applied A Level courses may be examined. Students wishing to go into high education following this route should apply for non “Russell Group” universities.

◆ **Route 3: A combination of GCE A Levels and BTEC/Applied Courses**

These maintain a balance between the traditional examination subjects and the vocational subjects. Students wishing to go on to higher education should research the universities’ admissions requirements or speak with the Head of Sixth Form prior to embarking upon this course of study.

Block A	Block B	Block C
Geography	Applied Science BTEC	Biology
Psychology	Business BTEC	Film Studies
Physics	Further Maths	Food
ICT BTEC	Photography	Theatre Studies
	English	
	Spanish	

Block D	Block E
3D Design	Art
Chemistry	Health & Social
Music	History
Sport BTEC	Maths
Maths	

Year 13 Entrance Requirements

After completion of Year 12 the school will review your progress and suitability for continuing into Year 13.

The criteria for entrance to Year 13 will focus on the following three areas:

1. Attendance of 95% or above.
2. Academic Progress. Students should be no more than two grades below their minimum target grade.
3. Attitude to learning. How you approach courses, meeting deadlines and the quality of your work. This also includes your independent study time. It will focus on achievement of independent study work set, attendance to study sessions and the quality of work.

In the event of failing to meet any of the criteria we will take the following steps:

1. Failure to meet one of the criteria: Meeting with student, and put on a review. Parents informed.
2. Failure to meet two of the criteria: Student is set key targets and put onto a report. Placed on review. Meeting with parents.
3. Failure to meet all three criteria. Meeting with parents and review suitability for Sixth form.

Learning at Arrow Vale

Teaching and Learning

Arrow Vale is at the forefront of developments in Teaching and Learning, and we take pride in the fact that our students are exposed to high quality teaching every day. Parents are welcome to come and see our staff in action at any time - please contact reception to arrange a visit.

Literacy/numeracy

The programme has enabled students to make rapid gains in their literacy levels.

Oracy and questioning is a key focus within lessons in all areas of the school to promote higher order thinking skills along with the tools needed for extended writing and the demands of GCSE and A Level exams.

Teachers adopt a common approach to teaching numeracy skills across the curriculum. In addition, students that require additional support in these areas are able to follow an 'access' curriculum pathway with specialist teachers providing additional literacy and numeracy development.

Homework and Independent Study

Homework and independent study work will be assigned to students on a regular basis by their subject teachers. Students can expect **5 hours** of Independent Study work per subject, per week. Students will also have timetabled study sessions which are compulsory to attend. Students are expected to work independently in these sessions and in silence.



Independent Study Expectations

- Students are expected to attend all study periods that are timetabled. It is not the members of staff responsibility to chase/find students.
- Study periods are for working. Students should complete coursework, independent study or revision.
- Only students on timetabled study periods should be in the room.
- Students wishing to complete work who are not on a study period should check in with the member of staff on duty once the register has been completed.
- No watching of videos, YouTube, playing games or use of social media. This is not productive.
- The purple room and the computer room are quiet rooms. These should be library quiet. Students should only be talking in whispers.
- Students should be sat at desks, no more than 1 person per table, chairs should be facing front.
- No food or drink to be consumed in the study room at any time. Food can be eaten in the sixth form common rooms during break.
- Students are expected to remain in the study room areas for the duration of the study period.

Failure to follow the guidelines above will result in a consequence.

- It is the student's responsibility to inform the member of staff on duty if working on a practical subject and will not be in the Sixth form area – i.e in the art/DT/Music/Drama dept. Only students taking these subjects will be allowed. No more than three sessions per subject a week. Students to sign sheet on teachers' desk at the start of each session.
- Failure to attend a study period will result in an after-school detention for 20 minutes on the day and a Tuesday or Thursday afternoon detention for 30 minutes. This will be entered on SIMS by the member of staff on duty as a HOY Detention. Detentions will be held in the study area. 6th form team to run detention.



Independent Study Expectations continued...

- Failure to attend a HOY detention will result in a phone call home and a whole school detention as per school policy held in IT1.
- Students failing to follow the expectations will be given ONE warning. Continued failure to follow instruction from the member of staff on duty will result in the student being moved to the front desk (next to staff desk) for the rest of the study period. In addition, a 30-minute detention on Tuesday or Thursday afternoon. (Entered onto SIMS).
- Students' refusal in sanction will result in being removed from study area and placed into a 20 minute after school personal detention and 30-minute detention on a Tuesday/Thursday afternoon.
- HOY Detentions. 6th form team to register students. Same expectations apply as above, though students to work in silence. Detention lists to be printed and placed on student notice board on a Monday -for a Thursday detention and a Thursday for a Tuesday detention, thus communicating times and ensuring that it is the students' responsibility to check boards.



KASE: Knowledge, Skills, Attributes, Experience

We seek to develop confident and creative learners who can thrive in a changing world. Our students will develop around the 4 areas of KASE; knowledge Attributes, Skills and Experiences Within all subjects these will be developed at KS3 and progress right into key stage 4 and key stage 5.

Knowledge

(what we want our pupils to know and understand)

Our pupils are all entitled to:

- ◆ Know, understand and have mastered the key concepts and questions related to, and arising from, each subject discipline (**Expert**)
- ◆ Locate their experiences within a broader sense of society and understand the purpose and relevance of subject disciplines (**Purposeful**)
- ◆ Opportunities for dialogue within subjects to build and use subject specific vocabulary (**Fluent**)
- ◆ Know and understand their own learning journey with opportunities to explore progress and shape that journey (**Self-Regulating**)
- ◆ Know, understand and contribute to the assessment process (**Self-Directing**)

Skills

(what we want our pupils to be able to do)

Our pupils are all entitled to:

- ◆ Generate solutions to authentic problems and challenges with originality as part of a creative process (**Problem-Solving**)
- ◆ Interact purposefully with others, including groups and teams, in a variety of different contexts (**Collaborative**)
- ◆ Communicate effectively, frequently and purposefully through different channels including discussion, debate and questioning developing Oracy skills (**Communicative**)
- ◆ Access texts in order to interpret/understand and write effectively for different purposes (**Literate**)
- ◆ Engage in, understand and take responsibility for, their part in the learning process and, in addition contribute to the learning of others (**Metacognitive**)
- ◆ Learn how to study, retain key information and perform confidently in public examinations (**Pragmatic**)

KASE : Knowledge, Skills, Attributes, Experience

Attributes

(what we want our pupils to be like)

All schools will create the conditions in which these can be nurtured

Our pupils are all entitled to:

- ◆ Experience opportunities to take risks, doing so purposefully and with understanding (**Risk-Tolerant**)
- ◆ Demonstrate the willingness to persist and overcome difficulties in order to build resilience (**Resilient**)
- ◆ Reflect upon, and learn from, their own and others' behaviours (**Reflective**)
- ◆ Engage with, and develop appreciation of own communities (community spirited) and other communities including their lifestyles, cultures and values (**Empathetic**)

Experiences

(what we want our pupils to have accessed and enjoyed)

Our pupils are all entitled to:

- ◆ Enjoy, experience excitement and find significant value in, their school experience (**Engaged and Enthused**)
- ◆ Take an active part in visits and trips which are beyond their own life experience or those of their school (**Cosmopolitan**)
- ◆ Access meaningful and extended opportunities to appreciate what Higher Education and Employment can offer (**Autonomous**)
- ◆ Be fully involved in an ambitious project which impacts on a wider audience than their peers (**Champion**)
- ◆ Be stretched by a range of experiences which challenge their view of themselves and their future (**Self-Aware**)
- ◆ Experience authentic responsibility in and around school (**Responsible**)

Tutor Time Programme

Students have access to a structured tutor time programme during Sixth Form, which helps to develop their study skills, provides an opportunity to complete tasks on Unifrog and future development and offers the chance for students to engage with whole-school events such as the Christmas Hamper appeal.

Below is an example tutor time programme:

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 12 Week 1	<ul style="list-style-type: none"> Admin Academic Mentoring Attendance & Punctuality Unifrog Elevate Education 	Sept-Nov Work Experience December: Xmas Hampers Jan-Apr: Exam Prep May: Personal Statement Jun-Jul: Exam Prep/Revision	Prep for Form Assembly	Elevate Education: Planning - non contact time/workload/ deadlines/ timetables/setting goals Apr - July: Personal Statements (Unifrog/UCAS and CVs)	Assembly
Year 12 Week 2	<ul style="list-style-type: none"> Unifrog (1 to 1) Elevate Education (1 to 1) 	Sept-Nov Work Experience December: Xmas Hampers Jan-Apr: Exam Prep May: Personal Statement Jun-Jul: Exam Prep/Revision	Prep for Form Assembly	Unifrog: Course search and personal statements Apr - July: Personal Statements (Unifrog/UCAS and CVs)	Assembly
Year 13 Week 1	<ul style="list-style-type: none"> Admin Academic Mentoring Attendance & Punctuality Post 6th Form planning (UCAS/CV, Uni/ Course search, Apprenticeship search) 	Sept-Nov UCAS/ Careers/ Apprenticeships/ CVs (while Form) December: Xmas Hampers Jan onwards: Exam Prep (revision cards/ notes)	Sept-Nov UCAS December: Xmas Hampers Jan-July: Unifrog	Elevate Education: Planning - Non Contact time/ workload/ deadlines/ timetables/setting goals	Assembly
Year 13 Week 2	<ul style="list-style-type: none"> Unifrog (1 to 1) Elevate Education (1 to 1) 	Sept-Nov UCAS/ Careers/ Apprenticeships/ CVs (while Form) December: Xmas Hampers Jan onwards: Exam Prep (revision cards/notes)	Sept-Nov UCAS December: Xmas Hampers Jan-July: Unifrog	Sept-Nov Unifrog Mar-May: Student finance applications	Assembly

PSHE Overview

The PSHE curriculum for Sixth form, that includes elements of relationships, sex education and finance and careers advice and guidance that incorporates key concepts of citizenship.

It is delivered over a two-year rolling period through a calendared set of form time sessions, assemblies and workshops.

Our Core Components are:

- Health and Wellbeing.
- Sex and Relationships
- Careers and Finance
- Developing Independence

Year 12	Year 13
<p>Terms 1&2 – Autumn Term</p> <p>Introduction to Safeguarding at AV</p> <p>Introduction to Unifrog and post-18 options</p> <p>Student Leadership</p> <p>Domestic Abuse</p> <p>County Lines & Get Safe</p> <p>Mental Health</p> <p>Anti Bullying week</p> <p>CIAEG – Soft skills and post 18 Options</p> <p>Career Fayre</p>	<p>Terms 1&2 – Autumn Term</p> <ul style="list-style-type: none"> • UCAS Careers and Next steps • Student Leadership • Domestic Abuse • County Lines & Get Safe • Mental Health • Anti Bullying week • CIAEG – Soft skills and post 18 Options • Career Fayre
<p>Terms 3&4 – Spring Term</p> <p>Online Safety/Sexting</p> <p>Cyber Crime and Child Money Laundering</p> <p>Wellbeing – making connections</p> <p>Womens History</p> <p>Elevate – Study Sensei</p> <p>CIAEG – Apprenticeships</p>	<p>Terms 3&4 – Spring Term</p> <ul style="list-style-type: none"> • Revision Techniques • Coping with exam stress • UCAS Careers and Next steps • Elevate – Ace you Exams • Student Finance and Budgeting
<p>Terms 4&6 – Summer Term</p> <ul style="list-style-type: none"> • UCAS Careers and Next steps • Sex and Relationships post 18 • KASE day – University of Gloucestershire experience day 	<p>Terms 4&6 – Summer Term</p> <ul style="list-style-type: none"> • Revision Techniques • Coping with exam stress • Sex and Relationships post 18 • UCAS Careers and Next steps

PSHE Overview continued...

In addition to the above we offer EPQ, Young Enterprise and students are encouraged to take up D of E in which life skills are developed.

We also conduct a KASE day in which all of year 12 attend a university for the day attending three lectures of different subjects, meet students, informed about student life, accommodation and finance, followed up with question-and-answer sessions.



External Agencies that support PSHE delivery

All external Agencies that assist in the delivery of the PSHE programme deliver in line with our safeguarding policy.

They are:

- Suitability checked prior to booking.
- Are qualified to deliver PSHE
- Are always supervised by a member of staff.
- Understand the importance of the contribution they make to delivering a broader PSHE experience
- Are aware of the school ethos and values.

We currently use the following external agencies in the delivery of our programme:

- University of Gloucestershire
- Loughborough University
- Elevate Education.
- UK Youth Parliament
- Aim Higher

Sixth Form Enrichment

- EPQ for all students
- Duke of Edinburgh
- Business enterprise

The Impact of the Arrow Vale on Learning Opportunities

At Arrow Vale 6th Form, we provide access to a range of opportunities that have enhanced and enriched the learning of our students. Examples include:

- Uptree Apprenticeships
- Speakers for Schools
- Virtual University Taster Days
- Virtual Work Experience in Law
- PwC virtual work experience
- Paramedic Virtual Work Experience
- Personal Statement session through University of Loughborough & Gloucester
- PwC
- IGD
- Get My First Job -various opportunities
- Investing – Law, Finance & Politics
- Siemens – Technology
- Pocket Skills – Paid work linked to chosen career path
- DWP Mercia Support – Apprenticeships in a wide variety of areas (National Rail, Balfour Beatty, Legrand, Rolls Royce)
- TDM Programme – Apprenticeship workshop in Tech
- MBDA STEM Work Experience
- Browne Jacobson Law Work Experience
- Virtual hospital work experience course - Ward Round Live
- UCAS Discovery Day
- Sutton Trust Summer School



Regular and Routine Visit

When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the school and home, it is good practice to ensure that those in a position of parental responsibility are fully informed.

At the beginning of each academic year, as part of the routine mailing, parents will receive notification that as part of their time at school, students could be taken to visit a range of local establishments. As this is part of school routine, permission is not required; however any parent who has any objections may notify the school of their objections. If no objections are received, it is thereby deemed that parents have accepted the policy and their son/daughter may take part in visits to these establishments. Parents will be advised of the importance of informing the school of any changes to medical conditions and/or contact details.

Visits which are deemed to be either/or regular or routine are:

- Members of the CRST
- Your Ideas
- First and Middle schools and High Schools within Redditch Pyramid
- Sporting fixtures within Worcestershire/Warwickshire
- CRST Family of Schools
- Heart of Worcestershire College
- Wheels
- Local Venues within the Winyates and Matchborough areas
- Choir concerts
- Christmas church services

Including for Sixth Form Students:

- Birmingham University
- Warwick University
- Worcester University
- Birmingham Library
- The Hive Library, Worcester

University Visits/Taster Days

As part of their preparation for application to university, students may ask permission for leave of absence to attend university open days. Parents must request this in writing prior to the day and confirm that they are responsible for ensuring their son/daughter has appropriate transport to/from the venue and will be responsible for their wellbeing during the day.

Sporting Fixtures

Sport fixtures form part of the curriculum and enrichment opportunities provided by Central Regions Schools Trust. Fixtures may run during the school day or extend beyond the school day. They may be home fixtures or away at another provider (school or sports centre/ground). At the beginning of the academic year, parents will receive notification that their son/daughter could be selected to represent the school in a fixture or series of fixtures. As this forms part of the regular and routine visits, parental permission is not required if this is during the school day, however parents will be notified. If the visit extends beyond the school day, then parents will be notified and one consent obtained for the series of fixtures.

Work Experience



We encourage every member of Year 12 will complete some form of work experience in a business or role of their choice. Students are expected to organise the placement themselves and are encouraged to organise this as early as possible. Failure to organise a placement early in the school year might mean that students miss out on placements at businesses or organisations that they are interested in pursuing a career with.

There are many ways of organising a work experience placement: speak to family or family friends who might work, or have contacts, in a suitable role; phone appropriate companies (sending letters or emails might result in long delays or no reply); visit organisations or businesses and ask about the possibility.

Once students have secured a placement, they must collect a form from the Sixth Form office. The school need to be sure that the business or organisation have appropriate insurance to host the student and these checks can take time. Again, to ensure that students complete worthwhile work experience, it is important that this is completed early.

Student Leadership

As Year 12 students, you will be expected to participate in one of the student leadership committees. Each committee is led by a Year 13 student, who is supported by a committed and enthusiastic Year 12 deputy. Even those students who do not have a deputy role will play a significant part in the running of the committee. There are a variety of roles in the student leadership team. One of them will be suitable for you!

Students who want to join a committee should show up to the first meeting of the year. Those students who would like to apply for a deputy leader role should follow the instructions provided in the student leadership assembly at the beginning of the school year. All applicants will need to write a letter of application and will be interviewed by the committee leader(s).

The commitment of student leaders is that they will attend, and have an active role, in the running of their committee meeting. They will also be expected to help lead on projects. There may be opportunities for committees to attend visits to present ideas or to compete for funding for projects.

Student Leadership Benefits

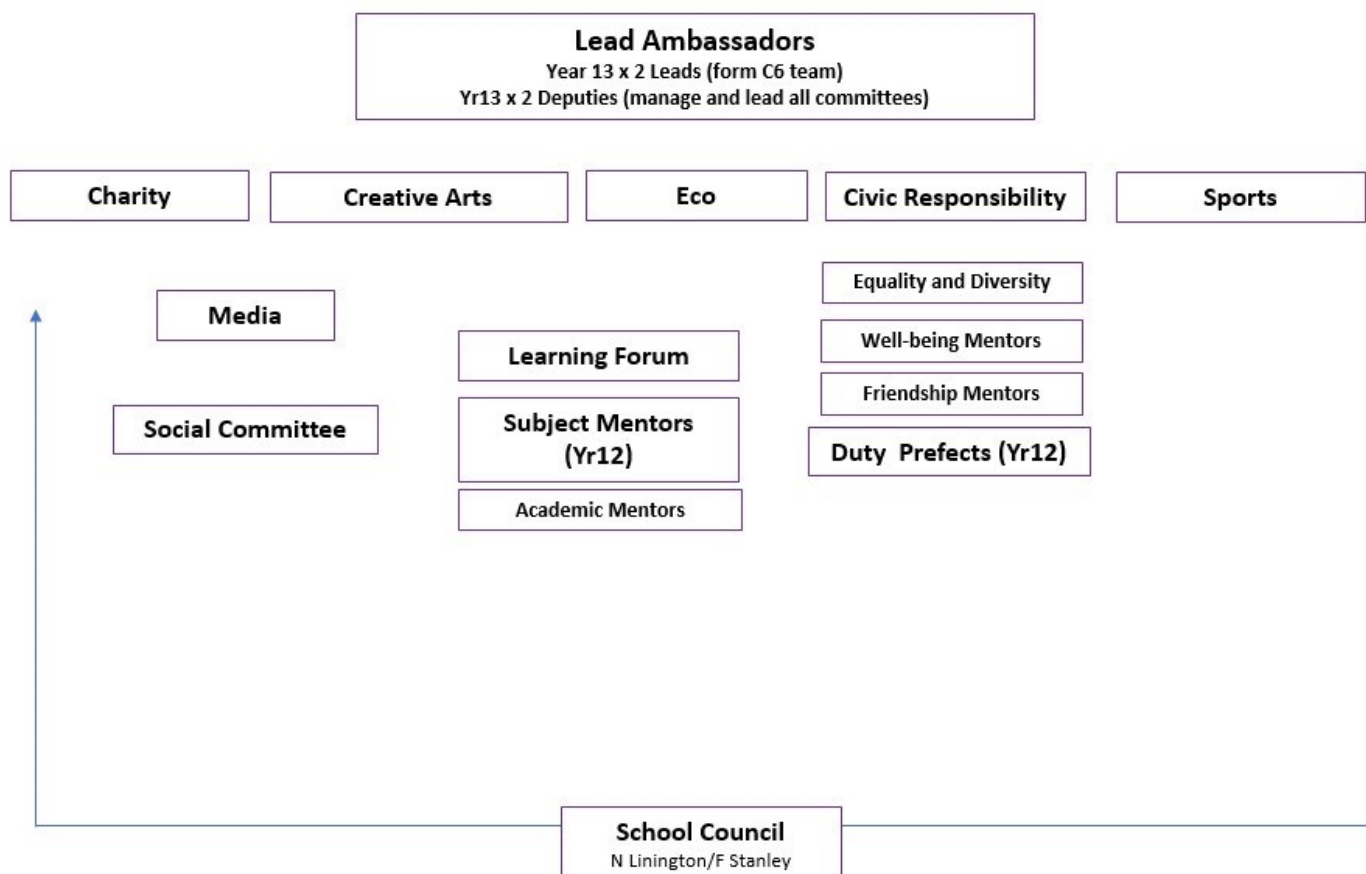
Being part of the student leadership team will enhance your CV or application for further study as well as developing a range of important skills. Here is an overview of some of the benefits shared by previous members of the student leadership team:

- Developed leadership skills.
- Universities were interested to hear about the role during interviews.
- Had the opportunity to speak to members of the school community, including younger students who shared similar interests.
- Developed self-confidence through presenting ideas back to the student leadership team and school leadership team.
- Worked on some amazing projects that changed the way that the school was run for the better.
- Could be creative and design something that had a big impact on the school.



Student Leadership Structure

The role of the student leadership team was praised by Ofsted during their most recent visit. The team, made up of Sixth Form students, play a significant role in the day-to-day student life at Arrow Vale. Each student committees has a different area of focus, including the Charity Committee's organisation of a range of fundraising events throughout the year and the Media Committee's promotion of various events and aspects of student wellbeing.



External Examinations

When are the External Examinations?

These occur at various points throughout the year, with most taking place during May and June. Students will receive individual exam timetables and full timetables will be updated and posted on the school website.

PLEASE ENSURE YOU DO NOT BOOK HOLIDAYS DURING THESE TIMES.

Qualification entry fees cost the school an increasing amount of money (totals in excess of £200 per student). These entries are made on the understanding that the students will complete the courses. The date and time of the examinations and submission of coursework deadlines will be issued to the candidates. Your support is needed to guarantee that your son or daughter will attend the examination at the required time and complete the necessary coursework. If they fail to do this, the school must be reimbursed for the full cost of the fees paid*.

* **Exceptions are made for illness where a Doctor's Certificate is provided and the school is notified at the time of the examination or in advance.**

How you are assessed and External Examinations

- You will be regularly assessed in the classroom and through data collection. This is to ascertain your progress during 6th form. This will help you to make progress and identify areas of focus for you. With the assessment and regular teacher feedback you will be able to plan your independent study time in order to maximise your grades.
- **Key Assessment Dates. These can be found on the school calendar.**
- These happen regularly throughout the year, usually once a term. These help to assess your progress. You will receive a working at grade, and then a predicted grade. The working at grade tells you what you are achieving at the

current time in the school year. The predicted grade is the progress that you are expected to make by the end of 6th form and completion of exams.

- **Mock Exams**
- These take place in December and February and are designed to give you exam experience and act as an indicator for exam performance. The mock exams also help to assess your strengths and any gaps in your knowledge. This will help you in your planning for revision any further independent study.
- **Parents Evenings: Dates can be found on the school calendar.**
- We hold two key parents evenings, a tutor evening and a teacher/parent evening. The tutor evening will feedback on your general academic progress, attendance and well-being. The teacher/parent evening will focus upon your academic progress, attitude to learning and coursework.



Elevate education and examination support

At Arrow Vale we recognise the importance of developing the independent learning skills of all Sixth Form students. Our aim is to share study skills with students that will not just benefit them at A Level, but will be transferrable to further studies and future careers.

Throughout the year, representatives from Elevate education will be invited to the school to share study skills, revision tips and exam guidance to Sixth Form students. The sessions are interactive and are designed to engage and develop the skills of students studying A Levels and BTECs.

To support the sessions, students shall engage with Elevate education resources during one tutor time session each week. These sessions are designed to support students with implementing and trialling different strategies with the aim of ensuring that they have a repertoire of ideas to use in their study periods.

Arrow Vale is committed to ensuring that all students leave us to begin their preferred university course, apprenticeship or career path. Therefore, we have invested in Unifrog, which is an online programme that allows students to explore university courses and apprenticeships, create personalised shortlists and supports students with writing their personal statement or CV.

Students should have created themselves a profile on www.unifrog.org.

Once the profile is created, students can begin to explore the opportunities available after Year 13. Unifrog allows them access to all university courses on offer, and to all live apprenticeships.

The search tool is very easy to use and can allow them to be very thorough and specific in their search for degrees, foundation degrees, HNDs or higher level college courses.

The aim is for students to create a shortlist of five courses that they intend to apply for.

There is also a section that will help them build their personal statement. It is broken down into easy to complete sections that give hints and tips about the things they should be writing about. There is also a section that will help them list and write about their competencies (such as Independence, Leadership, Team working, Resilience, Analysis) that they may not consider or think about, which will also help them with writing their personal statement.

Personal statement writing is a long process, during which they should expect to re write/amend their personal statement over and over and over before it is complete and is a suitable reflection of them, why they want to do the course and what they have achieved so far in life that they are proud of etc.

This should start is about April of year 12 to give enough time for all the amendments and receiving any feedback from teachers, mentors, parents or anyone else they may consider asking for advice or their opinion.

The Apprenticeship side is also easy. Students can select a location/region that they want to stay in, select an area of work such as Accountancy or Civil Engineering and then click on that to be able to see the number of vacancies for that area of work, within the region they chose. Again, they should look at least five, to compare.

Unifrog will state the entry requirements, the start date, the wage, travelling distance, job description, what training is provided etc. They don't really have to think or investigate themselves as Unifrog has already done it. They can then save the apprenticeships and the next screen will take them to a page to apply – SIMPLER J From then on they just need to follow the instructions.

They will more than likely need to register on the National Apprenticeship Service website. This is also a good time for them to construct a good CV. Where students are completing their personal statements, students who are looking to apply for apprenticeships or full time employment can use this time to create their CV, search for apprenticeships and employment so they are aware of the types that are on offer and will be used to searching (to then apply!) at the end of Year 13.



UCAS and University Applications

Applications for university or further education courses are completed through the University and College Application Service (UCAS).

Students need to register with UCAS and create an accurate and detailed profile. UCAS for Year 12 doesn't open until the mid-to-end of April. Tutors will notify students when this happens. The more research they have done and more they have completed on Unifrog, the easier this should be for them.

There are some rules they must follow:

- Students **MUST** use their real/full and legal names – no abbreviations (so a Billy would be William unless legally registered at birth as Billy).
- Students **MUST** put a Nominated Access – this is normally a next of kin, who if need be, can make the decision about university for them if they are unable to for whatever reason.
- Students **MUST** use the appropriate Fee code – this is on signs around the Sixth Form Area. Normally it is 02 as they apply through us, but UCAS could change this at any point.
- Students **MUST** use the relevant UCAS Buzzword, which links them to the school. If students fail to use the correct Buzzword, then their references cannot be completed by the school.
- Students need to enter all of their qualifications – this includes GCSE results. They **MUST** put all of their grades, even if they achieved a 'U'.

Once their application is complete, they click



through to the end, agree to all the terms and conditions and hit pay and send. They then need to pay the school the application fee in money or as a cheque. Applications will only be sent off once they have paid. It is done on a first come first served basis, so the sooner they pay, the sooner the application will go. The fee is currently £14 for one course choice or £24 for two to five courses.

Though UCAS have their deadlines, we have to do a lot of work constructing their references, checking their predicted grades, their application and speaking to them about if their choices are realistic or not.

Terminology:

Firm Choice: This is the course that you put as your first choice. This is the one they want to go to.

*Insurance Choice: This is the back up. This is their second choice and the entry requirements **MUST** be lower than their firm choice (if they don't make the entry requirements for their first choice, then they won't get into their insurance unless the entry criteria is lower!)*

Extra: If they have used all five choice sand are not holding any offers, they can use Extra to add another choice. This opens 25th February and closes 4th July.

Clearing: Clearing is used if students haven't achieved the entry requirements and were declined by both their Firm and Insurance choices. Any clearing vacancies are available to be viewed from 5th July in the UCAS search tool. The vacancies will be removed on 30th September. The last date that clearing choices can be added and for universities and colleges to accept clearing applicants is 23rd October.

Adjustment: This is for students who achieve better grades than the courses they apply for. They can go through adjustment and apply for a course with higher entry requirements. This opens 15th August, which is A level results day and closes 31st August.

Student Finance

When applying to university, students will be eligible for financial support throughout their degree. During Year 13, students will receive guidance on how to apply for this funding. Student finance opens mid to end of February. It requires them to register, answer all of the questions and any information that they request. This could be birth certificate, copy of passport, parents P60 as proof of income.



Student finance are run by the government and can be very slow and extremely busy, due to the amount of applicants they receive each year. It is important that they start this process as soon as it opens. This will be done in February of Year 13. There is a deadline for student finance applications which is around 27th May.

They apply at www.gov.uk/studentfinance

There is a student finance calculator. As the amount they will be eligible for depends on household income, some students will need to know roughly what they are entitled to and the calculator does this. They can then work out what money they have to pay for accommodation, books and equipment and to live off (food, socializing, travel) and if there is a shortfall, they can begin to save or look for a job near to their university of choice.

This is the calculator link www.gov.uk/student-finance-calculator

Important information:

- Students **MUST** have their own bank account.
- Students **MUST** make a note of their log in details.
- Students **NEED** to have/know their National Insurance number.





Student bursary

You may be eligible for the 16-19 Bursary during your studies with us in Sixth Form.

There are two types. The vulnerable bursary is for:

- young people who are looked after.
- care leavers.
- those students (not parents) in receipt of 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.

financially supporting themselves and someone who is dependent on them and living with them such as a child.

- students 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.

The discretionary bursary is primarily identified as those currently in receipt of free school meals and those students whose parents are on very low income and face financial barriers to participation. To enable the school to make an informed decision, the parent/carer will be requested to supply documentation, e.g. indicating entitlement to Income Support, Tax Credits or a P60 for the previous year, as proof of income and/or earnings for the household.

The bursary is linked to the following conditions:

- the student must attend school; every lesson, every day and be on time.
- the student must take all of his/her examinations.
- the student must be up to date with work for all subjects, including homework, and meet all subject deadlines.

Students that qualify will also be entitled to either a contribution to school trips, or have the whole cost subsidised, dependent on the cost. In this case, payment will be made directly to the school trip and not to the student.

Bursary payments are made in arrears in two weekly blocks, directly by BACS transfer into an account that is solely in the student's name.

All payments will only be made to those students who have met the commitment conditions as stated above.

If a student arrives to school 'Late' more than twice in a week, this negates payment.

Absence through illness is also a non-payment for that week, unless special circumstances prevail.

Unauthorised absence from any lesson will also result in no payment being made.

Students can apply for Bursary at any point during the year, which takes into account any change in circumstances that they may face. Students must complete the bank details sheet and sign the Contract, which is acceptance of the commitment conditions.

If your son/daughter believes they may qualify for either Bursary they need to collect an application form from Ms Carroll at the beginning of the new school year in September.

CRST Sixth Form Expectations of Dress

All students are required to wear a branded lanyard and photo ID card in any of our Sixth Form Centres, and this must be always visible.

It is the expectation that all students who study at one of our centres follows the below dress code which is of an office and business-based nature.

The concept of the below expectations is to clarify the core principles of business dress, your main centre of study may stipulate students must wear specific items such as suits, or ties and students of those centres will be expected to meet that expectation.



General

- Hair styles and colours must be natural, no shorter than a Grade 1 and 'office-appropriate' with no 'clipper art' or track lines.
- Make-up can be worn, however should be natural and discrete
- Students can wear jewellery, however facial piercings should also be discrete

Clothing:

- Basic tops or shirts/blouses - no football tops, strappy tops or crop tops (shoulders and mid drifts must not be seen)/no sheer or transparent fabric/low cut styles etc
- Smart collared shirts or plain polo shirts – these must be tucked into smart trousers
- Smart blazer/knitted jumper/plain smart sweatshirt
- Skirts and dresses must be worn closer to the knee and preferably worn with tights
- Smart business-like shoes only - no sandals, trainers, pumps or high heels
- No jeans or denim of any kind – this includes jackets/shirts/trousers/skirts
- No shorts
- No bodycon fashion/stretchy material – this includes skirts, dresses and tops
- No leather look of any kind - this includes jackets/shirts/trousers/skirts
- Hoodies are not permitted in school or the Sixth Form Centre



Mobile phones and headphones/airpods must be confined to the Sixth Form areas of the school and are permitted at the discretion of the Head of Sixth Form of each centre. Students in our centres are role models to our school communities and therefore must adhere to whole school policy.

Each centre will have a clear policy in place for sanctioning those who do not meet the expectations of dress. Repeat disregard for these expectations may lead to disciplinary action.

Personal Belongings / Bags & Equipment

PERSONAL BELONGINGS

The school cannot be responsible for loss of, or damage to, personal property brought into school, including mobile telephones, Ipods/MP3 Players. All personal property, including clothing, should be clearly marked with the student's name.

Large sums of money or valuables should not be brought to school unless absolutely necessary. They should be handed into the school office or to a senior member of staff for safekeeping. Exercise books and textbooks are school property and losses will have to be paid for.

Expensive and dangerous items such as radios, personal stereos, electrical equipment, playing cards, cigarettes, e-lites, shisha pens, matches, lighters, Tippex, large felt tip pens, chewing gum, aerosols, illegal substances and offensive weapons **MUST NOT BE BROUGHT TO SCHOOL**. If so they will be confiscated.

Mobile Phones

Mobile phones are not permitted to be used around school and if they are seen they will be confiscated. We do understand that some students need to carry a phone on the way to and from school, however this can only be used during the Sixth Form area.

Parents will be asked to collect the device and invited into school for a meeting if there are repeated incidents where the student is seen with a device; the student may face a fixed term exclusion for persistent refusal to follow this school rule. The school prides itself on keeping students safe and our policy on phones and electronic device is to ensure that the misuse of these items is prevented

At Arrow Vale our ethos is based on courtesy and respect. We expect our students to be polite and respectful at all times. In order to maintain this ethos it is essential that our staff and our parents model courtesy and respect in all of our interactions.

SCHOOL BAGS AND EQUIPMENT

All students will be expected to have a suitable bag in order to carry their books and equipment to, from and around school during the day. This should be an appropriate size for the purpose. The students will need a bag big enough to carry the schools A5 Learning Journal and some A4 exercise books. On days where students have to bring in ingredients for Food Technology, arrangements will be made for them to be stored in the Food Technology Rooms. Students will be expected to keep the bag with them during the day including break and lunchtimes. The school cannot be responsible for any loss or damage

Each student will be expected to have a selection of pens and pencils as well as a ruler, rubber and calculator.



School Rules

ATTENDANCE, ABSENCE & PUNCTUALITY

- Students should arrive at school by **8.30am**, ready for morning registration at **8.35am**. School ends at **3.00pm**.
- Students, and by law their parents/carers, are responsible for ensuring they are punctual for registration and lessons. Students who arrive **after 8.35am** will be marked as **LATE**.
- School puts great emphasis on attendance and regular reports are made to the Governors. In the case of all absences, the school must receive a telephone call from a Parent or carer with parental responsibility on 01527 526800 before 9am on the first day of absence and daily thereafter, unless otherwise advised. This should be followed up with a letter of explanation within 5 days of the student's return. In addition, medical and dental appointments must be supported by an appointment card. If no reasonable explanation is received, the absence(s) will be recorded as unauthorised. Unauthorised absence figures are published in our Annual Report.
- School will not authorise a holiday during term unless it is considered to be for an exceptional reason. If you feel there are extenuating circumstances, a letter explaining why must be submitted to the Principal no less than six weeks before the commencement of the holiday.

UNDER NO CIRCUMSTANCES SHOULD HOLIDAYS BE ARRANGED WHEN INTERNAL OR EXTERNAL EXAMINATIONS ARE TAKING PLACE.

Unapproved holidays in term time will be recorded as an unauthorised absence and can lead to Penalty Notices being issued.

UNSUPERVISED BREAK/ LUNCHTIMES

USING A LANYARD TO SIGN IN AND OUT

Sixth Form students have permission to leave the school site during their lunch and break times, unsupervised, and

parents are made aware of this when their son/ daughter joins the Sixth Form. This is referred to in the Sixth Form Code of Conduct which is signed by parents and students.

AREAS OUT OF BOUNDS

- All Car Parks at all times including walking through to enter or exit the school site (unless students are under the supervision of staff).
- The area where bikes are stored, except when bringing or collecting a bicycle.
- The concrete bases around the side or back of the Design and Science Buildings, the back of the Administration Wing, (rear of Staff Room) and the Scout Hut.
- The Administration Corridor except under the direction of the Office Staff or a senior member of staff.
- Classrooms, laboratories, workshops, changing rooms, theatre unless under supervision or with the permission of a teacher.
- The lawns around the school and the grassed area between the Administration Wing, the Music Block and the Youth Centre at all times.
- The Reception areas.
- The Sports Centre at break and lunchtimes except for students involved in organized activities.
- The area adjacent to the caretaker's house.

SMOKING

If students smoke then they should not do this anywhere near the school site.

DRIVING LESSONS

Students are allowed to leave the school site for driving lessons. However, these must be **block booked at the same time each week** and parents must confirm this in writing. Students are expected not to miss any lesson time to have driving lessons.

Lunch Time Arrangements, Cashless Catering and ParentPay

LUNCH TIME ARRANGEMENTS

Sixth Form students have use of the Olympus Café (OC) where they can buy food during break time or lunch time. They can return to the Sixth Form area with the food.

Alternatively, students can leave the school site to buy lunch from the local shops. **USING A LANYARD TO SIGN IN AND OUT.** However, students must not bring take away back into school and must be back at school by the time the bell goes for lesson.

Sixth Form students **must not** buy food or other items for students in lower school.

PARENTPAY AND CASHLESS CATERING

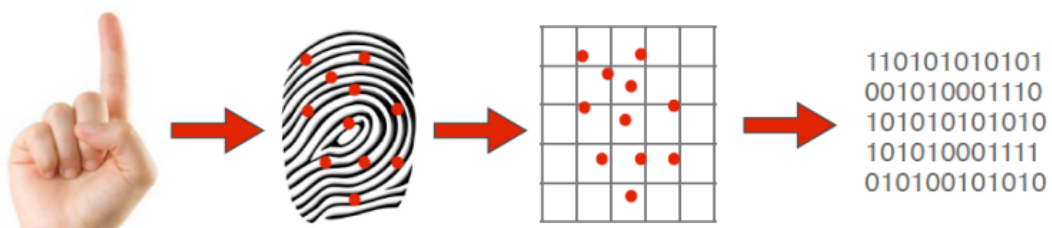
ParentPay is a more convenient way to pay for school meals, trips, after school clubs and much more online, we use a secure online service called ParentPay. Payments can either be made online or at the PayPoint network at local convenience Stores (<https://consumer.paypoit.com/>).

The benefit of using the ParentPay system

- Freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week from your own computer, tablet or smart phone.
- You will have a secure online account, initially activated using a unique username and password. It uses the highest internet security available.
- Making a payment is straightforward. The system holds a payment history for you to view at a later date. Please note no card details are store in any part of the system.
- Once activated you can make online payments straightaway.
- We will ask for a minimum payment level in order to optimise management of the system.

We also operate a cashless catering system, which provides a more efficient, faster and ultimately better quality of service. This system incorporates the latest technology and eliminates the need for students to carry cash throughout the day thus reducing the risk of bullying. It is also biometric so there is not need for students to carry a card as the system will recognise the thumb of your child at the tills.

What is Biometric? Biometric is simply a method of identifying an individual person. We will be using an algorithm based scan, which reads between 50 &130 points on the finger/thumb. It is not a fingerprint in any way, shape or form and is only used in the cashless system.



Medical Procedures



Any illness or injury will be reported to the school nominated First Aid Officers who will decide on the action to be taken, as follows:-

- In minor cases, the person will be assessed, treated and when a student recovers returned to the classroom.
- In more serious cases, the person may be allowed a short time to recover in the medical room. If the student does not recover sufficiently to return to the classroom after a short time, parents will be contacted to take their child home.
- In circumstances where hospital care is felt to be appropriate, the emergency services will be called and an ambulance will take the person to hospital. If a student, the parents will be contacted. If an adult an appropriate friend or family member will be contacted. An adult should normally accompany the ambulance: in normal circumstances this will be the parent if they arrive in time, or a family friend. In some cases it may be more appropriate for the parent to meet the ambulance at hospital, In exceptional cases a member of staff should accompany the ambulance (e.g. if it has not been possible to contact the parent or other family friend or contact). Students will not be taken to hospital in staff cars. Student personal and contact details will be given to the ambulance personnel.

Head Injuries

In **all** cases either, where possible, parents will be contacted by telephone or a letter will be sent home with the student. If concussion is suspected the parents will be recommended to consult a doctor immediately.

Medicines

- Students should only bring prescribed medicines to school, accompanied by a written request from parents. All medicines should be carefully labelled with the student's name and instructions regarding dose, and the time(s) at which it should be taken.
- Medicines will be locked away securely and administered only by the school's First Aid Officer in the medical room at appropriate times; EXCEPT in cases of life threatening conditions e.g. Epipen, or Insulin users. Where required to do so by a prescribing doctor, students will carry their medication on their person, but it must not be accessible to other students. Wherever possible a

reserve injector will be kept centrally where it can be accessed quickly if necessary. In such cases, a

Healthcare plan will be drawn up jointly between the school and the parents. This will include emergency action plans and will be updated annually. Provision of medication is a parental responsibility.

- Non-prescribed or commercially available medicine will not be administered by the school. Painkillers, e.g. Paracetamol, will not be administered unless they have been prescribed by a doctor.
- Controlled drugs, e.g. Ritalin, will be kept double locked, i.e. in a locked container within a locked drawer or cupboard. A record of all additions to stock and amounts administered will be kept, with the balance of stock recorded. All additions to stock and administrations will be signed for by the person in charge, and countersigned by a witness (this is a legal requirement). The taking of the drug must be witnessed by the member of staff giving it to the student concerned. Under no circumstance will any amount of the drug, however small, be given to a person other than that for whom it has been prescribed.

All referred illness will be recorded.

All injuries to students will be recorded. More serious injuries will be reported to the Local Authority Health and Safety Co-ordinator .

IMPORTANT MESSAGE

On arrival in the school medical room, your child will be assessed by the nominated First Aid Officer. In cases where it is thought necessary, they will ring parents to ask for permission to send your child home.

We ask parents not to respond to direct texts/ mobile calls from your son/daughter. Our office staff are fully trained and are best placed to make a decision as to whether it is in a student's best interest to stay at school or not. If parents receive a direct text message/phone call from your son/ daughter, please call the school to clarify the situation prior to coming into school.

Anti-Bullying Policy (Non-statutory)

The aim of the Arrow Vale Anti-Bullying Policy is to ensure that students can learn in a supportive, caring and safe environment without fear of being bullied. **BULLYING IN ALL ITS FORM IS CONTRARY TO THE ETHOS OF ARROW VALE; IT IS UNACCEPTABLE AND WILL NOT BE TOLERATED.** If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, often repeated over a period of time and/or where it is difficult for those being bullied to defend themselves.

The four main types of bullying are:

- **Physical** : pushing, hitting, kicking or any use of violence
- **Verbal** : name-calling, sarcasm, racist and homophobic remarks
- **Indirect** : spreading rumours, tormenting, excluding someone from social group
- **Cyberbullying** : the use of mobile telephones, emails, chat rooms, instant messaging and social networking (and any other web-based media). This is an area that we have seen a significant increase in and parents/carers need to be vigilant about their child's use of e-media.

Identifying the signs of bullying

Students who are being bullied may show changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students are actively encouraged to report bullying to Arrow Vale.

Procedures for reporting incidents of bullying

Any student who feels that they are being bullied or witnesses bullying, should report this to their tutor or another member of staff of their choice. If they are too scared to tell a member of staff or to speak to another adult on their own, they should ask a friend to go with them. The student could also tell their family and ask their family to inform the school.

There is also a "Get Help" button on every student's FROG account dashboard, students can simply press this button which will alert their Year Team, who will discreetly talk to the student as soon as possible.

Students who have witnessed bullying taking place are expected to report the issues through the channels mentioned above.

Our policy has been agreed by student representatives from all years.



Student Acceptable Use Agreement IT

School Policy

Digital technologies have become integral to the lives of children and young people, both within school and outside school. These technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to use all digital technologies safely at all times.

This Acceptable Use Agreement is intended to ensure:

- students will be responsible users and stay safe while using the internet and other digital technologies.
- school systems are protected from accidental or deliberate misuse that could put the security of the systems at risk.

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users.

For my own personal safety:

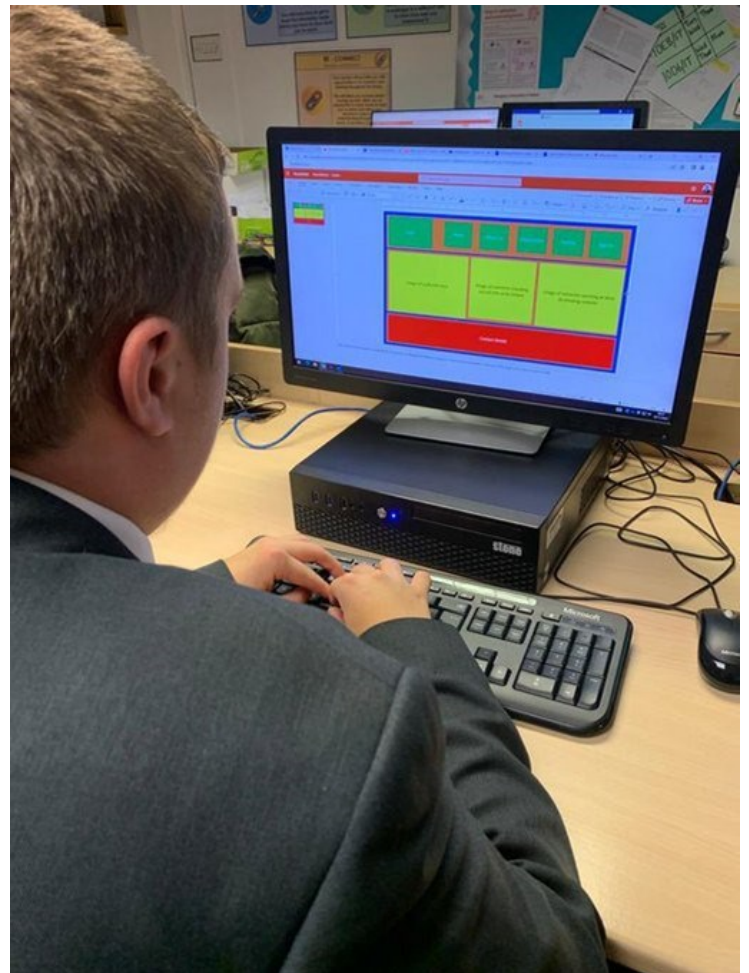
- I understand that the school will monitor my use of the systems, devices and digital communications.
- I will keep my username and password safe and secure. I will not share it, nor will I try to use any other person's username and password.
- I will not disclose contact details, inappropriate personal details or images or share any other personal information about myself or others when online.
- I will never arrange to meet anyone I have

communicated with online.

- I will immediately report any unpleasant or inappropriate material, messages or anything that makes me feel uncomfortable when I see it online.

I understand that everyone has equal rights to use technology as a resource and:

- I understand that the school systems and devices are intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not use the school systems or devices for online gaming, online gambling, internet shopping, file sharing, or video broadcasting, unless I have permission of a member of staff to do so.



Student Acceptable Use Agreement IT continued...

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network/internet, detentions, exclusions, contact with parents/carers and in the event of illegal activities involvement of the police.
I will not use any digital platform to bully, harass, offend or insult others.
- I will not create, access or distribute any material that may cause offence, including images of staff, students, parents or governors.
- I will only use social media sites with staff permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I will only use my own personal devices (mobile phones, USB devices, etc.) in school if I have permission. I understand that, if I do use my own devices in school, I will follow the rules set out in this agreement in the same way as if I was using school equipment.
- I will not try to bypass the filtering/security systems in place.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person/organisation who sent

the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programs)

- I will not install, attempt to install or store programs of any type on any school device, nor will I try to alter computer settings.
- I will not eat or drink near computer equipment.

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information that I access is accurate.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network/internet, detentions, exclusions, contact with parents/carers and in the event of illegal activities involvement of the police.

School and CRST Policies

School Policies can be found on the website:

<https://www.arrowvaleacademy.co.uk/> .

Here are the main ones which you need to look at:

- [Behaviour Policy](#)
- [16-19 Bursary Policy](#)
- [Safeguarding & Child Protection Policy](#)



Direct link to the Policies Page: <https://www.arrowvaleacademy.co.uk/about/school-policy/policies/>



Policies

[Home](#) > [About](#) > [School Policy](#) > [Policies](#)

A selection of our policies can be found below, if you need a hard copy policy please ask at reception.

Related Pages

- [Prospectuses](#)
- [Exam Results](#)
- [Ofsted](#)
- [Policies](#)

School Journey Insurance

The school pays school journey insurance automatically.

What Does the Insurance Cover?

All visits out of school approved by the policy holder are covered by this insurance. This includes, for example:

- All field work - both Local and National
- All sporting fixtures
- All theatre visits
- All sponsor day activities
- All visits organised by the Staff

Specific Cover

Personal Injury/Medical

- Death
- Permanent or temporary disabling injuries
- Hospitalisation
- Dental Treatment

- Medical Hospitalisation and emergency travel

Travel Arrangements/Personal Property

- Cancellation and Travel Disruption
- Personal Property

Money

- Money

Legal

- Legal expenses
- Personal Liability

A copy of the policy schedule is available on request.

Please note that this is subject to change and for further information please contact the account department at office@arrowvaleacademy.co.uk



Using Images of Students

In order to comply with the General Data Protection Regulations (GDPR) we require the consent of a parent/carer to use images of students.

We really value using photographs and videos of students, to be able to showcase and celebrate what our students do in school and to show what life at our school is like to others. We use images of students as part of school displays, news publications, on the school's website, on social media and for publicity purposes in printed publications such as prospectuses etc.

From time to time, our school may be visited by local media and press, who take images of school events. Students may appear in these images, and these may be published in local or national newspapers, or on approved websites.

The central Region Schools Trust and its associated schools may also wish to use images of our students for their promotional publications. Where any organisation other than those mentioned intend to use images of our students, additional consent will be sought before any image is used.

Photographs and videos used for publicity purposes may continue to remain in circulations after your child has left the school. Parents have the right to withdraw their consent at any time but it may not be possible to remove images that are already in circulation or have already been published although every effort will be made to do so.

Withdrawal of consent MUST be made in writing to the Principal.

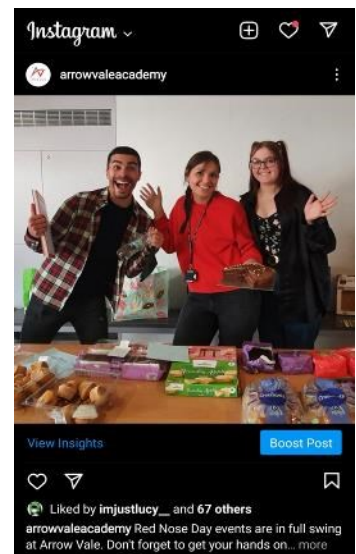
FOR ALL THE LATEST SCHOOL NEWS AND INFORMATION

Follow us on

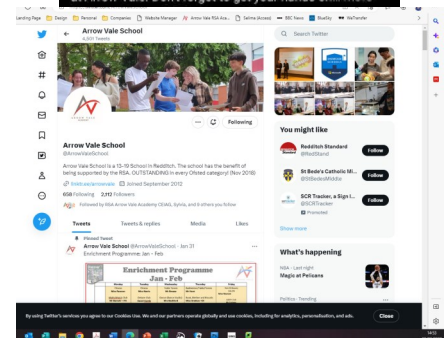
If your son or daughter has experienced any success out of school, we'd love to hear about it! If you would like to share the news with us so that we might celebrate it via the school website, Twitter, Instagram, YouTube or other publications, please email your 'articles' to (office@arrowvaleacademy.co.uk), photographs are also very welcome.



Are you on Instagram?
Follow us at
ArrowValeAcademy.



Are you on Twitter?
Follow us at
@ArrowValeSchool



For all news and other information visit our website on
[https://
www.arrowvaleacademy.co.uk/](https://www.arrowvaleacademy.co.uk/)



**We love to celebrate our school news,
join the Arrow Vale family on social media!**

T 01527 526800 • **F** 01527 514255 • **E** office@arrowvaleacademy.co.uk • **W** www.arrowvaleacademy.co.uk



PARKING AT ARROW VALE

We would advise when visiting the school that you please use the **Matchborough Way Car Park (post code **B98 0GF**)**

There is additional car parking at the Green Sward Lane entrance. Please note the barrier will be closed between 8.30am - 3pm.

Please do NOT park in the residential area of Green Sward Lane.



Parking Notice

Following concerns raised by local residents, can you please ensure when dropping off and collecting your child, you park considerately so as not to obstruct any access required by the residents or fellow road users.

Induction Week Checklist

During induction week, you will complete a series of activities to demonstrate what is on offer at Arrow Vale Sixth Form. Use the checklist below to confirm that you have completed each activity:

- Received timetable and confirmed that options are correct.
- Been informed about expectations surrounding attendance, punctuality, uniform and work ethic.
- Received diary and stationary to support transition to becoming a Sixth Form student.
- Completed an independent study plan to help structure independent time spent in Sixth Form
- Attended Study Skills session by Elevate Education.
- Been informed about student leadership team and considered the options available to me.
- Attended the Unifrog launch assembly.
- Signed up for an account on Unifrog and linked it to the correct form using the code provided.
- Completed my first university or apprenticeship shortlist on Unifrog.
- Been informed about the requirements for work experience.

Home / Student Contract

Congratulations on being accepted to Arrow Vale Sixth Form. When entering the Sixth Form, students are required to meet and maintain high standards.

It is expected that all students will:

- Commit fully for the two years in Sixth Form.
- Maintain attendance at or above 96%.
- Maintain punctuality at or above 96%.
- Achieve expected levels of progress.
- Display an independent work ethic.
- For all timetabled study periods students should be in the Purple Area of the Sixth Form.
- It is the responsibility of the student to ensure that they have sufficient work for independent study periods.
- Meet all deadlines for subjects.
- Meet all deadlines for homework.
- Work to their fullest to aim to achieve the required grades for entry into Year 13.
- Maintain high standards of dress (office wear).
- Role model the highest standards of behaviour in and around school.
- Due to the presence of Year s 9-11, mobile phones, iPod, earphones etc. are to be used **only** in the Sixth Form Area.
- Make a full contribution to Sixth Form and whole school life.
- Sign in and out at the beginning and end of each day.
- Stay on school site at all times other than break and lunch times
- Students who leave site at break and lunch must return on time. Students **must** sign in and out.
- Remain fully equipped for all lessons, independent study periods and form times.
- Communicate and provide evidence for any appointments during the school day.

Should these expectations not be met, the actions and student will incur the appropriate sanction. Parents/carers will be kept informed.

I _____ agree to the conditions of the Contract as stated above and understand that failure to comply could result in my place in the Sixth Form being revoked.

Signed _____
(Student)

Date _____

Signed _____
(Parent/Carer)

Date- _____

Signed _____
(Head of Sixth Form)

Date _____