



ST GEORGE'S SCHOOL HARPENDEN

A non-denominational Christian day and boarding school



SIXTH FORM EDUCATION

A GUIDE FOR STUDENTS AND PARENTS
2020–2021



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Introduction

One of the most appealing aspects of St George's Sixth Form is that our students have made the choice to return for further education and have selected this academic institution.

The St George's Sixth Form experience is uniquely different from that of Years 7-11. No longer is there a requirement to range across a multitude of courses. Instead, the focus is on just three, possibly four, subjects – subjects in which a student's interest should be absolute! Sixth Formers are young adults, and as such the relationships they have with their teachers tend to develop significantly.

Every student is different and each young person will face new, personal challenges over the coming two years.

With the right motivation and commitment however, everyone has the ability to reach their true potential and go on to succeed in their life post-school.

In this booklet we have attempted to explain the distinctions, so that students and parents appreciate what is expected of our students and what they can gain from choosing to be active participants; what they are 'signing up' for! Both student and parent sign a 'Learning Contract' on application, to clarify their commitment in choosing St George's.

At St George's there are a number of people available to give Sixth Formers support and advice during their transition into Year 12 besides the Tutor and Head of House.

There is a dedicated team, based in the Sixth Form Centre, who will always be able to lend a supportive hand.

We are:

Miss Morris (Director of Sixth Form Education)

Mrs Tweeddale (Deputy Director of Sixth Form Education)

Mrs Warden (Sixth Form Administrator)

Every member of the Sixth Form team has a wealth of experience and is used to dealing with students feeling overwhelmed with their Sixth Form workload. If any student ever feels as though things are getting too much, we encourage them to come along and speak to us. We will always help in any way we can.

The transition from GCSE to Sixth Form Study is the biggest educational leap most people undertake in their academic lives.

For many students, the Sixth Form is where they can academically come alive

About the Sixth Form



Taking Responsibility

Sixth Form is **preparation for life beyond school** and St George's students enjoy taking responsibility for their actions and their learning, appreciating and accepting the consequences if they choose not to adhere to advice, instructions or Sixth Form expectations. Students mature during the Sixth Form in response to this, knowing they have the freedom of choice to leave but proud to meet our high expectations. Students are in the business of learning, dressed for business and expected to perform as in any business; following the job description, getting on with maximising their opportunities. They may choose not to enter such a working environment on leaving School but whilst here we create our own 'learning business' world.

Leadership and Community

Our Sixth Formers enjoy meeting our expectations and as a result they are respected by staff as **young adults** and provided with opportunities to enhance this position.

We expect all our Sixth Formers to contribute to the School community through: assisting in lessons, mentoring, duties, leading School and House activities and in their mature presence and demeanour around the School. The House system encourages participation through competitions (Art, Drama, Music, Sports, Dance, Food, Chess), as well as 'whole School' activities, where School and House Captains, Prefects,

Form Captains or Young Enterprise partners organise events for the rest of the School to become involved in or serve their peers by their representation. There is a wealth of committees and groups which are fundamental to the life of the School, allowing Sixth Formers to learn to lead. Being an excellent role model for younger students – leading by example provides a genuine contribution to our ethos (perhaps most especially in the Boarding community). It is these 'hands on' opportunities, promoting a community spirit through selfless leadership that is fundamental to St George's expectations and traditions.



Sixth Form Boarders play a hugely important part in setting examples to younger boarders, as well as helping with academic, social and personal issues, not to mention leading and organising many activities in the evenings and weekends, creating a caring, supportive environment.

St George's has such a high calibre intake of prospective leaders and highly responsible students that selecting a few for 'Prefectship' or House or School Captain, is always a tough decision, and some are inevitably left disappointed. Life can often seem unfair, but in response to this our students often rise to the opportunities and freedom this offers and find other ways to prove their potential.



New to St George's? Do not despair at gaining status! Annually, many new Georgians have been made Prefects, House Captains, School Captains or Vice Captains, Boarding Prefects or Boarding Captains, or have asked to set up a regular group activity (debate/discussion/study group)! Be pro-active, join in! Initiate!

Maintaining Traditions

St George's traditions and history provide a rich foundation on which is built a contemporary educational experience.

The School's history is as a private boarding school which has maintained a boarding community at its heart as it transferred to 'State School' status. This makes it unusual amongst schools (one of only 12 State 'Comprehensive' Boarding Schools) with unique origins, stories and evolution.

Our **values** are rooted in the Christian foundation: a respect for others, a shared sense of duty and service to the community, leadership for the benefit of others over self, as demonstrated by commemorated Old Georgians who live on through our House system. Contributing to the life of the School, whether through skills or sheer positive enthusiasm is a tradition we maintain. We are proud of our heritage (even if this seems 'old fashioned'!) and value our **'difference'**.



Academic Challenge

The new linear A Level specifications are already undoubtedly challenging students and those able and prepared to meet the demands often enjoy achievements beyond 'benchmarks' set by previous results. We believe that with our focus on objectives our students not only know what activity they have to **do** in a lesson, but they understand **why** they are doing it: **what they are learning** by doing it! Georgian Sixth Formers enjoy *contributing* to lessons (not passively receiving information), self-assessing, setting their own targets and becoming responsible independent learners.

Tutors

Our students expect and deserve to be treated as the young adults that they are; more autonomy and self-discipline is expected of them with regards to independent study and the work is more challenging and workload far higher.

Tutoring the Sixth form starts off by helping the students to bridge that gap. For some this is straightforward and they quickly adjust, others will need more monitoring and support.

Tutors are the key point for sharing information and communication. They establish relationships with their tutees in order to write references that truly reflect all that is best in that student. They encourage students to value their individualism, develop their sense of place in the world and establish a set of values that will guide the way they live and judge the world around them.

This begins on the Year 12 Induction Day when students complete a Profile form. Through tutorial sessions, file checks, and discussions and actions based on feedback from Progress Reviews, tutors guide students to be pro-active in fulfilling their potential.

Tutors will be monitoring their tutees for compliance with uniform, punctuality, attendance, manners, contribution to the community, behaviours and character strengths; these will form the basis of a tutor grade on Progress Reviews and their comment for references. It is the role of the tutor to ensure students comply with the expectations set by St George's; helping them to become mature and responsible achievers. A tutor that does not regularly remind and

check on compliance is not however, an 'excuse'; in reading this booklet, students should fully understand what is expected.

Chaplaincy

Many of the Sixth Form get actively involved in the Christian ethos presenting assemblies and services, with some leading 'More To Life' activities. The Chaplaincy offer support for families and individuals under stress.



Student Services

Our Student Services, based in Aim Higher, can help students through an emotional crisis and is a safe port at extremely troubled times.

Friday 5 Enrichment Programme

These are compulsory sessions and are opportunities to communicate to the whole year group. Sessions are specifically designed to share important information or insights into relevant Sixth Form issues from staff or visiting speakers. Some sessions are tutorials where tutors will organise work on a relevant issue with their group. Tutor sessions are tutor led interactions that allow the tutor to engage with their tutees; they are not 'independent study' sessions. These enrichment sessions provide a unique opportunity to enhance students' educational experience and prepare them for the world that awaits! **As with all curriculum scheduled sessions, unapproved absences incur sanctions.**

VESPA - How to Thrive in Sixth Form

Vision

Studying for a qualification should be seen as managing a 'project', rather like organising an event or aiming for any achievement over adversity. Project management requires a wide range of skills and careful, step by step planning, ensuring it is a manageable goal, rather than an unattainable dream.

Student led achievable goals allow a student to relish the challenges they set themselves, ensuring they look forward to each day of their learning. Goals set by 'others' can be a hindrance, impeding the ownership of the 'project', so that a student seemingly goes through the motions but is being pushed to do so. This often leads to attitude or health problems due to (often subconscious) reluctance to follow this plan.

Students can underperform by a grade if they do not lead their learning towards their 'vision', and working to an actionable plan through daily steps to ensure their projects are successful is key.

- Visualise what you want to accomplish
- Know what outcomes you want to achieve
- Set an actionable plan
- Overcome the inevitable difficulties
- Own your goal



Effort



To attain any goal requires effort, which allows good habits to develop. The more challenging the goal, the greater the *Effort* equals *independent time*, at least 8 hours a week per subject. Remaining in GCSE mode, merely reacting when work is set, doing just enough to

complete a set task, will not work for A levels. It requires a lot of positive energy to put in the extra effort required; top performing students spend over twenty hours a week outside of lessons to achieve their success. The effort becomes normalised once embedded (it becomes a habit). Students must **RAISE THEIR GAME** at A level.

Ask yourself if you are:

- **Reactive** – only completing tasks set
- **Proactive** – set yourself work, going above and beyond

Systems (Organisation)

View each of your subjects as a distinct 'project'. Managing these projects alongside everything else you wish to achieve in your life requires superb organisation. You will be managing at least 3 projects and thus need:

- A system to organise learning and make sense of the information
- A system to organise time to meet deadlines

Practice

Ensuring that time is spent effectively is the next key to success. Effort demands the hours but learning effectively requires practice, practice and more practice. Whilst teachers will set work to develop certain skills and identify these through assessment, honing them requires an understating of the skills, responding to feedback to learn from mistakes and work set to stretch the skills. Finding the 'easy' routes, even when revising, misses the opportunity to keep on an upward trajectory, where practice of the tough 'stuff' requires those extra hours.

What you need to practice:

- Mastering content – review and consolidate
- Skills – to apply your knowledge
- Seek feedback to develop your performance

Attitude

Choosing St George's means you should be able to set high expectations of yourself and have a positive attitude – this is very important. Being positive takes more energy but brings more rewards in that it affects how you learn, how you respond to set backs and how you handle difficult challenges.



Bouncing back after making an error allows for maturity to develop: acknowledging that this is a learning curve and taking responsibility allows the student to grow wiser and move forward. Talking through the difficulties, which will undoubtedly be encountered, will help prevent a problem becoming a 'Problem' that turns normal (and useful) anxiety, into 'Anxiety', which can impede progress.

Preferring to apportion blame to others for your problems, defending your position, unable to see that you could solve a problem by a change of attitude is not healthy. It is worth looking closely at this stance since it can seriously hamper maturity and learning; arrogance contributes to stagnation preventing change.

Independence

We believe that our Sixth Formers should learn to rely less on the adults around them and to acquire the skills to act independently to solve life's challenges. This refers to academic performance and interpersonal skills as part of our community. We aim to 'guide' you rather than 'taking actions for you'; we expect you to be pro-active. You will be frequently asked 'What are you doing to solve this problem?', 'What are you doing to find out what you need to?', 'What action have you taken, before asking for help?'

We prefer to put the onus on the student rather than the student relying on the parental habit of doing it for them. We believe independence teaches students to become problem solvers. Independence encourages students to acquire the skills of how to learn rather than wait to be taught. Students will likely find they have had to engage in learning before the lesson, allowing the teacher contact time to consolidate that knowledge and apply it by developing skills during the lesson. This is more effective than traditional 'chalk and talk' sometimes, where the facts are readily available but application, and connection of disparate elements is more key. In addition, we timetable some supervised study lessons to enable students to become more independent learners. By Year 13 we expect students to manage this themselves.

If we have reason to believe that a student may struggle with the independence and self management expected, they may be accepted into the Sixth Form '**on Termly Review**'. Such students are supported during a transition period but may be required to leave at the end of any term should they fail to meet our expectations. Similarly, students who fail to respond to interventions to help them thrive will be advised on alternative routes to success and may be required to leave St George's.

Communication and Information

Sixth Form students are in the business of learning and should be able to manage the huge amount of information and instruction given and act according to this communication.

We expect students to be accessing the following platforms regularly.

Google Classroom

The majority of your work will be set on Google Classroom. Each subject has a Google Classroom.

There is also a Sixth Form Google Classroom where we post up important Information regarding UCAS, apprenticeships, Open Days, Summer courses, work experience and other similar opportunities You should be checking this daily.

Every student will receive a log in for this.

School email

Students can communicate with staff regarding work, (staff email addresses are their initial, surname and the school address. New Year 12 students will have a School email address generated when they first log on to the network. All students should check their School email accounts regularly.

Moodle

Moodle, an all-in-one learning platform, allows parents and students access to a wide range of School information, such as student briefings, timetables, Progress Reviews, attendance, achievement, behaviour, etc. Moodle is also used for lessons and setting prep

New Year 12 parents will receive usernames and passwords for Moodle at the start of the Autumn Term; new students will be able to log on to our system on Year 12 Induction Day.

School Website

This provides a vast array of information (including news about inclement weather and School closures). This is supported by the Head's weekly **E-Newsletter**. Parents also receive emails, calls and texts in cases of particular need (it is thus vital that we have up to date contact details!).

Sixth Form Contacts

Heads of House and tutors remain the first point of communication for pastoral issues including absences and requests for leave. Curriculum issues are usually dealt with by Heads of Department. Boarding staff will deal with boarding issues. The Director of Sixth Form and Deputy Director of Sixth Form handle specific Sixth Form issues including monitoring all aspects of the 16 19 curriculum, progress and attendance in lessons, supporting UCAS and other applications as well as cross-House issues.

General Communication

Emails, letters or calls, may require some time to be answered; expecting an immediate reply would be unreasonable. It may take at least two working days for staff to find the time to deal with such a communication and it could take up to five working days for staff to ensure that they are better able to answer the communication. In the interim you may receive an 'acknowledgement' email, until staff have the time to provide an informed answer. Parents who request staff action are asked to direct their email **to only one member of staff** with their concern to prevent unnecessary duplication of staff time. Requesting multiple meetings or answers from many staff is unreasonable, when one well researched meeting might deal with the issue more effectively.

We prefer that students, as young adults, come forward to express their own views on any issue as we can usually find a solution together to resolve the matter. Such independent pro-activity provides an opportunity to mature, strengthen their character in readiness for dealing with issues beyond St George's.

Reporting Progress

Progress is reported in the following ways:

- **Termly Progress Reviews** – available through Moodle
- **Annual Parents Evenings** – students are also required to attend this. Booking is through our online system.

Student Actions, Parent Reactions



It is our natural inclination as parents to protect our offspring. Many parents encourage their offspring to communicate regularly with them in

order to build healthy relationships and instinctively tune in to any perceived 'threat' so that they might safeguard their child. Being on the cusp of adulthood and in order to take responsibility for their lives, Sixth Form students should be encouraged and allowed to 'fight' their own 'battles'. Learning to handle any situation independently whilst knowing they are in a safe environment, surrounded by people on hand who can advise, will allow them to cope beyond School. Whatever the perceived 'threat', the originating ACTION and the circumstances around it need to be fully appraised and understood.

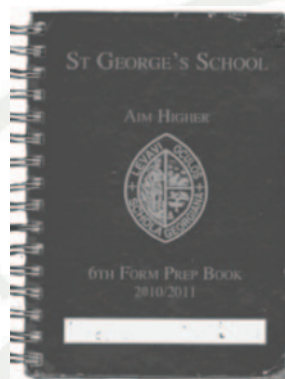
Parents are able to support their child in managing their own problems by questioning them in order to get the 'bigger picture', whilst remembering that, if in an emotional state, the parent is likely to be given only 'selected' facts; the ones that support the emotional state (we choose our memories!). Parents could politely enquire of staff, the further facts surrounding the event or issue. An 'emotional' call from your child may have you REACT ready to defend them, shield and sword at the ready (verbally!). This may not help your child in the long run, however 'upset' they may be at the time: please think before taking hasty actions that you may regret later, by initially requesting the information that allows you to see the 'bigger picture'.

Moodle has achievement, behaviour and attendance sections for parents about their offspring, which may assist in seeing the 'bigger picture'. From this view you will be able to best advise your child on how to handle the consequences.

Sixth Form Prep Book

To help students systematically organise their time and to have information to hand, they are issued with a prep book. It includes a range of valuable websites, as well as reminders of discipline guidelines for Sixth Formers.

There are pages advising on how to achieve 'success and happiness' and 'well being', as well as how to handle difficulties. The prep book also records the mentoring work and interviews with tutors following Progress Reviews, to help students develop strategies for greater effectiveness.



The prep book contains the 'Learning Contract' (signed by parent and student on application to join the Sixth Form), which forms the contract between all parties (student, parent, and staff) and makes the basic expectations clear for all. If a parent or student does not wish to adhere to this Contract, which includes acceptance of the Code of Conduct and Dress Code (Uniform Rules), they will be expected to leave the School. St George's Sixth Form comes as a complete 'package' and students may not 'cherry pick' which aspects they conform to or do not!

Managing The Curriculum

A level courses

Students are expected to take 3 subjects (minimum) over two years. The start of Year 12 involves early testing in most subject areas in order to help identify if students are on the correct courses. Lack of basic knowledge or enthusiasm will be identified through these tests, since the pre course work requirements prepare students for this early check. The pro-activity required to be successful is also tested by this pre-course work, ensuring that students are engaged and ready to learn. Some subjects heavily rely on students having the capacity to accrue knowledge in 'steps', building on solid knowledge based foundations. Students who struggle with embedding information in long term memory will find certain subjects increasingly difficult as they progress through the course. In the event that a student or staff quickly recognise that the student will not cope with the demands of a course, we may be able to move the

student to another course in the first couple of weeks. If, however, the preferred course is full and we cannot accommodate a replacement subject, the student may be best advised to seek an alternative place elsewhere. Students are not able to 'drop' a subject mid-way through the course, as they must be on a full time timetable to remain at St George's.

Electives

Some students may take up the challenge of an 'Elective' in addition to their A levels. The Director of Sixth Form will provide information about these in the October of Year 12. The Extended Project Qualification (EPQ) is one such qualification, since students can pursue a topic of their own interest independently. This qualification is only for those who have a real passion for learning beyond subject parameters and allows those that thrive on such challenges to be able to prove their research skills.

Not Learning (failing)

Students who struggle with the challenge and joy of learning at A Level display this in some of the following ways:

- Lacking an achievable goal
- Poor systems of organisation
- Unaware of how much time and effort is required
- Cannot meet deadlines with quality work
- May undermine the learning of their peers with their poor attitude
- Poor attendance/punctuality
- Persistent health issues preventing attendance at lessons can affect progress significantly
- May lack subject skills through lack of practice
- Poor revision, affecting test results
- Limited understanding of their subject

If students show signs of any of these, they will be helped in the first instance but if interventions have no effect, rather than grind on, suffering interminably for the whole two years, it will be better for the student's well being to succeed in something more suitable elsewhere. **Students who cannot meet the minimum expectations of their courses will not be allowed to continue, even if this means they may be required to leave the School.**

Changing Courses

Some students realise that A Level study in that subject is substantially different to GCSE and if they make an early request (within the first 2 full weeks of the start of Year 12) they can ask to swap to another subject if it 'fits' their timetable and has spaces. Any such students need to see the Director of Sixth Form who will see what is available, if they meet the subject entry requirements and if staff are willing to accept them.

STUDENTS MUST BE ON 3 COURSES ('programmes of study') AT ALL TIMES, to qualify as full time students. St George's does not have part time students.

Consortium Students

Relevant information pertaining to students studying at a Consortium partner school will be shared with that school so that the Consortium staff can ensure the students' well being. Students will have a Consortium calendar to which they must adhere. If St George's is closed for any reason (i.e. Inset Day, Open Evening, Study Leave [Year 13] etc.) but the Consortium school is open, students are still expected to attend their Consortium lessons. They must make arrangements with the Consortium school to attend Parents' Evenings. Internal exam arrangements similarly must be communicated by the student to their tutor so that any necessary absence is approved. Students/parents should inform both the home school and the Consortium school of any absences from Consortium lessons. Weekly reports on attendance are shared with the student's tutor and unauthorised absences will be disciplined with a Friday DT.

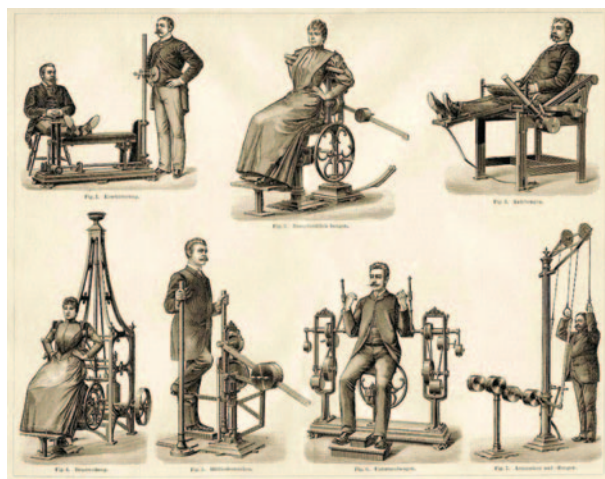
Physical Education

With our excellent Sports Hall facilities, we are able to offer a wide range of activities for every taste: the fitness suite (more advanced than the illustration!), spinning, aerobics, Zumba, tai chi, netball, touch rugby, football for all, cricket, kickball, ultimate Frisbee, trampoline, badminton, table tennis, tennis, rounders and finally playground games!

Every Sixth Former has one compulsory PE lesson per week; absences are vigorously pursued as per any aspect of the curriculum, whether academic or not.

Independent Study Lessons

We believe that students need to be provided with the opportunity to study independently and, consequently, they have a number of independent study periods. Non timetabled lessons are not 'free' but allocated for study or Learning Support work, and should be used effectively; Playing football, sunbathing, playing computer games or anything else like that are not permitted during study periods. Students are expected to be organised, to bring set work and complete this without distractions and



develop habitual disciplines that foster effective independent study. No student should ever consider or claim their work is 'done'; reading 'around the subject' or in advance of a lesson is key to independent study and excellent preparation for the future; especially the next lesson! Students will also be allocated supervised study periods in a classroom. These are timetabled lessons and skipping them will result in serious consequences. Students may not ask to leave a supervised study in order to study elsewhere.

Attendance

Registers are taken at the start of each lesson and missing students may trigger a search by the 'On Call' staff (Senior Staff). Punctuality is important in preventing staff time being wasted looking for 'missing students'. Student attendance is closely monitored by Heads of House, tutors and subject staff. The Director and Deputy Director of Sixth Form work closely with these staff to ensure full attendance at all lessons (including Supervised Study, PE and any Consortium lessons), weekly Chapels, assemblies and Friday 5 sessions, which require compulsory attendance (permission to miss year group Friday 5 sessions must be sought from the Director/Deputy Director of Sixth Form).

Parents **must seek permission** from the Head of House for an absence known in advance, making a **request** with at least two School working days' notice. If permission is granted, this will allow students to complete the requisite forms. **Only the School can 'authorise' an absence, not a parent or student.** An unforeseen absence (e.g. illness), must be notified immediately by the parent either telephoning or emailing the School Student Absence Line or the Head of House, and then followed up by a written explanation from the parent to the House staff on the student's return. **Missing lessons can leave students seriously disadvantaged** at A Level and whilst students may request leave for Open/Taster Days these are restricted in the Summer Term to prevent an impact on teaching. Where an Open Day is held on a

Saturday (as well as Friday), House are unlikely to support a request whereby the student will miss curriculum time. Similarly, in the Spring Term of Year 13, universities may promote themselves to students holding an 'offer' in an attempt to be the 'chosen one'; inviting these students to special days, sometimes including overnight accommodation.

The Spring Term is crucial to students completing courses and absence at this time can prevent them achieving the grades they need for the 'offer' university! We will restrict authorised absence for any student who requests time for these visits if we judge it to be detrimental to their progress. 'Known in advance' absences require prior notice to be given to staff so that work can be completed in time for a subsequent lesson. **Appointments** (medical/work related) are also 'known in advance' and permission provided by House staff (see 'Leaving the School Site'). For all authorised 'known in advance' absences House staff will issue a 'Pupil Absence Slip' or 'Open Day Visit' form, which the student must then get completed by the relevant staff; once approved, the duly completed form must then be returned to their tutor prior to the 'known in advance' absence.

Parents are able to view their child's attendance records on **Moodle**.

Similarly, requests for 'holiday' leave are unlikely to be authorised as this can be detrimental to student progress. Please ensure you do not book holidays during term time. Boarders in particular are expected to attend fully, rather than cutting days off for money saving flights, to lengthen holidays, or as a consequence of poor planning. **Term dates are published a year in advance:** 'flights' should not be used as an excuse. Boarders may therefore need to stay with their guardian at the end of a term in order to catch a later flight. The Director of Boarding oversees exeat and will be unlikely to agree to early departure requests unless there are extreme, extenuating circumstances.

Parents and students should double check the School calendar for term dates and School holidays. **It is not acceptable for a student to miss curriculum time. Percentage attendance is stated on references where requested, noting unauthorised absences.**

Full attendance is a requisite right up to any **study leave**.

Developing resilience in the face of the challenges by maintaining good attendance will develop strong character qualities. All lessons are designed to prepare students for their exams, either by completing courses or where courses have been completed, testing exercises to assist in discovering what students 'don't know', so that they can devise a work schedule for study leave. Some may feel they would prefer to prepare themselves earlier without staff support; we believe these students are seriously disadvantaged by this strategy and action will be

taken to ensure their weak attitude and attendance does not affect other students.

Poor attendance close to study leave may result in enforced early study leave in Year 13, which removes the student from all the School's leaving arrangements, forfeiting prepaid Ball monies along with Leavers' Day ceremonies (see Discipline).

Study Leave & Exams

'Study Leave' is provided for end of year public and internal formal mock exams. At the end of Year 12, internal exam results will provide evidence for a Predicted Grade, taking into account overall Year 12 attainment. Internal exams are sat according to the subject requirements and usually within the curriculum time. An overall plan of when these take place will be available on Exams Website, once finalised early in the Autumn Term.

Year 13 (and Year 12 Maths A Level) students are issued with a personalised public exam timetable (by the Exams Office), which they must check carefully (i.e. name, dates, entries, modules). It is the responsibility of the student to check their personalised entry schedule and be cognizant of the exam protocols; students may incur costs if they fail to spot any errors and may be penalised for being unaware of protocols. For information on all exams and the procedures, please use the link on **Moodle and the School Website**. Formal warnings or disqualification could arise for those students who do not follow JCQ rules.

Any Year 13 student (**including boarders**) who wishes to come into School during study leave must sign in and out at the Aim Higher Office, be in School uniform, and must be on the premises to study only. Normal School rules apply.

Boarders are permitted to return home during study leave or they can remain in the Boarding House, but they must ensure Boarding staff know of their whereabouts. If on site, boarders must at all times abide by School rules and specific Boarding guidelines.

Leaving the School Site

Students can only sign in/out at the Aim Higher Office for any lateness/departure and provide a reason for leaving outside of the permitted lunchtime*. If permitted to leave the site during the morning or afternoon session, the student must sign out with an explanation, including the initials of which **member of staff** has allowed this.

If a student feels '**unwell**' they **must see the School First Aid Responder**, who will, if appropriate and they are deemed able to travel, approve the student's departure. Students may not sign themselves out as 'unwell' without staff authorisation.

The School may call home when concerned at a lack of communication regarding an absence. House staff will call if absences persist to offer pastoral support. Appointments (dentist, doctors, etc.) will be 'known in advance' (parents will contact pastoral staff) and **House staff will have permitted these.**

Students should not sign out at Aim Higher without prior permission of a member of staff.

Year 12 students **may not** leave the School site during the morning or afternoon School session, and this includes BREAK TIME. They may leave the site for the lunch hour if they sign out by the Chapel noticeboard (lunchtimes only) and sign back in on return if not immediately proceeding directly to register in tutor base.*

***SEPARATE RULES AND PROCEDURES WILL BE IN PLACE DURING THE FIRST HALF OF AUTUMN TERM DUE TO THE COVID-19 SITUATION. THESE WILL BE EXPLAINED TO YOU.**

Year 12 Prefects currently have the prerogative to leave the School site during study periods. This allows them to have lunch off site early so that they can return to do their lunch duty, or leave in the afternoon to have a late lunch. Year 13 will have this same prerogative after the Autumn Half Term Progress Review, but only if a student has shown they are managing their studies efficiently. If, at any time a student is considered to be using this time ineffectively due to issues raised by staff, this right will be rescinded.

Year 12 Boarders may not return to the Boarding House during the School day for any reason (unless Prefects and 'signed out' – see above).

The Director of Boarding oversees requests for weekend exeat to ensure that those under their care are fully accounted for at all times and that curriculum time is not missed.

Home Study

After the October half term Year 13 students may request exceptional permission from their Head of House to remain at home to study, thereby missing registration. This is only considered when the student's timetable has no taught lessons, Learning Support commitments, Friday 5 enrichment or House sessions and where a student has shown they are able to study independently along with having an excellent attendance and punctuality record.

The Progress Review in the Autumn Term will indicate whether a student meets the criteria. A 'Home Study Permission' form must be completed so that a variety of staff have been informed of this arrangement, however, if this privilege is abused by the student irresponsibly the right will be rescinded. Students causing concern will be expected to remain under School auspices for study.

Staff Absence

Sixth Form students are expected to work independently in the case of staff absence, **in the room assigned** and their attendance may be noted by either the Head of Department or a senior member of staff. Lessons are never 'cancelled'; students should always know what work is expected, ask another member of staff or think independently how best to prepare for future lessons. If no member of staff arrives, students should remain in the room whilst one representative goes to the Aim Higher Office to arrange for the register to be taken. Students should **not** remove themselves to alternative places to study as these areas only have the capacity to house the number of students on study periods at that time, including the Refectory. Students missing from an 'absent teacher' lesson will be disciplined as for truancy.

Financial Support

Studying for A Levels can incur costs, depending on the subject and the opportunities offered. Trips can be very expensive, but St George's regards these as providing fantastic experiences and being one centre that is still prepared to offer the chances, we believe they are worth saving up for. Subjects themselves can require materials or equipment that can also prove costly, so do be ready for this. Some students may be able to access the James Marshall Trust, the Harpenden Trust funds or the 16-19 Bursary Fund.

The 16-19 Bursary Fund

Students will need to ask the Director of Sixth Form Education, in confidence, for advice about the 16-19 Bursary Fund. Documentation is available from the School Website to initiate any request for support. Even if a student meets the criteria, we cannot guarantee that they will get a 'Mandatory' bursary: it depends on the state of that year's allocated fixed budget and how many students meet the requirements for access. A claimant for any tier must meet the School's expectations, including attendance (over 90%) and punctuality (no more than 4 lates a month). Should any issues regarding meeting School expectations occur after receipt of this benefit the School will pursue recourse accordingly.

The parameters which determine eligibility for the 16-19 Bursary are set by the Department of Education. The full policy is on the School Website. In summary:

1. Vulnerable Bursaries

All students who meet the vulnerability criteria could receive up to £1,200 annual bursary (either in full or pro rata) dependent on their needs (travel over two miles, equipment, etc.) but it also requires them to meet School expectations (see above) for continuing payment. The criteria are: *Personally in receipt of Income Support, universal credit; care leaver; in care; disabled student in receipt of both Employment Support Allowance and Disability Living Allowance.* The School will need documented proof that a student is eligible (e.g. a letter from the local authority, Department of Work and Pensions, etc.). Any award is made direct to the student.

2. Discretionary Bursaries

If a student needs financial help to stay in education they can apply for a Discretionary, limited bursary. Eligibility: Family income, family benefits, receipt of free school meals now or in the past. The bursary reserves will be used to benefit those most in need and it is at the School's discretion as to who merits part of this allocation.

Evidence is required of family or other income (P60, tax credits, benefits, 3 months of payslips or bank statements). This is not required if a letter regarding free school meals is provided instead as this is evidence of meeting the criteria.

3. Discretionary Payments

The School may make one off payments to help with trip costs, educational materials and transport costs for students to whom the School concurs that financial hardship is having a material impact on the student's educational opportunities. Receipts will be required to allow discretionary payments to be made.

NB: Fraudulent claims are required to be reported to the Department for Education or the police.

The James Marshall Foundation

This was set up nearly 300 years ago when James Marshall left some property in his will that he wanted to go towards helping children from Harpenden and Wheathampstead in preparing them for work or establishing themselves in a career. To access these funds:

- The young person must live permanently in Harpenden or Wheathampstead
- Family income must be below certain levels. As a general guide if the household income is below £50,000 the Foundation may be able to offer some financial assistance

The Foundation can support financially with things such as:

- Educational school trips (residential and non-residential)
- School uniform
- Laptop for homework if you do not have Extra-curricular activities, e.g sport/music equipment
- DofE equipment

For more information, go to:
www.jamesmarshallfoundation.co.uk

The Sixth Form Fund

Students contribute towards the Sixth Form Fund by way of a one-off payment before the start of Year 12, known as 'subs', which pays for various aspects of their two year Sixth Form experience. These subs allow donations to good causes (often supporting a Friday 5 speaker), as well as a non-uniform contribution (made on a Sixth Formers behalf), printing of prep by students, purchasing of specific Sixth Form information for distribution, decoration, furniture, repair and maintenance of the Sixth Form area, refreshments for Inductions and Leavers Day events, etc.

Sixth Form ID Cards Deposit

Because our concern for student **safety and well-being** is paramount and our site is 'open access', all School staff and students must be identifiable whilst on site.

All students are issued with a Sixth Form Photo ID Card as well as a card holder and lanyard. This ID Card **must be visibly worn** at all times in School and is used during examinations. Students will be challenged if they are not **wearing** them.

A deposit is made before the start of Year 12, which will be returned at the end of Year 13, when the ID Card and lanyard are returned on Book Return Day.

If a student arrives at School without their official ID Card they will have two options.

- Obtain a temporary Day ID Card from the Sixth Form Office. This will be issued on receipt of a **£2.00 cash deposit**, which will be refunded when the temporary Day ID Card is returned.
- With permission from the Director/Deputy Director of Sixth Form Education or Heads of House return home to obtain their ID card.

If a student loses their official ID Card, they must, without undue delay, purchase a replacement official ID Card from the School House at a cost of £5.00.

Replacement lanyards and card holders are available to purchase from the School Shop or, alternatively, free second-hand ones are available from the Sixth Form Office.



The Facilities

The Sixth Form have a suite of computers and a study area, a Refectory (now including GR6) and a terrace and, due to the large number of students, they have a set of rules to ensure the selfish few do not spoil it for the rest; rules requested and created by the Sixth Form to protect their facilities.

The Centre is open from 8.30am to 4.00pm on School days only, however, students may seek permission from the Director of Sixth Form Education to work later or earlier.

Sixth Form Study Area

In the upstairs Study Area students can work independently at computers. It is not a space for socialising or communal working. It is not a place for eating and/or drinking (leaving sticky remains!) but bottled water is allowed. It is a SILENT working area.



Library

Students can also use the **LRC** (Library) facilities if they so choose, which has a designated space for silent Sixth Form Study and similarly, being a community work space no eating or drinking other than water, is allowed.



Seminar Room

Students working on joint presentations or wishing to have a meeting can book the Seminar Room with the Sixth Form Secretary (subject to availability).



If students wish to work outside, they can use the newly paved Chapel Garden area, the terrace by the Refectory, or the Grant Quad, where there are benches. Students must work quietly to avoid disturbing nearby classes.



The Refectory

The Refectory is the social hub of the Sixth Form centre. It provides a choice of popular snacks and drinks, as requested by students. The Sixth Form have far more independence in occupying and caring for their Refectory and, as for any communal space, special rules apply in order to ensure the comfort of all occupants.

Foul language, ball games, throwing things, sitting on tables, littering, are all banned (the same applies to upstairs). The TV monitors are tuned to news channels throughout the day and may be re-tuned to music channels for lunch and break times only.

The Sixth Form must keep the area (tables and floor) clear so that the Refectory staff can clean the tables and floors.

Students have the responsibility to ensure their space is kept in order. All students have a role in keeping the Sixth Form spaces usable by all and reminding each other, or just picking up rubbish rather than walking past it. They have to live with each other in this space.



FOOD AND/OR DRINK MUST NOT LEAVE THE SIXTH FORM REFECTORY AREA

(this includes the terrace and Chapel Garden). Food and/or drink does not travel through the school for ANY reason. Students carrying food or drink beyond the Refectory area will

be expected to throw it in the nearest bin. If eating in the designated outside space, they must ensure wrappings, paper plates, etc. are placed deep inside bins to prevent 'wind' littering.

The School Dining Hall

Sixth Form students may prefer to eat in the main School Dining Hall canteen. As Sixth Formers they have the prerogative to walk into the Dining Hall without queuing outside, although they queue as normal, once inside.

Storage

Loss is common, theft is rare, however we recommend students take responsibility for their possessions.

Items left in the Sixth Form area are sent to lost property, although expensive items are sometimes handed into the sixth form office.

Students can request a locker from their Head of House as there may be a few available for Sixth Form use. A file rack outside the Sixth Form Study Area can be used; leaving belongings in the Refectory and Study Areas will cause a problem!

Any unattended bags left in the Refectory and/or Study Areas at any time will be removed to prevent obstructions and ensure access for everyone. Students can leave their bags in the cupboard on the stairwell, along with coats (there is a rail and some hangers!).

Computer Use

Students have a copy of the 'Acceptable Use of the Computer System' policy in their prep books and their use of the system is monitored. Students are responsible for the use of the system under their login and should keep this confidential, changing it regularly to prevent 'others' from using it. The School system should only be used for educational purposes and students should be aware that their use of the computers is monitored frequently. Those found infringing the School policy should expect disciplinary action (see Discipline) including being prevented from using the School network. Using another student's login is not permitted. Students **must not** tamper with the School's equipment; any issues such as malfunction, should be reported to the ICT Support Office. 'Own' devices also come under this jurisdiction; inappropriate use (i.e. other than for educational purposes or listening to music through headphones in the Sixth Form Centre) will cause their confiscation.



Printing Facilities

The printer in the Sixth Form Centre is available for students to print their own *typed-up* prep work (*on pick up, be ready to show this*). This printing is part funded from the students' subs and is monitored to ensure the facility is not abused. Students found using this to excess will have access denied to ensure all can gain the benefits. Printing exam papers, specifications, schedules, non-school items or blank application forms, etc. are not allowed on the sixth form printer. For such items, students can buy printer credits from the ICT Support Office for use in the LRC (Library).

Uniform

Our uniform code is designed to comply with the School's Equal Opportunities Policy and allows for Sixth formers to express individuality whilst keeping to common, formal guidelines.

COMPULSORY:

- A formal tailored suit. The blazer must be identical to the trousers/skirt
- Skirt/dress length must be no shorter than just above the knee
- Suit jackets must be worn at all times
- A smart collared shirt with tie/bow tie or a collared blouse, with sleeves and covering the midriff
- Plain, smart, black or brown polishable shoes
- Dark plain socks, plain tights or footsie socks
- A natural colour, clean and tidy hair
- If wearing make-up, it must be discreet

OPTIONAL:

- Plain (one colour) fine knit V-neck jumper, fine knit cardigan or waistcoat
- A fine knit polo neck can be worn instead of a blouse or shirt
- A formal sleeved dress (no shorter than just above the knee) may be worn instead of a suit and must be worn with a blazer
- If wearing jewellery, it must be kept to a minimum. One small pair of earrings only

DON'TS:

- Coats and Scarves are not to be worn indoors at any time
- No Thick-knit jumpers/cardigans
- No hoodies, zipped or sports jumpers
- No heavy chequered, 'lumberjack' style shirts, T shirts or flannel shirts
- No low cut or strappy tops
- No denim or leather style clothing
- No leggings or capri pants
- No sculpted, lycra-style skirts
- No footless tights
- No trainer socks
- No trainers, soft shoes, flip-flops or sandals
- No exaggerated soles or heels
- No facial piercings

*In the summer term, the option of a blazer, smart tailored chino style trousers, shirt and tie may be worn.

Sports Kit is the necessary equipment for all core PE lessons. It is essential that the sports kit is made of suitable performance fabrics and must include sports trainers.

***Any student who breaches the school dress code can expect to be sent home to change.
Some alternative suitable clothing is available for those who prefer to remain in school.***



Others Above Self

In-Class Support

Giving time and effort to their communities encourages students to place **'others above self'**; a traditional Georgian quality. Students develop their confidence and work related skills through interacting with others, beyond their normal immediate sphere. Students should keep staff aware of any outside School activities where they are contributing positively to help others.

A timetabled support network of Sixth Form students (Year 12 and Year 13) is organised by staff to provide

Learning
Support

**6th
Form
In
Class
Support**



assistance to other students in need, in lessons and in clubs. This work is invaluable; it is appreciated by both students and staff alike. Students timetabled to assist can ask for a guidance booklet and self assessment form for noting skill development. Subject staff complete an assessment for use by Sixth Form tutors in their

reference writing. Sixth Form support is absolutely integral to the success of teaching those with extra needs in St George's.

Students must prioritise giving this time to the School over other activities. The only exception is if they are required for duties/exams elsewhere, however, it is imperative that the student informs the relevant staff in advance. Students will be selected by subject staff who will arrange to allocate that student to a lesson and explain the needs of the student or group and issue a guidance and record booklet. This support work will be recorded on the student's timetable accordingly and their tutor informed.

House Mentoring

The House **mentoring** system plays a supporting role in the St George's community by dealing with citizenship, friendship and work issues as Sixth Formers interact with the Year 7s. Sixth Formers may also be called to mentor other years, where their recent experiences can prove invaluable.

Whilst there are many competitive events that Sixth Formers can be involved in, any student can take the initiative and start up a club/interest group or planned activity.

Student Voice

Form Captains express the concerns and issues raised by their peers at the **Student Voice** meetings, and participating in finding solutions to questions raised is a rewarding way of contributing. The Sixth Form Voice can be expressed through the School Captains.

Whole School Events

Whole School events require Sixth Form participation to run effectively. Whilst School Captains often lead these, many students contribute their time and enthusiasm to support the activity.

Open Evening is a compulsory event; the date is known well in advance and all Sixth Form are required as guides. 'I work in the evening' is an unacceptable reason for not attending, given the notice provided.

Students may also request permission from the Director of Sixth Form to do appropriate voluntary Community Service during the School day, providing it does not impact on lesson time.

Academic Integrity

There are major problems in academia across the world concerning cheating in various forms. Research shows that one of the best ways of preventing this is to make it very clear what constitutes cheating and remind students that it is wrong! So let us be clear:

Plagiarism

Passing off the work of others (intentionally or unintentionally) and pretending it is 'my own work' in order to benefit, is cheating, dishonest, deceitful and in some cases, theft. Acknowledging the original source through references and clearly identifying the aspects of their work that are copied (including cut and paste) is the acceptable way of utilising these sources.

The **Joint Council for Qualifications** defines plagiarism as: 'The failure to acknowledge sources properly and/or the submission of another person's work (including the original ideas, as well as the actual words or artefacts produced by another) as if it were the candidate's own.'

The penalties range from a 'warning', through loss of some marks to disqualification from a unit or from the whole qualification.

UCAS has its own 'Copy Catch' plagiarism system and the universities concerned are informed of the identified copied parts of the statement.

Universities have similar processes to catch those that do not have academic integrity.

See School Discipline procedures for the consequences of plagiarism at **St George's**.

Cheating

Researchers found that 'non cheaters' expressed a greater interest in learning, welcomed new ideas and enjoyed problem solving. They also display 'conscientiousness, agreeableness and openness'.

Researchers also discovered that those who have previously cheated are more likely to cheat again. Cheaters tend to believe school is about competing to showing intelligence, rather than also educating character. The ease with which many things in life can be accessed today causes some personalities to consider that working hard to gain something becomes a chore rather than a challenge and cut corners.

Six Factors have been identified that predispose students to cheat:

1. Stressful, competitive environment (self-perception, wish to be seen as successful).
2. Intelligence (they may be/feel less scholastically competent than their peers/feel under greater pressure).
3. Personality traits (Machiavellian [cynical, manipulative], or Narcissism [an inflated sense of self, arrogance, a sense of entitlement] - these students blame others, including lack of deterrents, teacher attitude or make excuses).
4. Moral judgement (it seems accepted in some aspects of life; cheating in a game becomes acceptable - why not in other ways? Got away with it-why not? Others do it... etc.).
5. Willpower.
6. Definitions of cheating (do not know what actually constitutes cheating in academic fields).

<http://www.leeds.ac.uk/educol/documents/00001364.htm>

Exams

Access Arrangements

Another difference between compulsory education and Sixth Form study is that those students who have previously had 'learning difficulties' identified, and have had support from various sources, do not have access to such support for Sixth Form study. Time invested in compulsory school education means that students who have chosen the academic route are expected to have developed strategies to cope independently. Guidance in this booklet can also help students to cope.

Unsurprisingly the demands of some subjects at A Level can alert students and parents to learning difficulties that they had previously been unaware of. Students might 'manage' through GCSE but find the step up to the next level brings out learning issues previously hidden (often by sheer hard work or intelligence). Such students should discuss with staff about being tested for Access Arrangements if they have not been tested at St George's before (test results do not change over time).

Students new to St George's will need to inform the SEN Department of any previous arrangements, so that they can be re-tested.

Students will be given a form on Year 12 Induction Day, which can be completed on that day or at a later stage.

Students need to be pro-active in arranging for the opportunity to be tested through discussions with teaching staff or their tutor, if they have not been tested before at St George's. Any testing has to have taken place at least two months before sitting any exam so that it can be regarded as the student's 'normal way of working' (exam board requirements). Testing for Access Arrangements is done in September; students must be referred for testing by teaching staff and are not able to refer themselves as we need evidence of difficulties within the school setting. Following testing, if the student qualifies for any type of Access Arrangement, the student/parents will receive a letter and all staff will be informed accordingly.

The exam board rules allow certain students '**Access Arrangements**' if they meet the criteria. To qualify they must be tested by St George's Access Arrangement Testing staff (Learning Support Department). The staff are not allowed to take note of any external assessments privately arranged or other school test; internal testing at St George's is required by exam boards, who will not acknowledge any other form of testing. This can be frustrating for a parent who believes a difficulty has been identified through their private testing. This is usable for helping a student to develop strategies to overcome the difficulty, and for

informing a university of the issue, since they operate by different rules to those of the JCQ, which limit the school to its own results of the standard access test.

Please note that students need to be tested by a specialist outside of school if they wish to have support at university (to apply for Disabled Students' Allowances (DSAs), including a long-term health condition, mental health condition and specific learning difficulty, e.g. dyslexia visit <https://www.gov.uk/disabled-students-allowances-dsas/overview> - the support you get depends on your individual needs and not on income). Learning Support hold a list of Educational Psychologists with the correct qualifications to carry out this undertaking. We recommend that any specialist testing is done early as it can bring to light many problems previously not identified by the 'extra time' testing but which might explain underperformance or de-motivation. Such in depth testing can prove expensive but may be particularly helpful in choosing the correct career path and/or to get support if the student is planning to go on to further study.

Special Consideration

All **Special Consideration** applications are made online, and have to meet the requirements set by JCQ in order to be accepted. The decision as to whether to make an application rests with the Exams Officer, whose decision is final. The maximum allowance, in the most extreme circumstances, is 5% of the marks for a given paper. In practice, most candidates receive 2% or less. For absence a doctor's note is required, and it is recommended that one is obtained for any medical condition.

The exam boards will never discuss special consideration for individual candidates, and when results are issued it is not possible to determine what allowance, if any, has been granted. The deadline for applications is in early July, and the exam boards will not usually accept requests for special consideration made after this date.

Students entitled to rest breaks must use these in accordance with the instructions from the Exams Office, which include a restriction on frequency and duration before requesting a 'break'.

Priority for seating will always be given to students who have been granted a formal Access Arrangement (e.g. a reader or a scribe). All parental requests for seating in a particular way must be made in writing (including by email) and must be accompanied by evidence from a doctor or other professional. Such requests will be considered by the School but it is for the School to decide whether it is an appropriate arrangement.

We would expect that any arrangements requested would reflect a student's normal way of working, e.g. if a student wishes to sit in the back row of an exam room we would need to know from teachers that they sit at the back of the majority of lessons.

Any arrangement granted is only for that season, and will not roll forward. A fresh application must be made for each subsequent season.

Exam Clashes

Once individual timetables are published the Exams Office are sometimes asked if it is possible to re-schedule certain papers, particularly where a student has a clash. The School must work within the JCQ regulations, which are extremely strict. We are only allowed to move a paper from the morning to the afternoon session or vice versa when the total of papers sat in that session exceeds 3 hours. When two papers timetabled at the same time come to 3 hours or less they must be taken consecutively with a short supervised break which has to be in the exam room. We are not allowed to vary these conditions.

Exam Skills

A reminder of the skills essential to surviving exams and making the most of the opportunity.

- Check your exams entries when issued to ensure you are entered for the correct modules. Late changes will cost you a lot of money.
- Check the Exams Notice Board for the correct time and seating place in your venue.
- If you are ill on the day, but still attend, let the invigilator know and tell the Exams Office afterwards.
- Ensure you get plenty of **sleep** the night before and **eat** a proper breakfast.
- Remember to wear your ID badge for entry into the exam.
- Turn off your phone before handing in as you will be penalised if it makes a sound whilst in the holding box.
- Bring **water** to the exam.
- Organisation: Come ready **equipped** with several black 'exam' pens (it is amazing how many do not do this) and anything else you need, e.g. calculator, anthology, highlighter, etc.
- Leave plenty of **time** so that you follow all instructions calmly.
- Ensure you arrive at the correct **venue**.
- Read through the whole paper before you start to write and remember to check for questions on the **BACK PAGE!**
- Underline or highlight **KEY WORDS** (especially verbs) in the question and repeat these in your answer, especially in the last paragraph or sentence (to ensure you have answered the question).
- Always plan your answers and set a **time plan** at the start of the exam and stick to it.
- Manage your time: look at the **allocated marks** and assess how long you need to spend on each question and if you run out of time at least produce an 'outline' answer, even if you do not have time to elaborate, write or calculate.
- If you do finish early, be constructive with your time by checking **spellings, punctuation**, etc.
- If you think you have done badly try not to worry and concentrate on the remainder of the questions on the paper or even exams that still have to be taken. Focus on what you can do, not what you can't.

Revision

Tips for revising:

- Revision notes should be made regularly throughout the year, especially at weekends and holidays
- Use Cornell note taking with mnemonic triggers
- Restructure notes in the form of mind maps to understand the concepts studied and how they interrelate
- Reorganising the information in some way
- Practise writing answers ensures material gets lodged in long term memory.
- Re-vision information at intervals, which become increasingly further apart (expanding retrieval schedule)
- Spread out revision rather than cramming
- Spend 15 30 minutes per week (per subject) doing revision and retrieval tasks
- Practise for exams in a similar environment in which an exam or test takes place
- Practice papers should be practised in silence (i.e. no music)
- To improve exam timing, practice under timed conditions, working up to the required exam length

Waiting until study leave and applying last moment absorption into short term memory, does not provide sufficient foundation for accruing knowledge.

Pre-exam revision should form the last part of the expanded retrieval system that has been ongoing throughout the course.

Just looking at notes does not help learning!



I ❤️ REVISION

Managing Success, Disappointment and the Consequences

Whilst we believe that results should not be the sum total of your School life ambition, that contributing and serving the School community makes a Georgian, undoubtedly the challenge of meeting your academic potential (evidenced by results) can open the doors for your future.

August can prove stressful but help is at hand! You will need to 'be there' to access it though.

Only One Chance!

Students must be aware that they **cannot re-do a year** at St George's *unless they have extenuating circumstances such as certified serious health issues that may have prevented proper attendance and effective study during Year 12/13, and these are known during the year and arrangements made through the Director of Sixth Form Education by the end of February of Year 12/13.*

Respond well to the challenges before you and make the most of this one opportunity to achieve your potential in our Sixth Form, follow the guidance in this booklet to help prevent health issues caused by stress or poor performance.

If the problem cannot be resolved through certain strategies, the student needs to consider the uphill struggle they will face should they decide to continue academic study in Year 13. The grades achieved, even if below average, may be the culmination of great effort, but for others it may reflect under achievement due to characteristics and behaviours that need to be addressed. Students should diagnose the problems (VESPA – A Level Mindset: Vision, Effort, System, Practice and Attitude) and discuss solutions before they become overwhelming and also consider alternative plans with the Director or Deputy Director of Sixth Form Education.

Developing Emotional Management Skills

Learning and maintaining a healthy approach to problems is an important skill to acquire; accepting that 'fear' has a useful contribution to make to our lives, as long as it does not impede action. In some cases there may not be a solution, and adjusting to living with the problem is a major emotional challenge. Learning to cope with the fear of 'failing' to meet expectations of self or others, is key to maintaining a healthy attitude.

Teenagers' bodies and minds are growing and changing as they approach adulthood, bringing with it the pressures of relationships (family, friends, work, etc.), workload, making the most of their potential and opening the doors to future paths. Students may encounter bereavement or a sense of isolation. They may develop 'body' issues as they adjust to accepting 'imperfections'.

Our own character traits define our natural responses but we can learn to 'manage' these to be appropriate in certain situations.

Being placed under 'pressure' can be stimulating and bring out the best in some, but others may focus on these feelings in a negative way, and suffer it as extreme stress rather than normal stress. Perceptions of what is 'significant' and a focus on the 'self', often lead to issues. It is useful to recognise how to make what may seem a very negative situation into one in which some possibilities can be seen, and this may require talking to others to see a different perspective. Communicating with helpful or experienced individuals is vital in learning how to manage and cope with the difficult moments.

Boarders' experience is unique and the staff are aware of their need for parameters when away from home, as well as the need for a comforting environment.

Year 12 students have an enrichment session where we explain some of the major factors that affect our well being and the frequency of mental health problems. Students should be better informed from this and more able to discuss issues openly, which helps alleviate the sense of isolation that can be felt by those feeling troubled.

We also have Student Services, which is based at Aim Higher for times of crisis, when students feel so overwhelmed that they need a place of refuge.

The Chaplaincy team will always be there to empathetically listen with ears, eyes, hearts and brains, or offer a prayer or advice and staff are always there to talk to.

Students can independently access Youth Talk: committed to helping and supporting young people in the District of St Albans through confidential counselling.

'The Wellbeing Service' (0300 777 0707) or self-refer through www.hpft.nhs.uk.

Wellbeing teams are part of an initiative Improving Access to Psychological Therapies.



Developing Strong Character Qualities

Is there such a thing as a 'perfect' parent? Or a 'perfect' student? Or 'perfect' staff? Such judgements are too subjective, dependent on too many variables. Our differences make the world more interesting but there are some parenting qualities that have been identified by psychologists and educators that are worth highlighting here as these traits are seen to be harmful to a student's ability to become resilient, independent and adaptable. **Resilience** is key to developing capable, healthy, independent individuals who will thrive in our ever changing environments. They are able to cope with loss, learn from failure and develop their ability to tackle problems.

'Helicopter' Parenting



These are parents who 'hover' over their child's every move. The introduction of tuition fees seems to have triggered the extra protective qualities that are increasingly evident in the UK (having been previously identified as a phenomenon of the USA). Parents have been reported as being increasingly intrusive into the student world, wanting to monitor the decisions and activities of their offspring and remaining entwined in their lives.

Research suggests that 'helicopter' parenting may be more detrimental than supportive.

Further reading: <http://theconversation.com/helicopter-or-lawnmower-modern-parenting-styles-can-get-in-the-way-of-raising-well-balanced-children-81060>

'Snowplough' Parenting

Source: David McCullough 'You Are Not Special: And Other Encouragements'

'Snowplough' parents, who clear every obstacle from their child's path while piling on the pressure to achieve, can produce young adults who are 'anxious, dependent, narcissistic and careerist'.

'They besiege professors for extra lessons or expect a private tutor like they had when they were 17...'

'In some cases, they just drop out, seeing failure as a failure of the support system around them and not as their failure.'

'This modern "cult of exceptionalism" has made children afraid to be average.'

'Let them follow their own passions and curiosities without overweening interference every step of the way.'

At St George's, we encourage our Sixth Formers to become more independent, to speak to us directly about any issues or concerns, rather than through their parents. This also prepares them well for their next stage; universities in particular want the students to contact them directly (rather than the parents). Most, in fact, will refuse to communicate via the parents.



Managing Digital Footprints

Whilst we expect our students to leave their mark on the world, we feel it necessary to caution them on the type of imprint they might leave!

When we parents explored more adult aspects of the world we were not exposed to as much material as is currently available to this generation. When curiosity killed our innocence it was not with such a powerful weapon as the internet!

Students use all forms of digital technology for communication. This provides them with a huge range of information but also places them at risk. The prefrontal cortex in those under 20 years is unable to process (and therefore fully understand) all aspects of risk.

Parents have had experiences that have allowed them to develop a perspective on the risks posed by technology, but they often do not have the technical savvy of their offspring. Parents and school may place filters on Wi-Fi systems but a determined person can access and expose themselves to extreme content through moderated search engines.

This mixture of ingredients leaves parents wondering how to provide e safety for their offspring and said offspring wondering what all the fuss is about, when the 'children' know not to 'talk to strangers'. It is what these young people do not know that makes them vulnerable.

"I am not young enough to think I know everything."
Oscar Wilde

The solution in part, is to build the skills to manage this exposure. Greater knowledge and understanding of the information being provided by both internet and contributor, including those using a range of special media sites, will enable better decision making. Sixth Form students really have to recognise their responsibility and the consequences of their actions regarding technology. They need to understand that their actions will have a lasting effect; they are leaving a **DIGITAL FOOTPRINT** (even if they believe they have wiped it out).

A student who **posts** anything on the internet is leaving a digital CV. The 'facelessness' of digital interactions lowers inhibitions; students do things they might not do in front of a live audience (such as posting nude 'selfies'). And 'others' are watching.

Universities pay first year undergraduates to search prospective students on competitive courses; this is also common in the world of recruitment. In fact, companies pay large amounts of money to organisations such as 'Facebook' to access information and IP addresses that people believe to be protected. Even the tightest privacy settings can be explored by those keen to do so. One in five



employers, reject an applicant due to the results of their internet search.

Once 'sent' the words or images are **out of their control**. Their reputation can be irretrievably damaged, as 'posts' cannot be retrieved; e safety has an impact on their reputation and potentially their mental health.

A seemingly harmless comment, a simple 'like', can be a trigger, causing unforeseen problems for either recipient or sender. A video, image, or words reflecting feelings at that particular time are sometimes best forgotten as we move on with our lives; but once online these become available for the next generation to view.

Would students want their own children to know their (or their parents') past so well? What may seem appropriate at some stage in life may not be seen as appropriate by employers!

A student who decides to vent their feelings concerning their education (whether at school or beyond) does so at the risk of triggering action from those concerned. The establishment will have its own process for disciplining such activity depending on how damaging it is. Students need to ensure that their social networking practice does not jeopardise their future education or employment prospects.

Whether expressing views or sharing experiences, once 'sent' or posted, these can be resent, screen shots recording a hasty expression. Texting words, 'sexting', posting explicit images, means that these are 'out there'. Trusting souls can find themselves publicly humiliated by what began as a private communication, but changes in circumstances or peer pressure, even seemingly harmless, can result in shame or bullying. Expressing views on others can lead

to accusations of bullying which can be immensely damaging to all parties; the person commented on, the recipient and the initiator. Students should never accept bullying in any form and there are many solutions to digitally generated causes. The School will take action on bullying, including digital media and/or phones; our jurisdiction extends outside the School day and beyond the School premises. Students must remember that **'PIXELS ARE PEOPLE'**.

Students are also at risk in trusting information (30% nationally trust what they read!); they need to question the **validity and bias** that may underlie any information they discover. Students are at risk if they do not appreciate copyright laws and plagiarism issues (plagiarism = to use [another's production] without crediting the source).

The anti-social side of the internet is deeply troubling and the naïve can find themselves involved in trolling, grooming/incitement, e-hoaxes, catfishing, cyber harassment, and flaming as well as cyber bullying. Students can get caught up in this for a variety of reasons including: entertainment, attention, validation, disenfranchisement and a sense of power. They may believe they are safe being 'anonymous', having freedom that allows them to speedily express their opinion without thinking through the social consequences. But there are consequences and these may leave a mark on their records, either at School or in the world beyond.



18+ Going Somewhere?

"Students here are exceptionally well prepared for the next stage – 'You've got choices'"

We do our best to prepare students for life beyond St George's and the process begins in Year 12, as applications for Higher Education, apprenticeships or jobs are usually sent at the start of Year 13.

Over 90% of our students have annually chosen to pursue their studies beyond Sixth Form, inspired by their experiences and ambitions. Our **Leavers Destinations** cover a vast array of routes: over the last few years, 12% have followed a future in the creative or performing arts, 27% have taken studies in the humanities, languages or law, 36% have followed science, engineering or medicine, and 18% have gone on to study maths, finance/business or economics subjects, with 7% studying various other subjects (agriculture, education, nutrition, sports, events management).

Increasingly, students are questioning whether the academic route is a worthwhile investment when there are many other routes to a rewarding future; we provide support and information to ensure they make the best decision.

In Year 12 students will have a talk in November ('Preparing to Leave St George's') and are expected to be pro active as a result. This is followed by the issue of the '18+ Going Somewhere?' booklet at an information evening in March to which parents are invited, following a Progression Day, including a Careers Fair at SJL.

The booklet is designed to help students make choices about their futures (to work through, research and make choices with advice from relevant adults).

Unifrog

The School has invested in the Unifrog facility, which makes searching for potential universities or employers very much easier!



Students are encouraged to use Unifrog on a regular basis for:

- Researching universities and courses
- Researching apprenticeships
- Exploring careers
- Recording activities and competencies undertaken
- Writing a personal statement

There are many other tools that are also available on Unifrog.

Students are given an individual log in username and password and can log in at: <https://www.unifrog.org/>

Taster and Enrichment courses

Students are advised to gain experiences which will strengthen their applications and make them 'stand out from the crowd'. Gaining a place on the Nuffield Research Placement, a Headstart course (applications from 1st September), Eton Summer School or a summer Taster course will all help.

Work Experience

Gaining work experience will help develop work related skills and will significantly strengthen personal statements and applications. Many university courses require you to have undertaken work experience.

Students are expected to arrange work experience for Activities week in the summer term. This should be arranged well in advance.

Any references provided from these experiences can be forwarded to the Sixth Form tutor for inclusion in the student's School reference.

YC Hertfordshire

Students can request a careers interview **AT ANY TIME** with an independent impartial advisor; tutors, the Director/Deputy Director of Sixth Form Education and the Library staff can forward a request to YC Hertfordshire. YC Hertfordshire provides independent specialised advice for those wishing to follow 'alternative' pathways and will interview students on request.

UCAS Applications

Applications begin in June of Year 12. **ALL** students complete a UCAS form. This is because the information entered will be relevant for any type of application. If the student decides to proceed with a university application they 'pay and send' it; the tutor reference will be appended to this. If not applying to a university, students need to print off and keep a copy of their duly completed UCAS form which can then be used as the basis for any other application forms. Year 12 and Year 13.

Many St George's students are ambitious to attend the most competitive universities and often choose the most competitive courses as well. Always remember to have a 'less' competitive one amongst your choices – Unifrog helps with this.

Students are encouraged to independently prepare thoroughly as follows:

- Use the various tools on Unifrog to get you started
- Research the institution
- Research the course content
- Attending study days and taster courses
- Attend Open Days (you are allowed a maximum of 2 during school time)
- Developing analytical skills by writing research essays (e.g. EPQ)
- Enter essay competitions
- READ widely to be inspired and to enlarge knowledge
- Preparing for interviews by practicing and developing confidence
- Attend School events and talks
- Heed advice from visiting speakers (including Old Georgians) and staff about their experiences
- Undertake some work experience (this needs to be arranged well in advance)
- Be pro-active in speaking to staff
- See the Director/Deputy Director of Sixth Form Education for advice.

Until students receive their Year 12 exam results and subsequent 'Best Likely Grades', they should use their **UQBs** as a guide for **planning course access**. There are 300 further education institutions (plus 70 private institutions) catering to the wide ability range of students, but many students might be better off finding employer linked routes to progress.

Personal Statements

Writing approximately 47 lines (600-700 words) all about how brilliant you are can be a daunting task and can take some drafting. Due to a past problem, we require parents to confirm that information on the student's personal statement is accurate.

Students often find that as they develop an interest in a particular career or course they are motivated to prepare for this, thereby providing a rich source of personal statement writing material. The most common criticism from further educationalists is that students do not read enough, or do not read sufficiently deeply, beyond their curriculum.

References

A student who has made the most of their opportunities at St George's will have an excellent reference. Often a potential employer will ask for specific information, requiring a rating for attendance, punctuality, honesty, reliability and work ethic.

We create our references for UCAS purposes during September and October of Year 13 based on previous performance in Year 12, recorded on Progress Reviews and subject staff comments written specifically for references. Institutions require references to contain detailed information of exam achievement, attainment over the year, academic potential and proven enthusiasm and interest in the subject applied for, as well information about their character: positive contribution to the community and constructive use of their time.

Whilst School references all carry the Head's name, various staff contribute to create the final document. **The tutor** uses subject staff reports for specific information, plus their knowledge of the student based on tutorial sessions which often involve analysis of tutor cards, to glean an overall view. The tutor will accentuate qualities or achievements necessary for the application and after introducing the main characteristics of the student, they will refer to the subjects studied in the order of relevance and importance to the recipient. The Head of House may contribute specific information, with the Director/Deputy Director of Sixth Form Education checking the quality of the final document and adding any pertinent details. It is a collaborative process.

References take several hours to compose and tutors will complete some each week in the first half of the Autumn Term of Year 13. Tutors will prioritise according to the competitive demands of the students' courses so that students will know when their references are going to be completed.

We do provide references for Old Georgians, although requests for these require a five day notice. These references are always in the past tense to be

clear that they reflect our view of the student during their time as a Georgian.

Best Likely Grades

St George's Subject Best Likely grades are based on the professional opinion of the subject staff, taking into account the student's performance over the year, their performance during their tests or exams, the expectation that they will mature and utilise their potential. Best Likely grades are optimistic but realistic.

Subject staff do not take into account any necessity a student has to attain a certain grade for a certain course.

If the student has not provided the evidence to date that they can attain higher grades than those predicted, it is unlikely that as the subject gets progressively harder in year 13, that they will handle the subject with any greater ease. Subject staff do not change their Best Likely grades to suit a student's ambition's, rather it is for the student to adapt their ambitions to achievable goals based on the professional opinion of their subject teachers.

UCAS Predicted Grades

Best Likely grades are transferred to UCAS applications. If the student or parent have further issues concerning these UCAS predicted grades the only recourse you have is to speak to the Sixth Form Leadership, who have an appreciation of the problems they cause and will discuss strategies to be able to 'Aim Higher'. Please do not contact subject staff to question their professional judgement.

Nobody gains from inflated, unrealistic predicted grades: it is unprofessional and the Director of Sixth Form Education ensures that any reasonable considerations are talked through. Subject staff will send any queries about predicted grades to the Director of Sixth Form Education.

Please be aware that some further education institutions may request transcripts of school exams and performance over the year, including class/year placement, to support a university application, whilst others are increasingly setting their own entrance exams.

Life Skills

Employers and institutions complain that students are unable to use their initiative and think independently to solve their own problems. We believe the Sixth Form experience at St George's encourages all these aspects to be developed and offer 'extended learning' opportunities to nurture this.

Financial Independence

A key aspect of becoming an adult is managing one's finances; learning the difference between good and bad debt, especially in the world of tuition fees and the maintenance cost of living away from home. We run sessions in Year 13 to explain the implications and basics of independent finance, especially since students who take a 'student loan', are responsible for the contract (not parents). Students will become more adept at finding sources of monetary support from local groups such as the James Marshall Trust, as well as the bursaries available through the Government and institutions.

STUDENT FINANCE issues are a private matter for individuals to decide and resolve. Students apply for student loans and grants independent of the School. Note: When completing application forms for university places students must state whether they are classified as 'local authority student' or 'private' (non UK tax paying status, not a permanent resident for 3 years). Universities offer places according to the income they will provide and can withdraw an offer if necessary.

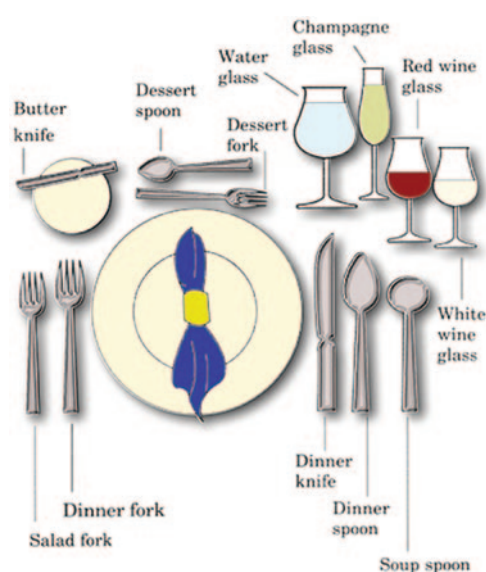
Culinary Independence

Living independently on a budget can make our ex-students wish they had learned to cook suitable meals. We run sessions in Year 13 to help them survive when they must prepare their own food.

Etiquette and Manners

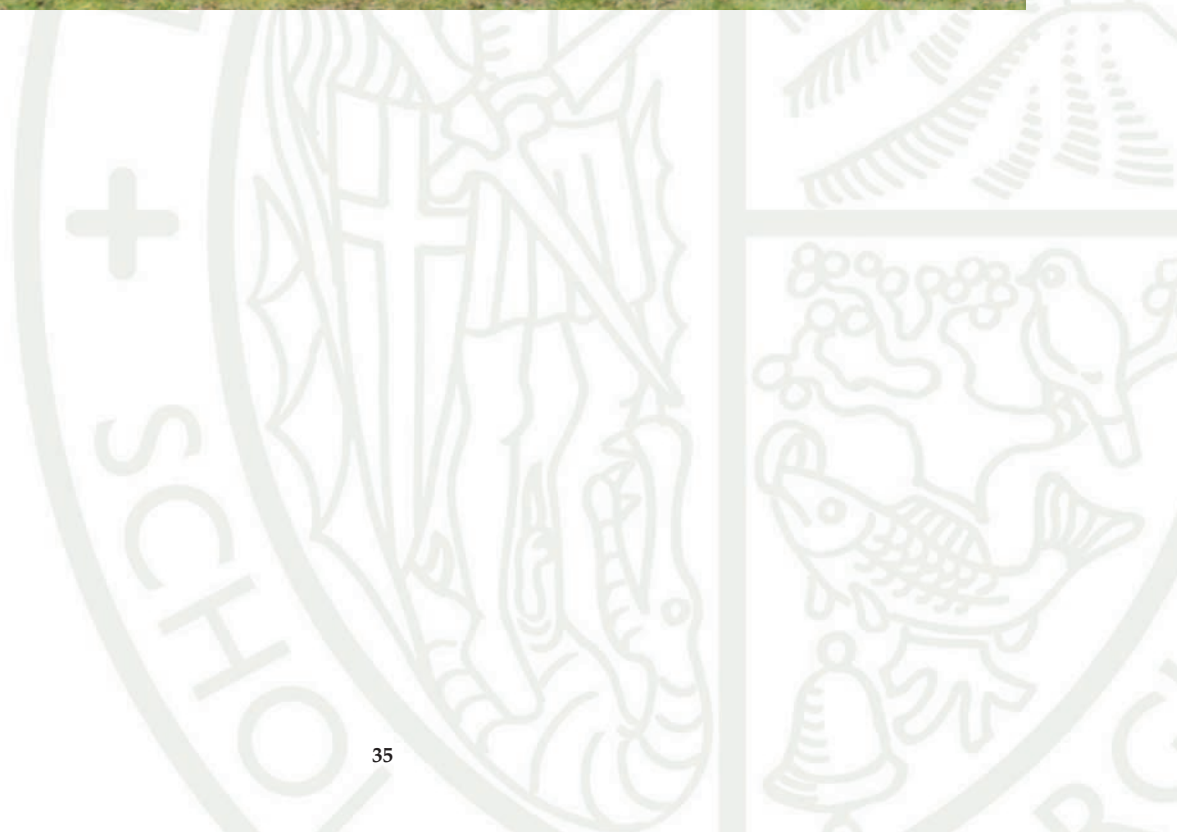
Georgians are known for their respect and consideration for others, usually displayed in good manners. Home usually instil these, however we run sessions in Year 13 to help our students, should they be required to dine with 'the boss', so that they know the etiquette in certain social situations.

Our students leave rewarded and proud of their achievements and their contribution to St George's.



Developing into an adult brings stresses and strains that can cause a greater focus on the self and what they need/want/expect in order to live life in the way they would like. 'What do I get/gain?' is a natural motivator for many (young and old). This can lead to a more selfish disposition and in encouraging Georgians to be well balanced, respectful people; we expect them to be contributors rather than consumers. Selflessness brings its own rewards (including improved mental health), but in gratefully participating in their community the School records their contribution through its pastoral reviews, comments and prizes. A student's achievements and characteristics are rewarded and summarised in the student's REFERENCE, which epitomises their legacy of their time in St George's Sixth Form.

St George's 'Aim Higher' motto inspires its students to be rewarded as a result of consideration, service and endeavour



Discipline

Additional Discipline Procedures For Sixth Form

Whilst the **normal** School and Boarding **discipline procedures do apply** (see School Discipline Policy and prep book), there are particular issues that must be noted that refer to Sixth Form. The Sixth Form Code of Conduct (in prep book) summarises expectations and the consequences are noted below but any student causing serious concern will find that any Sixth Form privileges will be rescinded.

Discipline: Removal From School

Please note the specific rule that refers to Sixth Form in the School's Discipline Policy:

14. FAILURE TO MEET WORK EXPECTATIONS OF THE PROGRAMME OF STUDY

St George's is a comprehensive school which accepts that student outcomes will vary. However, students who persistently fail to attempt work to deadline, or who submit inadequate work which is inconsistent with their ability, will face escalating sanctions starting at a side/community service/short detention/loss of privilege, but then rising in seriousness up to and including exclusion from School. Where a student's performance fails to respond in spite of all reasonable interventions, such an exclusion can be permanent.

Discipline: Missing A Lesson

Friday Detentions are standard for truancy throughout the School, being logged as a serious misdemeanour. All sessions, including supervised study, core PE and Friday 5, require attendance. Any student missing from a lesson will be searched for by the On Call member of staff. Students missing a lesson without permission from a member of staff, regardless of whether they leave or remain on the School site, will all be classed as truants, with ramifications for causing staff to use their time to search for them. Unless pre informed by the student of a permitted absence, staff running any sessions expect full attendance from those registered as in School. An unforeseen absence due to illness requires an immediate message from the parent to the student absence line/Head of House (either a telephone call or an email), which is then recorded on the School's system so that staff are already informed at the start of a lesson as to why that student is away. A member of staff may subsequently dismiss a student from the lesson for non compliance with expectations (see below).

Discipline: Dismissal From A Lesson

If a student turns up for a lesson without the requisite work expected, it is School policy that they are dismissed from the lesson, required to do the work at that time, return before the end of the lesson with the missing work and then catch up on the missed lesson. Similarly, a student poorly equipped or tardy may also be dismissed from a lesson. A wide range of staff are then alerted to this unacceptable behaviour through SIMS and the student held to account. A student who seeks to avoid work/lessons is usually not thriving, despite all the opportunities for support and their future choices will be discussed. It is the staff who decide if the student is accepted into the lesson: a cowardly student who avoids an expected reprimand by choosing not to go to that class will be treated as a **truant**.

Discipline: Removal From A Course

Students may be asked to leave a course for various reasons: usually due to their persistent lack of effort, failure to meet deadlines or their ability to undermine the learning of others through their behaviour. Removal from a course will happen at the end of a series of actions: detentions, warnings, Head of Department/Subject involvement and a letter warning that this is likely to happen should the behaviour not change. A meeting with student's parents informs them of the likely outcome if the problem is not addressed. Should all of this fail, a final letter will be sent home and the student may then be required to leave the School if they do not have three programmes of study on their timetable. The consequences for the student can be the loss of their planned future or, thinking constructively, it could be the opportunity to begin a new one through a different route as St George's has proven not to be the right place for them. For a Boarder, removal from a course due to not fulfilling the Learning Contract could result in the withdrawal of their Boarding place altogether.

Discipline: Early Study Leave

As students approach the end of their School career, some can become either 'too cool for school', thinking they do not need staff input any longer or they can become panic stricken with the idea of being on their own to study with exams looming. Some may decide to 'cherry pick' lessons to attend and their attendance becomes erratic. They then become a distraction to both staff and peers and if their behaviour or poor attitude warrants it, after fair warning, they will be required to discontinue classes and start their individual preparation for exams, before the rest of their peers. Students sent on 'early study leave' will also be **excluded** from all the celebratory aspects of their last days: year book exchanges, last Chapels, farewells to staff and the Leavers' Ball (any monies paid will be forfeited). The Leavers' Day is a formal last day but students can still be required to depart at any given time if their behaviour is inappropriate, and this, of course, includes Boarders as well.

Discipline: Banning From Refectory/Sixth Form Study Area/School Network

Where students choose to break the Sixth Form Code of Conduct (see prep book), thereby risking damage to the property or discomfort to individuals, those students will be banned from the Refectory and its vicinity for a specific number of days. Students using the Study Area inappropriately will also be banned. The area and length of the ban will depend on the misbehaviour, and banned students are not allowed to enter or have other students fetch them 'supplies'. Sixth Form students using the computer equipment inappropriately, including logging on using another student's access or playing games during the School day may be banned from the Sixth Form area as well as facing the consequences of the usual School discipline procedures (see prep book 'Acceptable Use...').

Discipline: Report

Students who do not meet expectations (often established through progress review monitoring) are placed on a digital **Report Card** so that the concerns can be shared and monitored. This can be a voluntary one requested by the student or a required one, issued by the Head of House.

Discipline: Uniform

Students who choose not to conform to Sixth Form Dress Code (Uniform Rules) must suffer the consequences and are quite likely to be **LOANED AN ALTERNATIVE GARMENT** (the Director/Deputy Director of Sixth Form have a collection), **OR sent home to change immediately or internally excluded** and then required to catch up on any missed work (long distance travellers – you have been warned!). Such students will become the focus of close monitoring, may be required to write out uniform rules and may be placed on uniform report, a lovely form that all staff the students encounter must sign having checked what they are wearing. Carrying this is an annoyance and designed to be so, since we find non-compliance with the uniform just as irritating.

Discipline: Confiscated Items Of Clothing/Jewellery And Coats

Students wearing inappropriate garments or adornments are likely to have these confiscated for a number of days. Whilst **coats** are permitted to be worn outside, **before entering the building they should be removed** (in line with the rest of the School), with the exception of the Refectory. Coats worn inside the building (without staff permission – due to heating failure, etc.) are likely to be confiscated for a week. Only Leadership can declare the School cold enough to allow the wearing of coats inside. Wearing coats or too many earrings are typical examples of decisions that have consequences; expect to come under 'the radar' as irritating.

Discipline: Driving/Parking Issues

Students are **never** allowed to **drive on to the School site** (at any time, even with an adult) and must plan to park legally (students may **NOT** park on the large paved area by Maldon Court); they need to leave enough time to find a local car park and get to School on time too. Our neighbours are quick to report students' cars which give cause for complaint, but the School recommends they report the vehicle to the police if illegally parked. **In order to identify the relatively few students who are inconsiderate parkers or drivers, we ask all students to leave their car details with Goddard Reception so that if a complaint comes in we can ask that student to deal with the matter before the police become involved.**

Boarders are not allowed motorised vehicles of any sort when resident in the School.

The School Captains are the **only** students granted car parking privileges; these apply for the duration of their term in office. Disabled students may also be licensed for certain spaces. Special dispensation may be sought from the Director of Sixth Form Education for delivery of heavy items.

We do not allow students to use academic study lessons for 'driving lessons'.

Discipline: Confiscation Of Mobile Phone/ipod, Etc.

Whilst Sixth Formers uniquely are allowed to use personal equipment in the Sixth Form Centre these must be used appropriately, to aid education. It is not appropriate to spend study periods playing games on personal equipment as this not only wastes valuable time but distract others. It is not appropriate to walk about School wearing headphones/earphones. Taking photos without the agreement of the subject, and 'posting' photos taken in School is also not appropriate. If staff have reasonable cause they will check and search the contents of personal equipment for any evidence of misconduct (they will not be concerned with other content unless it brings to light other breaches of School rules). Using personal equipment around the School, without staff permission will result in immediate confiscation, probably for a week long duration, being held in the School safe during that time. Personal equipment may be used in the **Refectory, Sixth Form Study Areas, and LRC (Library) only**, without disturbing others. The Electronic Devices Protocol in the prep book explains the full details about use of 'own devices'.

Discipline: Bullying

As warned in the prep book, bullying of any kind is not tolerated at St George's. This zero tolerance means that if a student recognises any of the incidents detailed in our policy as being directed at them or someone they know, they should seek support immediately. If there is any physical evidence this should be retained; where social/ digital media is used keep records (screen shots help). Remember our jurisdiction goes beyond School where necessary, and that we view action which shows a reckless disregard for the feelings of others as unacceptable, even if the perpetrator claims they did not 'intend' harm. Sanctions from Friday detentions to exclusion can result, depending on the harm done and the intention of the perpetrator.

Discipline: Smoking

St George's students, whilst under our jurisdiction during the School day (travelling to and from School, whilst attending School, including lunch and break times, and at all times for Boarders) **MAY NOT SMOKE, NOR BE IN POSSESSION OF SMOKING PARAPHERNALIA OR E-CIGARETTES**. This policy includes School trips.

Words Of Wisdom From Year 12s

Read up each topic before you go to the lesson to make the most of the time in the lesson

Let your teachers know if you are struggling with certain areas of the course

Always be kind and include the new pupils who join the Sixth Form

There are no 'doss' subjects. They all require 100% effort.

Revise for end of chapter tests because it means that when you come to actual exams revision is much easier, since you have learned it previously, as there is so much content to cover

Don't be afraid to ask questions of your teachers – they like it

Wear your ID badge ALWAYS or you get lynched!

As a prominent member of the 'avoidance crew' I wish I could have some of those wasted hours back...

You have to persevere even if you feel overloaded at first – it gets easier to cope and you get into a routine

Do work when set or the end of year is horrific

Be pro-active-you are not spoon fed in Sixth Form. Join or start a study group. Ask for help.

Year 12 exams are just as important as Year 13 exams. Your university offer depends on your Year 12 Best Likely Grades!

Delete Facebook at crisis times; it actually helps!

Work in the silent study area – it may seem nice to be with your friends but you get so much more done without distractions

Get loads of work experience for the course you wish to take

Do not try to sneak food upstairs, it will not work and it will be taken away from you!

From a New Georgian

'As a new student I was really nervous about joining St George's. New teachers, new friends and A Levels! I had been in my previous school for 11 years and had not been the 'new girl' in a long while. Don't stress! There are loads of new Year 12 students and in the same boat as you and you WILL find friends. There is so much to do here besides just your studying. I've made great friends from taking part in House events and venturing out of my comfort zone. So my advice to new students would be to make the most of your time; it goes superfast. Get involved; you'll make some of your best memories!'

From an Old Georgian

'I just wanted to say a belated thanks.... It is only since arriving at Bristol Law School that I have truly appreciated the amazing work ethic developed by St George's and the high calibre of its teachers. I think many ex students say it is something you don't truly appreciate until you leave, and that stands true for me. It is clear, even competing with straight A and A students at Bristol that St George's work ethic and attitude is exceptional. I have found myself working hard without even realising it. Some of my friends struggle with spending much of their time 'working' but unproductively.*

I also want to thank you for the EPQ scheme, which you ran. I cannot emphasise enough how useful this has been to my studies, especially in the first few weeks of the year where I didn't have the stress of learning how to properly use a library and reference system. I think the use of references was one of the biggest difficulties in the first few weeks, and 42% of my year had unacceptable plagiarism marks on their first essay. I think this speaks for itself, the importance of EPQ in developing university level skills.

Many thanks for all your hard work, I am absolutely loving every minute of Bristol and of law. Even though it is hard work it is completely worth it and I am finding that I am really enjoying revision.'





A little History...

St George's Harpenden was established when Rev. Cecil Grant, to use his own words, "migrated" to the town in 1906 from Keswick in the Lake District, in his search for a school that could house its own Chapel.

Developing his experiences at Keswick, Mr. Grant made co-education the cornerstone of the school where children could live in an atmosphere closely related to family life and based on Christian principles. Whole families were encouraged to join the school - at times even 3 and 4 year olds were enrolled, anticipating the 21st century fashion in education for so-called "through schools". Children, grandchildren and great-grandchildren of the early entrants have followed family tradition over the years.

At the beginning of the 20th century, a co-educational independent boarding school was almost unique. Almost all students boarded, from homes as far afield as the Andaman Islands in the Indian Ocean. The careers of these children reflected this diversity of origins, talents and interests. Old Georgians made their ways in academia, medicine, finance, the Church, State and the Colonial Service, the Armed Forces, art, music and radio.

At the end of the 1950s and into the 1960s state schools were rapidly improving and St George's became a state school in order to bring its facilities in line with modern educational demands. Our ethos is rooted in our traditions that have evolved into an experience that prepares students for their future, fostering independent, self-disciplined, responsible, caring individuals who will contribute to the world at large, as they have served the School.

This booklet has been written by S. Priestland and edited by L. Morris

Please note that any references made to 'parent', 'parents' or 'parental' in this booklet includes legal guardians.



**ST GEORGE'S SCHOOL
HARPENDEN**

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