

STUDENT HANDBOOK 2024-2025



Welcome to The Sixth Form Bolton (SM)

The Sixth Form Bolton is one of the UK's leading Sixth Form College's and our year-on-year outstanding results ensure that we offer the very best opportunities for our students. With our student success rates reaching their highest ever levels, this is an excellent time for your child to start their studies with us.

The Sixth Form is committed to your child's education and providing them with very best opportunities to succeed and progress over their next two years with us. The Sixth Form is a great place to study, with excellent facilities. Teachers and Progress Coaches are very friendly and approachable and there is a lot of support available. We provide a safe, happy and high-quality learning experience that will stretch and challenge your child to achieve their full potential and Progress Coaches are always there to help you or your child when you need.

We are extremely proud of our students and their achievements. Students tell us they enjoy their time with us and values such as commitment, responsibility, honesty, good manners and respect complement the high levels of academic success and skills gained, that ultimately equips them ready for university, higher apprenticeships or employment.

Stuart Merrills
Principal



High Expectations = Outstanding Results

The Sixth Form Bolton achieves consistently high results at A Level, and on our Vocational programmes. The success rate is well above that achieved by most schools and colleges in the country. Success requires staff and students to work together and implies responsibilities for both parties.

What students can expect from us

- Commitment to high standards of teaching and the opportunity for students to proceed to appropriate examinations
- Help to be able to organise time effectively and become a self-disciplined learner
- A coaching system which provides progress monitoring, support, advice and guidance
- Access to high quality learning support and mentoring including the offer of a professional counselling service
- Opportunities to develop your personal skills and experiences in preparation for higher education and the world of work

What we expect from our students

- Full attendance and punctuality at all timetabled sessions, be it online or live lessons, workshops or additional support sessions
- Punctuality entails being in the building 10 minutes before a lesson begins
- To work to the best of your ability embracing The Sixth Form's high grade habit and the 6@6
- To complete and submit all work/homework set outside of class contact time and to the deadlines given
- Active participation in academic and pastoral review sessions and ownership of individual action planning in which personal/academic goals are set and worked towards and reviewed every half term
- To undertake one week's work experience to support academic achievement
- To respect and comply with The Sixth Form Conduct on wearing your ID badge at all times, not wearing coats in class, removing hats and hoods when indoors, not chewing gum and, in general, behaving respectfully to fellow students and staff. Always fully equipped to learn with an appropriate bag and personal materials
- To ensure that all personal and parental contact details are up-to-date

Term dates

Autumn Term	Spring Term	Summer Term
Term Begins Monday 2 nd September 2024	Term Begins Monday 6 th January 2025	Term Begins Tuesday 22 nd April 2025
Half Term 21 st – 25 th October 2024	Half Term 17 th – 21 st February 2025	Bank Holiday Monday 5 th May 2025
End of Term Thursday 19 th December 2024	Term Ends Friday 4 th April 2025	Half Term 26 th – 30 th May 2025
		Teaching Ends Wednesday 25 th June 2025

***The College does not permit any holidays to be taken during term time**

Key Dates:

Parents' Welcome Evening

12/09/24

Parents' Higher Education Information Evening (Year 1 students' parents)

15/05/25

Oxbridge application deadline

15/10/24 (6.00pm)

Completed UCAS applications to Progress Coaches

18/10/24

Parents' Afternoons/Evenings

BTEC Year 2 – 17/10/24

A Level Year 2 – 9/01/25

BTEC Year 1 – 26/02/25

Level 2 – 26/02/25

A Level Year 1: 2/07/25

Prevent Day Year 1 & Level 2

8/10/24

Skills Days

Level 2 – 28/03/25

Level 3 – 13/02/25

Higher Education and Careers Day

3/04/25

College Wide Assessments:

Year 1

Assessment 1: 25/11/24 - 6/12/25

Assessment 2: 2/03/25 - 2/04/25

Year 2

Assessment 3: 18/9/24 - 27/9/24

Assessment 4: 20/01/25 - 28/01/25

Assessment 5: 10/03/25 - 18/03/25

BTEC

Assessment 1, 3, L2: w/c 25/11/24

Assessment 2, 4, L2 a)* w/c 3/03/25

Assessment 2, 4, L2 b)* w/c 24/03/25

**Subject staff will inform you which window you will sit your assessment in, either a) or b).*

Core Maths

Assessment 1: 21/11/24 -22/11/24

Assessment 2: 27/02/25 - 28/02/25

T Level

Assessment 1: 18/11/24 -19/11/24

Assessment 2: 17/03/25 - 21/03/25

GCSE

Assessment 1: w/c 18/09/23

Assessment 2: w/c 11/12/23

Work Experience weeks

BTEC Business:

Week 1: w/c 27/01/25

Week 2: w/c 02/06/25

BTEC Sport: w/c 9/06/25

BTEC IT:

Week 1: w/c 17/03/25

Week 2: w/c /06/25

BTEC Science:

Week 1: w/c 10/02/25

Week 2: w/c 31/03/25

Year 2: w/c 30/09/25

BTEC Public Services:

Year 2: w/c 7/10/25

Year 1: w/c 17/03/25

BTEC Art: w/c 17.03.25

A Level: w/c 16.06.25

Timetable 2024/25

Monday	Tuesday	Wednesday	Thursday	Friday
1 8:40 – 10:00		1 8:40 – 10:25		1 8:40 – 10:20
Break 10 minutes		Break 10 minutes		Break 10 minutes
2 10:10 – 11:40		2 10:35 – 12:20		2 10:30 - 12:05
Break 10 minutes		P3 Break or Group Coaching 12:25 – 13:00		P3 Break or Group Coaching 12:10 – 12:45
3 11:50 – 13:10		4 13:00 – 14:35		4 12:45 – 14:05
P4 Break or Group Coaching 13:15 - 13:50		Break 5 minutes		Break 25 minutes
5 13:50 – 15:05		5 14:40 – 16:15		5 14:30 – 15:50
Break 5 minutes				
6 15:10 – 16:30				

The College day is shown on the above outline timetable. You can access your own timetable via the Student Portal on any device. You should check it weekly as some activities are bi or tri weekly in their patterns of occurrence. It is a learner's responsibility to know about and attend all timetabled sessions. Parents will be able to view the same information on the Parent Portal.

Curriculum Delivery

Our commitment as a college is to provide high quality academic learning. The majority of this takes place in your designated timetable sessions for the subject that you are enrolled on. The delivery plans are well thought out in terms of the sequence of topics, themes and skills, allowing you to embed your learning as the year unfolds. Inevitably, some learning takes place outside of the classroom. Some of this is directed by your teachers and may include pre-reading, preparing for a test, homework groupwork or other instructional activity. All our staff will also encourage you and expect you to undertake undirected learning. This means that you decide what extra work you can do on your own to support and broaden your understanding in each subject. There needs to be, on your part, a curiosity of the subjects you are doing and a genuine desire and love to learn in general. This might not be an instinctive thing, but you can and should develop this important behaviour whilst you study with us.

At this point in time, we cannot say for certain that there will be no further interruptions to face to face learning, but we are confident that if we have to switch to online learning, we are well placed to do this.

In order to remain ready to tackle learning online if we have to switch, we have designated one college week as a remote learning week. This is the week commencing 11/11/2024. In this week, each year group will have one designated day when they undertake all their lessons remotely. In addition, any homework or independent learning tasks will also be set remotely. This means that if we have a strike from public transport or any reason to close the building, we can still deliver our classes effectively online.

Performance Management and Progress Monitoring – Year 1

We hope that you settle into The Sixth Form quickly and enjoy the subjects that you have chosen. At the start of the year, you will not have a target grade to work to as such. You are well qualified for your course, so we expect you to develop your skills, knowledge and work habits and strive towards what we call our ‘High Grade Habit’. Just like at school, the expectation would be for you to work towards achieving grades that are commensurate with your aspirations and ability. As part of your induction and ongoing progress monitoring you will be measured on the College 6@6. These are six general measures, grades at 0-6 that your teachers will assess you against at key intervals. By the time you complete your college course we are looking for you to have achieved 6@6. This review and monitoring process can be reviewed on the student portal by yourself, teachers, progress coaches and parents.

Depending on your course in college, from February you will also begin to see a current working grade or CWG on your profile page. This helps you to understand

where you are at this point and work on the areas for development and improvement, flagged by your teachers in preparation for end of year internal/external examinations. This grade is not your anticipated end point just a milestone along your personal journey to success.

Some learners may also be allocated for coaching if their progress and attainment is in question. This will form part of our formal Intervention processes at college level. Any such intervention is **Compulsory**. Students in this category will be identified after each of the college wide assessment windows and allocated to a 4-week intervention programme. This programme includes a 4-week programme of weekly coaching with a qualified coach and allocation to curriculum workshops that will **run after college** over that 4-week period. Learners will attend one per subject that they are underachieving in. sessions will be small groups and focus on the specifics of how to do better on the type of assessment that has just been undertaken. This may include how to answer key question types better, how to revise more effectively for the topics on that assessment, the coverage of significant misconceptions and developing any specific identifiable skills needed for improvement. The purpose of these sessions is to deal with issues as they occur and not leave them to fester and hold the learner back from their progress in each subject. Again, without labouring the point, these sessions are compulsory, and the after-college sessions will take priority over any other personal commitment that a student has outside of college. Failure to complete the programme will lead to disciplinary action being taken.

Performance Management and Progress Monitoring – Year 2

At the start of the academic year, you will be given a Minimum Performance Grade (MPG) for each subject. This is a national target based on your performance at GCSE. This target sets a minimum standard of work that you are expected to produce in class, for homework, all assessment, mock examinations, and The Sixth Form's end of year examinations. These grades are used as a basis for predicted grades for universities or employers. You should be aware that universities will offer places based on our predicted grades and these predicted grades are determined by your progress, effort, and achievement grades throughout your time in college.

At The Sixth Form Bolton we encourage you to strive for a 'High Grade Habit'. A 'High Grade Habit' means achieving at grade B or Merit or better for as much of your time in The Sixth Form as possible. When you completed your GCSEs, you aimed to achieve higher grade passes 4/5 or better! This ought to be the same in The Sixth Form. Staff will encourage you to achieve a high-grade habit in all that you do from meeting deadlines, performance in tests, coursework grades, assignment grades during progress assessments, basically in all that we do. Embedding great study

habits now will not only support your progress in The Sixth Form, but also in your future career and at university.

If you are underachieving in Science, you will be allocated to a Performance Management session. Attendance to these sessions and progress made will be regularly monitored. In addition, various interventions will be put in place by your teachers, both in class and beyond the classroom, Heads of Department and your Progress Coach to support you to achieve better grades. If there is no improvement, your attendance at Performance Management will continue and additional measures may be taken.

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If you are re-sitting GCSE English or Mathematics, it is essential you achieve a higher-grade pass to enable you to progress to further study. Poor attendance in GCSE English and Maths is not tolerated and will result in disciplinary action being taken. The government, The Sixth Form, universities, and employers require you to achieve a high-grade pass in any GCSE resit courses.

Your academic progress is addressed in a performance review which will identify and implement an appropriate plan to respond to these concerns. In some cases, this may be a review of the appropriateness of your overall programme of study at The Sixth Form.

Assessment Policy

Assessment is a means of determining how well you are progressing in your subjects. Assessment by your teachers and indeed should include some self-assessment by yourself, will take many forms.

1. Year 1

In the early part of year 1 of Advanced Level courses, much of the assessment that you undertake will be in class, could be homework set, may be via your assignments submitted, through research projects and so on. Informal assessment on A Level courses, up until the Spring Term, will not be graded work as such. Staff will give you verbal and written feedback enabling you to review what improvements you need to make going forwards.

Throughout this time staff will also be teaching you core learning and supporting and challenging you to use and develop essential practical and study skills.

Those of you who are taking courses that have assignment work and/or controlled assessments will receive comments with grades for actual or practice assessments. This may be earlier than the Spring Term for some courses.

In the Spring Term, dependent on your course of study, you will undertake a College Wide Assessment. All of these Cross-College assessments are clearly marked on the College's Academic Calendar. Following this first assessment window, staff will grade your work and assess your 'current working grade' or CWG. This will indicate the standard of your work at that time and enable you to reflect on what more you need to develop and work on as you head towards the next assessment window.

2. Year 2

Year 2 students will be reminded of their MPG or minimum performance grade. This grade, as mentioned in the progress monitoring section is based on prior

performance at GCSE. The MPG suggests the minimum outcome that you should achieve at the end of your course, it doesn't suggest that you cannot and will not do better than this.

Year 2 students will have a series of common assessment windows during which formal assessments will be made of the knowledge and skills that you have been acquiring in your subjects up until that point. Assessments will be synoptic, meaning that they will test you on a range of prior learning, not just the last topic that you did. Homework represents an essential part of your learning on all courses and provides you and your teachers with feedback on progress as well as enabling you to become a more independent learner. It also enables you to judge and reflect on your own understanding and progress. This ability to self-reflect and develop skill areas will be an essential part of your personal development.

Every assessment that you do should be approached as if it is a final exam, in this way you can deal with any known misconceptions, skills and knowledge gaps as they emerge.

Teachers will set homework on a regular basis whatever your programme of study. In most cases this is weekly. Students are expected to complete and hand in work by the deadlines given. Returned homework will have written feedback to enable you to improve your future performance. Some teachers use recorded verbal feedback as support. Teachers will give you more specific information about their expectations of you related to study outside of the classroom as part of your subject induction. If your work does not meet expected standards (MPG), you will be asked to resubmit it. Students studying A levels and Vocational A levels are expected to undertake at least 4½ hours of independent study a week for each subject, outside of the classroom. Students undertaking a BTEC course will be expected to complete assignments tasks independently, as homework, there will not be time given over in class to do this assignment work. A Level and vocational A Level students will be issued with a digital RALF book which stands for Reflection and Learning Flags. This is used to record any topics within your subjects you find difficult. Your teachers will work with you on these areas further. More on this will be discussed in your subject induction. This will work in conjunction with an online Specification known as SpecSpace, for each of your courses. SpecSpace and the RALF Book are designed to enable you to monitor your progress on a daily/ weekly basis and deal with any 'Red Flags or learning issues' as they emerge in each lesson. It is your role to make sure you go away and work on those difficult topics, concepts, and skills yourself, as well as asking your teacher for any support or clarification. All subjects have a resource area on TEAMS/SHOWBIE to signpost you to useful resources.

The Sixth Form publishes on its calendar a series of common assessment weeks

throughout the year. During assessment weeks A level, BTEC and GCSE students will undertake a substantial assessment. The majority of these will be undertaken in class but summer progress assessments will be undertaken under the same examination conditions as external exams.

Assessments will reflect the stage in the year that they are undertaken. Each assessment, following assessment 1 will test and examine new learning as well as revisiting prior learning. It is therefore essential that you are regularly revising your subjects as the year progresses and can demonstrate recall of that learning.

Not all assessment in college is completed solely in the common assessment weeks; teachers will also assess student progress by setting tests and homework. BTEC students will be assessed continually by the completion of assessments and externally set exams.

VESPA

At The Sixth Form we have a VESPA mindset! This means that we utilise this model to support staff and students in all that they do. We believe that there are five key elements that enable our students to be successful. What is even more important is that these five key elements can be learned. They are not gifts or genetic quirks of 'lucky people'. We all have the opportunity to use the model to shape, improve and determine our own outcomes.

VESPA stands for:

VISION - How well you know what you want to achieve

EFFORT - The need to put in independent study every week

SYSTEM - How you organise your learning, time and if appropriate, revision

PRACTICE - How you practice your acquired and developed skills to demonstrate mastery

ATTITUDE - How you respond to setbacks, tackle problems and continue to forge forwards

V + E + S + P + A = Success

VESPA mindset allows our students to outperform most other students in the country. In turn this promotes independence and access to better universities, training and jobs.

VESPA is therefore embedded into The Sixth Form ways; the 6@6 and general psyche so please welcome it to your studies and continue to flourish.

The Honours Programme

If you achieve six grades at 7, 8 and 9 in your GCSEs then this may be the

programme for you. You will be stretched and challenged to develop the academic skills, the moral outlook and the cultural understanding to make competitive applications to prestigious universities.

There are 4 strands to the Honours Programme. Each is designed to stretch and challenge you to develop the values necessary to succeed at college, university and beyond:

1: Academic enhancement:

Some students on the Honours programme are given the opportunity to complete the Extended Project Qualification. This gives the opportunity of honing vital research skills necessary for university study.

Students will also be expected to enhance their study skills through applying to extension classes and bespoke university study programmes:

- The Cambridge University HE+ programme
- Humanities Pembroke North Programme – Oxford University
- Manchester Access Programme
- Access to Leeds
- Access to Newcastle

2: Enrichment:

Honours programme students will complete over 100 hours of enrichment in their two years at The Sixth Form. Skills development through work experience, voluntary work and enrichment activities is a vital part of an Honours study programme. Students will log the skills they are developing in their enrichment diary, on the student portal, and discuss with their coaches the progress they are making in developing emotional intelligence, as well as oracy and leadership skills.

3: Cultural Understanding:

Through discussions in tutorials and bespoke visits to museums, you will develop an understanding of the ideas and historical events that have shaped modern life. Students will study famous figures from the past as well as key events. Honours students take a lead in key events such as world religions' day, women's day and health and wellbeing initiatives.

4: Specialist Support for applying to prestigious universities:

You will be coached by specialist staff to help you obtain places at the most competitive universities: Oxford, Cambridge and Russell Group.

Honours students also take part in a variety of university programmes including:

- Social Mobility Foundation
- University of Oxford Access and Outreach Programme
- University summer schools
- Villiers Park
- The Sutton Trust

Honours students also have access to participation in the following Academies:

Law Academy

Are you interested in a career in Law?

Our Law Society will extend your study of Law beyond the classroom and help you develop essential skills.

The Law Society is open to all students and not just those studying Law at The Sixth Form.

Benefits of the Academy:

- You will have the opportunity to take part in debating and mooting.
- You will benefit from speakers from a range of key areas, to include lawyers and magistrates.
- The Sixth Form will assist in finding work experience in a professional practice.
- You will visit Crown Court to observe live trials.
- Start to develop the skills of a lawyer, including, thinking creatively, problem solving, presenting and persuasive arguments.
- Attend workshops run by legal professionals and universities.
- Take part in the Legal Apprenticeship competition as a part of a team of lawyers.
- Participate in moots and mock trials, including as a member of The Sixth Form team, in the prestigious University of Law Mooting Competition and the Bar National Mock Trial Competition. The Sixth Form students have had much success in these competitions and won the most recent mooting final hosted by the University of Law.

Science Academy

Entry onto medical related degrees such as Medicine, Veterinary Science, Dentistry and Pharmacy are extremely competitive. Therefore, only students who can demonstrate passion and enthusiasm for their subject, plus an indication of dedication by undertaking work experience, will gain places.

Benefits of the Academy

- You will be able to attend a range of master classes as part of the North West Consortium of Colleges in association with the University of Cambridge
- Preparation for University entrance examinations e.g. UCAT
- Work experience
- Hospital/medical practice visits
- Academic Support Coaches to help prepare for examinations. Sessions will focus upon stretch and challenge required to achieve A*/A grades

Aspiring to STEM

- You will have access to talks designed to encourage applications to degrees and careers in this area.
- Bespoke coaching in understanding Maths, Physics and Engineering careers.
- Visits from alumni engineering students.

Navigating College Life

Subject Choices

Making the right subject choice is vitally important to a student's success. At enrolment, each student chooses subjects that will make up their study programme. Staff are on hand to offer advice and guidance during such an important time. 99% of our students' progress to a positive destination including: university, degree apprenticeships and employment. This is largely to do with the success of our BTEC and A level programmes. BTECs and A levels are Level 3 qualifications which carry equal weight in terms of UCAS points. Some people may see A level as having more gravitas; in our experience students who achieve D*D*D*/DDD in BTEC qualifications access prestigious courses at excellent universities, including the Russell Group. Students should give careful consideration to their choice of course, making sure they are choosing the right type of learning for themselves that supports their future career plans.

Resilience

Many students will come to The Sixth Form having never had a low grade or been forced to deal with vast amounts of workload. It is normal to feel disappointed with lower grades initially at A Level and at times to feel overwhelmed when deadlines approach, but this is also part of the progression to adult life. It's important that students therefore develop some "stickability" and that they don't give up at the first hurdle. The Sixth Form allocates each student a personal progress coach who will book one-to-ones with each of them regularly. These sessions are designed to give students the opportunity to discuss areas of concern

and to reflect upon how they can manage their time effectively. Some students may also wish to benefit from our well-being hub, the Cocoon, or some time with one of our learning mentors who help students to manage stress and look at strategies for managing academic study.



Learning Resources

The Learning Resource Centre is based in the first-floor pod. All students have access to a wealth of online resources; textbooks, journals, magazines and much more all at the click of a link on a QR code.

The LRCs and IT classrooms are well resourced to support your academic study. You have your own portal page and a college e-mail account.

All subjects also have an online learning platform using Microsoft TEAMS. Staff use this to post homework and provide online learning materials that match the curriculum content of all students' courses. Many staff also use it for students to submit work.

All students are asked to read and sign The Sixth Form Bolton's IT Acceptable Use Policy. A summary of this can be found in section 3 of this handbook. It explains the rules and details regarding what students can and cannot do when using the College's IT facilities. A reminder requiring students to confirm their acceptance of the policy is shown each time they log on.

The Sixth Form wants its learners to be able access the internet to support their studies, using approved and appropriate sites. The Sixth Form's internet traffic is monitored by Smoothwall, an internet security company, which aims to safeguard students' wellbeing whilst also identifying inappropriate use.

OUR COLLEGE OUR CONDUCT



01

Wear your lanyard with pride and ensure it is visible at all times.



06

Chewing gum is not permitted.



02

Remove hats, hoods and coats when indoors.



07

No smoking or vaping on campus.



03

Look after our college environment and keep our campus clean and tidy.



08

Show respect by behaving considerately and appropriately inside and around our college building.



04

Eat and drink in the designated social areas. Food from home is welcome in the entrance seating area, please do not bring in hot food.



09

Ensure you are always fully equipped to learn with an appropriate bag and personal materials.



05

All drinks must have a lid. Only water is permitted on floors 1-3 and in the classrooms.



10

Keep the lifts available for those who need them and are in possession of a lift pass.

ID Badges

It is an essential requirement for students to wear their ID badge at all times in The Sixth Form. The badges enable staff to know that students are a member of The Sixth Form. This enables us to safeguard our own learners and ensure that access is not gained by members of the public. In normal circumstances ID badges are also required in order to gain access to the barriers and classroom doors.

Should a student forget their ID badge we implement our temporary ID badge procedure, we simply do not permit anyone on site without an ID badge, however inconvenient this may appear to be:

1. **First instance** - £1 deposit required for the issuing of a temporary ID badge. The £1 will be returned when the badge is handed back at the end of the day.
2. **The second occasion** - £1 deposit for a temporary ID badge this is non-returnable. This will occur for all subsequent times when a temporary badge is required, up to the sixth time, as per the below.
3. **Sixth or more occasions** - Students will be sent home to collect their ID badge, or they will be required to purchase a new one at the cost of £5.

Equipped to Learn

All students must demonstrate that they are equipped to learn. This means bringing all of the equipment that they require to undertake learning in their lessons. This is to include files, paper, pens, books, calculator or other specialist equipment. All of this material must be kept in an appropriate college bag. If a student arrives to college and is not equipped to learn, they will be asked to return home to collect their materials. Essentially, 'no bag, no entry'.

Child on Child abuse/harassment and Sexual abuse/harassment

The College has a zero-tolerance policy here, there is to be no acceptable reason for sexual harassment/abuse and online sexual/harassment/abuse. Systems in college (Smoothwall) are operable to detect any online sexual abuse from students, staff or any outside agency. Our policy exists to ensure there is a clear system in place for reporting of sexual harassment/abuse and online sexual/harassment/abuse in College. To ensure that our students remain safe the BSafe team responds to swiftly and effectively if sexual harassment/abuse and online sexual/harassment/abuse is reported in College.

The College provides annual training/update training to all College staff as part of our safeguarding update training. We also ensure all learners and their parents are aware of this policy and the likely action the College will take should any student be a perpetrator of sexual harassment/abuse and online sexual/harassment/abuse.

Social Media Policy

The Sixth Form Bolton has a strict Social Media Policy which aims to outline the responsibilities of students when accessing social media either personally or using it for College purposes and to ensure that its use is appropriate, to avoid bringing the College into disrepute. The policy is in line with wider College policy related to acceptable behaviour, namely Safeguarding Policy, Student Code of Conduct, Anti-Bullying Policy, Student Behaviour/ Expectations Policy and the Acceptable Use of IT Policy.

The key aspects of this policy ensure that students do not take photographs or videos within the College premises or on supervised trips and then # or name the College in such media. Any Tik Tok videos, Instagram, snap chat or other social media breaches will result in immediate suspension and then the disciplinary procedures will be implemented.

4. Positive Behaviour and Sanctions Policy – Students Policy 2024/25

1. Purpose of Policy

The aim of this policy is to create a safe and secure environment and promote positive behaviours across the college. To ensure that all students are supported to be successful in their programme of study and future progression.

All members of the college community, including staff, students and governors have a responsibility for achieving this professional learning environment.

2. Scope

This policy and its associated procedures applies to:

- 2.1 All students at the college
- 2.2 Prospective students when at college
- 2.3 Students whilst offsite undertaking any activity related to the college

3. Definitions

- 3.1 *College* – The Sixth Form, Bolton

4. Introduction

4.1. The Sixth Form Bolton is committed to ensuring that all students behave in a professional, positive and appropriate manner whilst in College that is conducive to a positive learning environment. Students are expected to uphold The Sixth Form Bolton's key values at all times when representing the College.

Where poor behaviour does occur, this policy aims to take appropriate and effective

sanctions to prevent any recurrence.

The specific policy objectives are:

- To ensure all students of the College are aware of the types of behaviour which constitute misconduct under the student behaviour and conduct policy.
- To ensure all students of the College understand that misconduct in terms of student behaviour and conduct will not be tolerated and that appropriate measures will be taken.
- To promote a climate within the College of professional student behaviour and conduct across the student body
- To ensure that all incidences of misconduct in terms of this policy are responded to quickly, positively and interventions set are fit for purpose

4.2. The college vision is “To be an outstanding College and pursue excellence in everything we do.”. The purpose of this policy is to deliver this vision by encouraging and motivating all students towards positive behaviours. The college’s positive behaviour approach will:

- encourage students to develop self-confidence and self-discipline
- enable all students to learn in a safe and enjoyable environment
- prepare students for successful education and progression pathways after college
- allow teachers to teach

4.3. The policy outlines the high expectations we have of our students’ behaviour and the consequences of failing to meet those expectations. Professional academic behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their college studies.

4.4. It is imperative that we create a culture where students and staff flourish in a professional, calm, safe, purposeful and respectful environment. It is important that reinforcement of this culture ensures it permeates through every aspect of college life. The first step to promoting positive behaviour is to lead by example. Our core values underpin everything we do as a college and all staff, contractors and visitors are expected to model the core values of The Sixth Form Bolton

4.5. All staff will ensure that standards and expectations are consistent across the college. This means that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately and without discrimination. We will take into account our learners with Special Educational Needs and Disabilities (SEND). Where it is felt that poor behaviour may directly result from a disability, the Head of Learning Support and our DDSL’s will be consulted, and the Fitness to Study Policy may be

applied.

4.6. As a college we recognise that inappropriate and/or disruptive behaviour can often be an indication of unmet social/emotional needs. We operate with a considered Trauma Informed response. However, we also believe that students are responsible for the choices they make and therefore must take personal responsibility for the subsequent consequences as a result of their poor choices. Response to concerns regarding a student's behaviour will always focus on exploring and identifying the reasons for inappropriate behaviour and not on excuses. Factors that are influencing poor behaviours such as learning difficulties, disabilities, personal or family problems will be considered but may not excuse unacceptable behaviour. In such cases, early intervention is essential to reduce the need for a subsequent sanction.

4.7. The college expectations and standards of behaviour are detailed in the student and parent handbooks; these are discussed with all students during induction. A student who departs from the required standards of behaviour could face formal disciplinary procedures, including withdrawal of college place in serious cases.

5. Positive behaviour approach

5.1. Promoting positive behaviour is based on clear expectations, recognition, effective challenge, support, intervention and consequences that are implemented consistently across the college. All Sixth Form Bolton staff will:

- clearly identify values and behaviours which are constructive, respectful, supportive and are associated with high levels of engagement in learning
- promote positive and supportive relationships between students and staff based on mutual respect, integrity and trust
- have an uncompromising focus on learning and achievement, and developing self-confidence and self-discipline
- look for the positive and find opportunities to celebrate student achievement with praise and reduce the public attention paid to students who are not on task
- challenge inappropriate behaviour in a respectful way
- de-escalate situations by dealing with situations in a firm but calm way
- implement a variety of interventions to address inappropriate behaviour and support students

5.2. Students may be issued with a **performance contract** or a written warning as a result of not meeting the college expectations, as outlined in their learning agreement. It is not expected that a performance contract or warning will be issued

for all cases of minor misconduct or classroom management issues but that they will be issued where previous discussion, sanctions or intervention with a student has not resulted in improved behaviour.

Examples of behaviours that may lead to further sanctions if previous intervention has not resulted in improvement:

- absence, where it is not notified or reasonably explained
- poor punctuality
- late or non-submission of course-related work/assignments/directed study
- disrupting the learning of others
- lack of effort/enthusiasm such as not participating fully in learning activities
- lack of preparation for lessons such as not equipped and ready to learn
- use of inappropriate language
- minor cases of misconduct
- minor cases of disrespectful behaviour to other students, staff or visitors
- minor cases of misuse of the internet/IT equipment/mobile phones
- inappropriate use of mobile devices when in class or on college premises
- minor cases of misuse of facilities
- eating/drinking/vaping in inappropriate areas of the college
- persistently forgetting or not wearing the college ID badge
- persistently wearing hats, hoods or caps in the college

The above examples are not exhaustive or exclusive and some behaviours may be serious enough for formal sanction procedures to be taken without informal interventions having taken place such as parental meetings with teachers, subject actions and hours owed repaid.

5.3. Interventions can be issued by any member of staff and a student may be in receipt of several interventions across their programme of study to improve their behaviour or performance in a subject area.

5.4. A curriculum dialogue will be recorded on the student's portal by the member of staff noting a concern arising and when issuing an intervention. The reason for the caution and targets/expectations will be recorded. The student will be informed of the issue via their progress coach who may make the parent aware of the concern.

5.5. If the student does not demonstrate any significant improvement in meeting the demands of the intervention/s then further action may be taken in the form of a Performance Contract, updated interventions/targets or escalation to formal sanction procedures.

6. General Standards of Behaviour

6.1. ID Badges

It is an essential requirement for students to wear their ID badge at all times in The Sixth Form. The badges enable staff to identify individuals as a student of The Sixth Form which is important to safeguard our own learners and ensure that access is not gained by members of the public. In normal circumstances ID badges are also required in order to gain access to the barriers and classroom doors.

In the event that a student forgets their ID badge, the college's temporary ID issue procedure will be implemented as the college does not permit anyone on site without an ID badge, however inconvenient this may appear to be.

Temporary ID Issue Procedure

First instance - £1 deposit required for the issuing of a temporary ID badge. The £1 will be returned when the badge is handed back at the end of the day.

The second occasion - £1 deposit for a temporary ID badge this is non-returnable. This will occur for all subsequent times when a temporary badge is issued, up to the sixth time, as per the below.

The sixth or more - Students will be sent home to collect their ID badge, or they will be required to purchase a new one at the cost of £5.

6.2. Equipped and ready to Learn

All students must demonstrate that they are equipped to learn. This means bringing all of the equipment that they require to undertake learning in their lessons. This includes files, paper, pens, books, calculator or other specialist equipment. All of this material must be kept in an appropriate college bag. If a student arrives to college and is not equipped to learn, they will be asked to return home to collect their materials. Essentially, 'no bag, no entry'.

6.3. Safety and the Protect Agenda

We expect exemplary professional behaviours from all students. The key areas below constitute fundamental rules in The Sixth Form for the safety and wellbeing of all.

Visitors to The Sixth Form

Under no circumstances should students invite/bring visitors onto The Sixth Form premises. This is essential to safeguard all staff and students. Where students break this protocol immediate suspension will follow.

Sharing of an ID Badge

Students must not share their ID Badge with any other individual, this includes other

students of the college or anyone who is not a student of the college. Where students break this protocol immediate suspension will follow.

Caps, hats, hoodies and coats

To maintain a professional working environment and clear identification of college students, we have a policy of no caps, hats or hoodies within the college. Coats/outdoor garments cannot be worn in the classroom so students should be appropriately dressed and will not be allowed to wear a coat even if they say they are cold.

6.4. Violent Conduct

Any student who engages in any form of fighting or violent conduct will be subject to immediate exclusion from the college. This will be considered as Gross Misconduct. The College will implement the stop and search policy should concerns arise from staff or students. Where students break this protocol immediate suspension will follow.

6.5. Drugs, alcohol & smoking/vaping

The Sixth Form prohibits the use or possession of any intoxicating substances on its premises. Substance use or alcohol consumption can result in severe physiological and psychological problems and in some cases be the catalyst towards further use and is not conducive to academic success.

If students are intoxicated, they will be suspended immediately and sent home pending further parental contact and subsequent appropriate action. Smoking is strictly confined to the designated area. It is illegal for anyone to smoke anywhere else in The Sixth Form's grounds or immediate area surrounding the campus; this includes electronic cigarettes. Students who smoke in areas other than those designated are liable to be suspended. The College has a stop and search policy in place and this will be implemented where concerns arise from staff or students.

6.6. Spitting

The Sixth Form Bolton operates a strict 'no spitting' policy, this applies everywhere within the college campus and surrounding public pathways and highways. It also applies at external locations all times on trips and visits.

6.7. Gum

Students are prohibited from chewing gum whilst on the college campus. Bins are provided to enable students to dispose of gum prior to entering the college buildings, students found depositing gum on the public highways may be liable to a fine from the Local Authority.

7. Formal sanction procedures

The following sets out the formal sanctions procedures:-

Positive Behaviour and Sanctions Process

The following flow diagram demonstrates the progression of **most** students if they are placed on the sanctions process. However, there may be circumstances where the steps may be escalated if the misconduct is deemed to be more serious and/or considered gross misconduct. (CD – Curriculum Dialogue)

Step 1 – Student Challenged

Issue/s	Progress coach Action	Administrative action
Curriculum Dialogues, attendance, punctuality and behaviour issues arising	One to one appointment with progress coach to discuss CD's, attendance data and punctuality and concerns arising. PC will state clearly the reasons for the meeting and confirm the possible outcomes. The student will be given time to express their views and outline any individual circumstances to be considered Targets set and recorded on DAVE. Progress coach to monitor and review regularly.	Feedback to teachers/staff via DAVE Log one to one outcome on DAVE List and share interventions and actions with student and staff raising concerns

If no improvement following the reviews, then move to step 2

Step 2 - Parental and HOD/CL engagement

Issue/s	Progress coach Action	Administrative action
Curriculum Dialogues, attendance, punctuality	Parental engagement to discuss/share concerns, attendance data and	Feedback to teachers/HOD/staff via

and behaviour issues ongoing and no improvement following progress coach sanctions.	punctuality % to raise concerns arising. Targets set. Progress coach to monitor and review regularly.	DAVE Log one to one outcome on DAVE Follow up with parents as to improvements made
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Progress to Step 3 if no improvement and more concerns arising

Step 3 Parental meeting with HOD/Teachers

Issue/s	Progress coach Action	Administrative action
Curriculum Dialogues, attendance, punctuality and behaviour issues ongoing and no improvement following progress coach/staff sanctions. Curriculum sanctions are not working.	Progress coach to speak to curriculum teams to gather information. Parental meeting with progress coach or/or teachers to discuss CD's, attendance data, punctuality issues and concerns arising. Targets set with student. Progress coach to monitor and review regularly.	Feedback to teachers/staff via DAVE Log meeting outcome on DAVE Letter 1. home to parents Outlining: Date of the meeting <ul style="list-style-type: none"> Reason for the meeting Targets set for the student Review dates of the targets If not met PC will be issued

If these targets are NOT met, then move to step 4

Step 4 Performance Contract

A performance contract may be instigated at any point in an academic year or may follow a conditional contract from enrolment. For some students on a conditional contract, they may start their sanctions process at this step.

Issue/s	Progress coach Action	Administrative action
The purpose of a performance contract is to establish, with a student, the reasons for the contract being invoked and to set clear targets to be met to	Parental meeting with progress coach and teacher/s or HOD to discuss CD's, attendance data, punctuality issues and concerns arising. Targets set with student. Progress coach to monitor and review	Feedback to teachers/staff via DAVE Log one to one outcome on DAVE Review dates logged and recorded on DAVE x 2

<p>resolve the reasons for the contract. Issues might be related to a specific problem or event but are usually in place to address underperformance, poor attendance and lateness.</p>	<p>regularly. Links to Curriculum interventions/ sanctions.</p>	<p>Letter home to parents Outlining:</p> <ul style="list-style-type: none"> • Reasons for the contract being invoked • Clear targets to be met to resolve the reasons for the contract • Review dates x 2 • If not met Written Warning will be issued
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Step 5 Written Warning

Issue/s	Progress coach Action	Administrative action
<p>Student has failed the Performance Contract following 2 review dates or has been suspended due to misconduct/plagiarism.</p>	<p>Meeting with parents, progress coach and curriculum where appropriate. This should complement the ongoing parental communication that has been taking place throughout this learner’s process. Links to interventions/ sanctions.</p>	<p>Meeting logged and recorded on DAVE</p> <p>Letter home to parents Outlining:</p> <ul style="list-style-type: none"> • Reasons for FW being invoked • Expectations • If not met – Final Warning will be issued

Step 6 Final Warning

Issue/s	Progress coach and AP Action	Administrative action
<p>Student has failed the agreements of the written warning following reviews with progress coach. interventions/ sanctions have had no impact.</p> <p>Or:</p> <ul style="list-style-type: none"> • has been suspended due to misconduct/plagiarism. • Has been part of an investigation by the ALT/SLT 	<p>Meeting with parents, progress coach, AP and curriculum where appropriate. This should complement the ongoing parental communication that has been taking place throughout this learner’s process. Links to interventions/sanctions.</p>	<p>Meeting logged and recorded on DAVE</p> <p>Letter home to parents from AP/SLT Outlining:</p> <ul style="list-style-type: none"> • Reasons for FW being invoked • Expectations – specific • If not met - place at College will be removed

Step 7 Removal of College place

Issue/s	Progress coach and AP Action	Administrative action
<p>Student has failed the agreements of the final warning following review dates.</p> <p>Or:</p> <ul style="list-style-type: none"> has been suspended due to misconduct/plagiarism. Has been part of an investigation by the SLT 	<p>Meeting with parents, progress coach, AP and curriculum where appropriate.</p> <p>This should complement the ongoing parental communication that has been taking place throughout this learner's process.</p>	<p>Meeting logged and recorded on DAVE</p> <p>Letter home to parents from AP/SLT</p> <p>Outlining:</p> <ul style="list-style-type: none"> Reasons for removal of College place

Key requirements:

1. Parents will be kept informed throughout the sanctions process to ensure they are fully aware of the college's actions and progress through the process.
2. Progress Coaches will undertake a review of all conditional contracts, performance contracts, written warning and final warnings which will be documented on DAVE and detailed there.
3. Following all meetings held as part of the processes described in this policy, a letter will be sent to the parent to summarise the agreements made stating the outcome of the meeting, agreements/targets set in the meeting, the next stage of sanctions/interventions or celebrating the achievement of improvements.
4. When a learner achieves their targets and is removed from a conditional or performance contract a letter home will be sent to their parent/carer to celebrate this success.

8. Suspension procedure

Suspensions will normally be carried out by either the Progress Coach, a member of the Associate Leadership Team (ALT) or a member of Senior Leadership Team (SLT).

- Parent(s)/carer(s) will be informed of the suspension immediately or as soon as practicable and arrangements will be made for the student to return home safely.
- A suspended student will be advised that any attempt to enter the college site during this period will be regarded as a serious breach of conduct.
- The student's progress coach, course leader, relevant heads of department, teachers and MIS will be informed of any student who has been suspended.
- During the period of suspension teachers will be required to provide work for the student to complete remotely until the date of the review of college place meeting.

- A written copy of the reasons for the suspension will be sent to the student and a copy will be sent to the parent(s)/carer(s) along with a copy of the positive behaviour and sanctions policy.
- A 'review of college place' meeting will be arranged within 5 college days of the suspension, unless there are exceptional circumstances.
- During a suspension a student may be permitted to attend college for any external examinations but will be required to report to reception and be supervised at all times.

9. Withdrawal of college place

- A student's college place may be withdrawn as an outcome of Step 7 of this policy or following the failure of their conditional or performance contract.
- Students and parent(s)/carer(s) will be informed, in writing, of the reason for withdrawal of their college place and will be offered support and signposted to support provided from other agencies, as relevant.
- The student's progress coach, relevant Heads of Department, teachers, MIS and Student Liaison will be informed of any student who has had their place withdrawn and the student's ID Access will be removed.
- Where a student has the right to appeal the withdrawal of their college place under the appeals procedure the appeals procedure will be followed, see Section 10.

10. Appeals Procedure

10.1. A student has the right to appeal under the following circumstances:

- Procedural Errors – if there were significant errors during the disciplinary process that might have affected the outcome
- New Evidence – if new evidence has come to light that was not available during the original hearing that could substantially impact the decision
- Disproportionate Sanctions – if the sanctions imposed are deemed excessively severe or disproportionate to the offense
- Bias or Conflict of Interest – if there is evidence the decision-makers in the disciplinary process were biased or had a conflict of interest
- Misinterpretation of Policy – if there has been a misinterpretation of the college's policies or codes of conduct

10.2. Appeals Procedure

- Where the student has a right to appeal, the appeal should be addressed to the principal within 5 working days of the date the sanction was imposed.
- The appeal must clearly state the grounds for appeal (see 10.1 above)
- The Principal will, where possible, carry out and conclude the appeal within 10 working days of receipt of the appeal. If it is not possible to conclude within 10 days the principal will send the appellant an indication of how the appeal is being addressed and when they will receive a detailed response.
- The Principal will inform the appellant in writing of the outcome of the appeal.

Attendance and Absence Policy - Attendance

Excellent attendance is necessary for students to be able to reach their potential. The Sixth Form has a daily parental absence reporting policy. Any missed lessons represent 'lost learning' which they will be expected to repay in the week immediately after their return to The Sixth Form. If there is an absence to a remote teaching session, students must ring the college to report an absence as they would if they were due on the college site.

Your parents will be able to view your live attendance data via the Parent Portal as will you. Students must repay their absences in order to make up any lost learning and will likely be directed to undertake this work in the LRC study pod. Work completed should be handed to the relevant class teacher and they will record hours repaid.

Full attendance is expected for all parts of a student timetable: subject classes, coach groups, Professional Growth Programme (PGP) sessions and all related delivery in addition to any support workshops you have been referred to.

Holidays

The Sixth Form believes that the allocation of 14 weeks' holiday during the year is sufficient to prevent the need for you to take holidays during the College term. Extended periods of absence undermine your performance and are **not permitted**. Please do not book holidays without checking The Sixth Form's holiday dates to ensure that you are not making bookings in term time.

Any extended holiday taken during the College term time is likely to result in the student losing their College place. Where a student misses external examinations, compulsory work placements or key preparation for examinations, due to an extended holiday, then they will be immediately removed from the College roll.

Bursary payments are stopped during any term time holiday taken.

Punctuality

Punctuality is a fundamental requirement at The Sixth Form, as it allows students to not only achieve their academic potential but also demonstrate a key employability characteristic. Late arrival to class results in missing key lesson objectives and consequent lack of understanding when completing subsequent tasks. Furthermore, a lack of punctuality demonstrates a lack of respect for both teacher and fellow students. As in employment, it is a student's responsibility to make necessary arrangements to ensure excellent punctuality.

Excellent punctuality is expected for all parts of a student timetable: subject classes, coach groups, Professional Growth Programme in addition to any support workshops they have been referred to. Staff, Students and Parents can view our data related to punctuality in real time, once the portals are operational. Poor punctuality could stop future increases (subject to The Sixth Form funds) to weekly bursary payments. All Students with poor punctuality will be dealt with using The Sixth Form's Disciplinary Policy.

Absence reporting

In the event of illness, The Sixth Form's absence procedures are:

- A parent/guardian must inform the college before 10am on the day of the absence, regardless of the start time of the first lesson, by one of the following methods -
 - Use the Parent Portal to report the absence
 - Email studentabsences@bolton-sfc.ac.uk
 - Telephone - 01204 846215
- Please note absence must be reported for each day the student is absent.
- In certain circumstances a medical sick note may be required.
- If you are aware of an absence prior to the actual date (essential medical appointments only) you must inform your Progress Coach and Student Information in advance. Routine dental or medical appointments should be made outside of lesson times and may not be authorised.
- Proof of absence must be shown to the staff at Student Information or to the Progress Coach. If a student needs to leave The Sixth Form during the day they must go to Student Information and sign out. This is important in terms of Health and Safety as we need to know who is in the Sixth Form at any given time.

Absence and bursary checking

Any weekly Bursary payments will be paid based on the previous week's attendance and a student must have zero unauthorised attendance marks to qualify for payment. It is a student's responsibility to check that their attendance records are accurate. Any attendance queries must be resolved on the Monday following the previous week's attendance.

Any appeals must be directed to an Associate Leaders. If there are unauthorised absences, because the absence reporting procedure has not been complied with, this will result in bursary payments being stopped. To receive a weekly payment, the absence approval policy must be followed and academic progress must be being

made/maintained. The Sixth Form has the right to stop payment for significant misconduct issues.

Snow and adverse weather procedure

- We have very occasionally had to close The Sixth Form due to severe snow. Details of closures for bad weather will be posted on The Sixth Form's website and advice for students will be emailed to their accounts which are ~~also~~ available via The Sixth Form website. The Sixth Form website should be the first place to check for information. If you have examinations in periods of adverse weather conditions, it is still almost certain that the examinations will go ahead. Exam boards will not make allowances for adverse weather. It is essential that students make every effort to get into The Sixth Form to sit their examinations as special consideration will not be made in these circumstances.

Absence for Religious Observance

- The Sixth Form allows students to request one day off College for Religious observance. Students must follow the absence reporting procedure above to be marked as authorised.

ATTENDANCE MATTERS



On average a student will attend 15hrs 20mins of lessons per week

What does your attendance mean to your learning?

Attendance	Lessons	Hours	Impact
100%	0 lessons lost	0 hours lost	Your attendance is excellent. You are maximising your chances to make excellent progress.
99%	4 lessons lost	6 hours lost	
98%	7 lessons lost	11 hours lost	
97%	11 lessons lost	17 hours lost	Your attendance is starting to have a negative impact on your progress.
96%	15 lessons lost	22 hours lost	
95%	18 lessons lost	28 hours lost	
94%	22 lessons lost	33 hours lost	You are below the college expectations. You are missing a large number of lessons and reducing your chance of making progress considerably.
93%	26 lessons lost	39 hours lost	
92%	29 lessons lost	44 hours lost	
91%	33 lessons lost	50 hours lost	
90%	37 lessons lost	55 hours lost	

A 95% attendance or below = At least one drop in grade per subject!

If your attendance drops below 95% your place at college is at risk.

ATTENDERS ACHIEVE - ACHIEVERS ATTEND

IT Acceptable Use Policy

The Sixth Form provides a wide range of communications and information for students to support their learning. When they enrol, they are required to sign and agree to using The Sixth Form Bolton's IT facilities in an appropriate and acceptable manner. Misuse of the IT system can result in disciplinary action. Each time a student logs onto the IT system they are agreeing to the Acceptable Use Policy. A summary of this can be seen below and refers to all users. The full version can be seen on The Sixth Form website.

All Users MUST

- Take responsibility for their own use of technologies, making sure that they use technology safely, responsibly and legally. Some examples of illegal use would be: theft by download, theft by copying copyright material, fraudulent purchases or transactions, libellous postings or emails, intentional system/software damage.
- Be active participants in e-safety education, taking personal responsibility for their awareness of the opportunities and risks posed by new technologies.
- Ensure that no communications device, whether provided by The Sixth Form or personally owned, will be used for the bullying or harassment or discrimination of others in any form.
- Not knowingly access or distribute obscene material. Resources are in place to restrict access to unacceptable and unsafe web sites. This includes materials and sites which are linked to extremist organisations which seek to radicalise vulnerable students and undermine British Values.
- Ensure that no applications or services accessed by users may be used to bring The Sixth Form, or its members, into disrepute.

All Users

- Have a responsibility to report any known misuses of technology, including the unacceptable behaviour of others.
- Have a duty to respect the technical safeguards which are in place e.g. virus protection, security settings. Any attempt to breach technical safeguards, conceal network identities, or gain unauthorised access to systems and services is unacceptable.
- Have a duty to report failings in technical safeguards which may become apparent when using the systems and services.
- Have a duty to protect their passwords and personal network logins, and should log off the network or lock screens when leaving workstations unattended. Any attempts to access, corrupt or destroy other users' data, or compromise the privacy of others in any way, using any technology is unacceptable.
- Must not cause physical damage to The Sixth Form owned IT equipment, move

or remove such facilities without permission.

- Must use network resources responsibly. Wasting staff effort or networked resources, or using the resources in such a way so as to diminish the service for other network users, is unacceptable.
- Must understand that network activity and online communications are monitored, including any personal and private communications made via The Sixth Form network.
- Must be aware that in certain circumstances where unacceptable use is suspected, enhanced monitoring and procedures may come into action.
- Access to current and future social networking technologies is permitted within The Sixth Form. Any defamatory statements made by users may be treated as a disciplinary offence.
- Must be aware that all unacceptable usage will be handled using the relevant disciplinary procedure.

Network Passwords

When changing or setting your network password, it must meet the following requirements:

- Not contain the user's account name or parts of the user's full name that exceed two consecutive characters
- Be at least 12 characters in length
- Contain characters from three of the following four categories:
 - Uppercase Letters (A through Z)
 - Lowercase Letters (a through z)
 - Numbers (0 through 9)
 - Special characters (for example, !, \$, #, %)

Complexity requirements are enforced when passwords are changed or created.

If you enter your password wrong 3 times, your account will be locked out for 30 minutes, after this time you can try again.

When choosing a password, it is recommended that you choose 3 random words, for example *HouseKidsToys9?* This usually allows you to meet the password complexity rules and normally the password can be remembered.

Microsoft 365

The College gives students access to Microsoft 365, which allows students access to Email, Office web tools (Word, Excel and PowerPoint), Teams and OneDrive (Cloud Storage).

To access these resources, go to <https://www.office.com> and sign in with your College email address and password.

Your College email address will be in the following format:

Student ID@bolton-sfc.ac.uk

For example, 123456@bolton-sfc.ac.uk

Multifactor Authentication

When logging onto Microsoft 365 for the first time from outside College you will be prompted to setup Multi Factor Authentication. Once set up, when you log onto a device that isn't connected to the College network, i.e., from home, you will be requested to enter a 6-digit code. The code can be delivered either to an alternative email address, text message or by using the Microsoft authenticator app.

Password Reset

When you first log onto Microsoft 365 you will be presented with a request for more information screen. Follow the instructions and set up either an authentication phone, alternative email address or answer a number of security questions and in the event, you need to reset your password you will be able to do it via Microsoft 365. If you don't set this up, you will need to come into College to reset your password.

Once set up simply click on '*forgotten my password*' on the sign in screen and then follow the onscreen instructions.

Contacting IT Systems for help

If you need assistance, you can visit the IT Systems office on the first floor and speak to one of the technicians or email: ITSystems@bolton-sfc.ac.uk

BYOD

The College recognises that the use of non-College owned (personal) devices can be beneficial to Student's whilst they are at college, this may include laptops, tablets, phones etc. To facilitate this Students are permitted to connect to an Open Access Wi-Fi network (AccessSFB) to access the Internet, you will need to enter a password to connect to the Wi-Fi network, this will be made available to you when you start College. Once connected students will need to log on using their College username and password.

Whilst using the service Students **MUST** ensure that the devices firewall and security features are enabled. Users must ensure the device is maintained ensuring its regularly patched and upgraded using updates provided by the manufacturer.

A full copy of the BYOD policy can be found on the student portal.

Remote Learning

When you participate in remote or 'live' learning events then you **MUST** adhere

to the following Code of Conduct:

- Behave appropriately at all times in accordance with the College code of conduct and IT use policies. Failure to do so will result in relevant action being taken
- You should **NOT** record any sessions. **Anyone recording materials and further distributing them will be subject to disciplinary action.** If you need to re-watch sessions, they will be available on the platform you are working on
- If it is a video Q and A you should be suitably dressed and be located in a neutral a location as possible but it is more likely that staff will operate an audio only session in terms of student participation
- If teachers are delivering a 'Live lesson' from a classroom that you access remotely, they will also record the session and make it available on E Stream/ TEAMS platforms they are broadcasting on for those who cannot attend at the time of broadcast. If you cannot attend a live timetabled session because of illness, you **MUST** telephone the College to tell them you are absent. When you have accessed the materials at a later date, teacher records of your taking part in the session will be updated. **It is your responsibility to tell/prove to your class teacher that you have now accessed the lesson and completed any relevant work associated with it.**

Trips, Visits and Activities Policy

The Sixth Form Bolton incorporates trips, visits and off-site activities into programmes of study, pastoral activities and enrichment activities in order to support the delivery of the curriculum, and to offer enrichment opportunities. Trips are categorised as follows:

Academic Trip – compulsory trips during which essential elements of the curriculum are delivered. This will be funded fully by The Sixth Form.

Enrichment Trip – this is not a compulsory trip however participation will enhance the learner's broader appreciation of the subject. Students may be asked to contribute towards the cost of this trip or be eligible for funding through the Bursary to cover these costs.

Social Trip – these would take place exclusively in the period after summer Exams and would be typically restricted to BTEC courses where student participation is unlikely to impact on other curriculum areas. These would not be funded by The Sixth Form.

Parental/Guardian Consent

For activities that present no significant risks, such as trips to venues in the local Bolton area that take place within the student's normal timetabled hours, parents' permission is not required. In order to minimise paperwork and in an effort to work towards becoming paperless, we will inform parents/guardians of the details of the trip by text message. Details of the trip will be available to view on the Parent Portal. These types of trips will not incur any cost to the student and will be considered as a compulsory trip.

Where a department regularly goes on trips within the Greater Manchester area, we will add these details to the Parent Portal at the start of the year outlining the planned visits for the academic year and seek permission via the Parent Portal to cover these multiple trips. We will send a reminder text message to parents/guardians before each trip. Students may be responsible for their own travel to and from the location being visited.

For activities which are low risk but are not within the local Bolton area, outside of normal Sixth Form hours, or if the activity is not funded by The Sixth Form, we will add these details to the Parent Portal and ask you to give permission via the portal. If there is a cost for the trip, payments can be taken at Student Information or over the phone through our Finance team. **Please note that payment can only be taken once permission has been given.** Where a deposit is needed, this must be paid in accordance with the date provided to guarantee a place. If the trip does

not go ahead we will endeavour to refund the deposit, however, this may sometimes be non-refundable.

For educational visits which include an overnight stay or a high-risk activity (such as fieldwork or outdoor activities), The Sixth Form will seek additional detailed information. We will issue a Medical Consent Update Form for each student attending, along with The Sixth Form code of conduct and a letter that contains a parent/guardian consent slip, both of which must be returned, fully completed prior to the student attending.

It is the student's responsibility to update their personal information (including allergies, medical conditions etc) and emergency contact numbers when necessary, by informing Student Information. On any trip or visit, the Student Code of Conduct applies.

Student Code of Conduct/for Trips, Visits & Activities

It is imperative that you follow The Sixth Form's Code of Conduct and act responsibly whilst taking part in a College trip, visit or activity. We ask all students to read the following guidelines carefully so that you fully understand our expectations of you when partaking in a College activity.

Before the Trip/Visit/Activity

- During the period leading up to the visit, students should read and act upon all documentation provided by the course organiser, attend preliminary meetings, complete and provide any necessary documentation and, where appropriate, make payments within the appropriate time frame.
- It is the student's responsibility and that of their parents/guardians to ensure that they have the correct documents for overseas visits, these will include passport (with at least 6 months remaining), necessary Visas, EHIC/GHIC card and any additional insurance cover above that provided through The Sixth Form. Non-UK students should ensure that they can travel freely in and out of the UK on the documentation they have.
- It is the student's responsibility and that of their parents/guardians to ensure that The Sixth Form is informed in writing of any medical condition (including allergies) and dietary requirements (for residential visits) prior to the commencement of a trip. This information must be kept up to date throughout the student's time at The Sixth Form and can be accessed on the Student and Parent Portals.
- Ensure The Sixth Form has the correct contact details for the student and Next of Kin, to be used in the event of an emergency. It is important that students update contact information if it changes during their time at The Sixth Form, again by informing Student Information.
- Relevant staff will present the Risk Assessment covering all aspects of the trip to the students, students must ensure they are aware of their responsibilities regarding the actions they must take to mitigate/minimise all identified risks.

During the Trip/Visit/Activity

- All students are viewed as ambassadors for The Sixth Form Bolton; thus, students are expected to behave in a manner which respects fellow students, staff and members of the public, ensures individual safety and maintains the good image of The Sixth Form Bolton.
- Students have self-responsibility and a responsibility to others. They should behave

in a manner which avoids placing themselves or others at risk.

- Students are required to comply with the law of the UK and/or the laws of the country which they are visiting.
- Students are expected to respect, listen to, follow and abide by advice, rules and instructions supplied by accompanying College staff, staff members of educational centres, and officials of the UK or the country being visited.
- Students should adhere to times given for meetings, activities, liaising with staff and organised transport and must ensure that staff are aware of their whereabouts at all times.
- Students are responsible for presenting themselves at the appropriate time and place for the start of the visit. When trips return to The Sixth Form out of College hours, parents/guardians are responsible for arranging the student's onward journey.
- Students are responsible for their valuables and personal documentation whilst on trips, unless such items have been placed with venues for safekeeping.
- The Sixth Form Bolton has a no smoking policy (including e-cigarettes). This will also apply when travelling, during the day's activities and in residential accommodation. Students should also abide by any no smoking requirements operating in facilities used or visited.
- Students are not allowed to purchase, consume, carry or supply alcohol, illegal substances or dangerous/offensive weapons. Disregarding this may result in immediate disciplinary action by staff and The Sixth Form Bolton. In addition, students may find themselves in breach of the laws of a particular country and may be subject to their legal procedures. There may be situations when the consumption of alcohol is allowed with meals in countries where the student is above the legal age for consumption. This will be made clear by members of staff before and during a residential visit. Parents/guardians should inform The Sixth Form in writing should they have any objection to this legal consumption of alcohol.
- Students on a residential visit must remain in their specified accommodation/room and adhere to given curfews. The supervising residential staff at the places visited are there to make the visit enjoyable, and are to be treated as having similar authority as The Sixth Form Bolton's staff.

Failure to Comply with the Code of Conduct

- Students who fail to comply with the above Code of Conduct may, at the discretion of the organiser, be disciplined. Depending on the nature of the breach this could involve measures including close supervision; restriction of learning activities that can be undertaken; restrictions regarding the use of personal time; being sent home at the students'/parents' expense; referral to senior staff for disciplinary action and possible expulsion.

- The Sixth Form needs to be confident that students taking part in offsite activities/educational visits understand their responsibilities on these visits and the importance of these visits to their own and other students' study programmes. The Sixth Form Bolton needs to be confident that students will act in a mature and responsible way in order to bring credit to themselves and to The Sixth Form Bolton. The staff will only provide trips and visits opportunities to those students who are willing to adhere to the Code of Conduct.

4. Support for Students

Progress Coaches

The Progress Coach has an overview of all student progress, personal growth and achievements at The Sixth Form. Their role is to help and support students to manage their academic progress, personal growth and working closely with teachers and parents/guardians. As your first point of contact in The Sixth Form, the Progress Coach will help learners in a number of ways:

- Settling into life at The Sixth Form
- Offering support for any personal issues that may arise
- Ensuring that you are on the right course and have transitioned into College well
- Highlighting enrichment opportunities and encouraging you to develop your personal, wider academic and employability skills
- Helping you to organise and manage your time effectively
- Guidance when applying for post 16 destinations; university courses or employment
- Helping with any problems or questions you might have



Group coaching sessions take place throughout the year and are an important and compulsory part of a student timetable. Students will also see their progress coach regularly for one-to-one meetings to review their academic progress and to agree performance targets. Attendance will be closely monitored, and action taken when it falls below The Sixth Form's expected standards.

Student safety and welfare is important to us. The Sixth Form's Safeguarding Officers, the BSafe team, are here to support our young people if their personal circumstances place them in a vulnerable position. They can also contact their progress coach or any one of The Sixth Form's Senior Managers.

Students can self-refer to The Sixth Form's counsellor, Beverley Downings by email on **bdownings@bolton-sfc.ac.uk**

Operation Encompass Reports

Operation Encompass has a series of aims:

1. To enable staff in every educational setting to understand how to support children who are experiencing domestic abuse, no matter where in the world that child/young person lives.
2. To enable staff in every school to understand how to support children who are experiencing domestic abuse, no matter where in the world that child/young person lives.
3. To ensure all children experiencing domestic abuse receive timely support in their educational setting, no matter where in the world that child/young person lives.
4. To ensure that all educational setting receive timely information about all police attended incidents of domestic abuse, no matter where in the world that child/young person lives.

The College therefore supports Operation Encompass and receives all reports regarding domestic violence where the police have attended an incident of domestic abuse where one of our students resides. The BSafe team will then support our young person in a timely manner. Such reports are stored on CPOMS (Child Protection Online Monitoring System) and all actions/support are recorded here as a College.

<https://www.operationencompass.org/>

Curriculum Support

All curriculum areas offer a wide range of academic support that varies throughout the two years of study. It is vital that students attend any extra

support that has been added to their timetable. Any activity added to a timetable means it is compulsory.

Health & Wellbeing

The Sixth Form actively promotes a healthy lifestyle and wellbeing for all students and staff. We have our own College counsellor and can signpost students to the service run by Bridgewater Community Healthcare called “The Parallel”.

Here at The Sixth Form we want our students to get the most out of their time with us. We have recognised that the health and wellbeing of each individual student is vital for them to have the best experience possible during their studies.

We regularly promote advice and guidance on different aspects of health such as:

- Physical health
- Mental health
- Healthy diet
- Well-being
- Resilience

We also run events throughout the year where we designate certain days/weeks to a topic surrounding certain health matters.



Students with a special educational need or disability

Our Learning Services Team meets the specific learning needs of students who may need short term or on-going help to succeed on their course. The Sixth Form has specialist support staff, who work in classes or in discrete small group or one-to-one sessions. In addition, we have a range of assistive technologies.

Learning Services staff can also help if you have a learning, sensory or physical disability. The Learning Support Team apply for exam access arrangements and can provide specialist equipment (such as a laptop or software) where necessary. Please contact your Progress Coach or Darren MacFarlane, Senior Leader and Head of Learning Services if you have any questions.


BSafe Team


Safeguarding is defined by the government as ‘the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.’

The Sixth Form is fully committed to the safety and wellbeing of all our students and has a team of specialist safeguarding officers on site, known as The Sixth Form ‘B Safe’ team.

There is additional information available on the Pastoral Portal. Students can also trigger the ‘Alert’ button on your ‘My Page’ within the Student Portal.


BSAFE TEAM






EMMA COLLIER
DEPUTY DESIGNATED SAFEGUARDING LEAD


TRACEY KAVANAGH
SAFEGUARDING OFFICER






DARREN MACFARLANE
DESIGNATED SAFEGUARDING LEAD


JULIE CURRAN
LEARNING SERVICES &
BSAFE TEAM MEMBER









DENISE CRILLY
MENTAL HEALTH CO-ORDINATOR
& BSAFE TEAM MEMBER

SARAH BALL
ASSISTANT PRINCIPAL
& BSAFE TEAM MEMBER



#B6Ready MENTAL HEALTH @thesixthformb6     www.bolton-sfc.ac.uk

Prevent Strategy

As a College we have a legal obligation to deliver the Government's Prevent Strategy, which forms part of our College Safeguarding Policy. This Prevent Strategy is designed to reduce the threat of terrorism in the UK and specifically to reduce the risk of people being drawn into terrorism by becoming radicalised. Students should be aware that terrorism and radicalisation take many forms and can be from different political standpoints, cultural viewpoints or faiths.

Radicalisation (noun)

The action or process of causing someone to adopt radical positions on political or social issues.

The Sixth Form is an inclusive provider of 16-19 education. As a College we foster shared values and cohesion. Extremist ideology runs counter to the College and British Values which make our community successful, including respect and tolerance for others, the right to live and study free of persecution, freedom of speech, democracy, the rule of law and equality of opportunity and treatment.

If students have any concerns at any time that someone, they know in The Sixth Form is or may be being radicalised, they should report this to one of The Sixth Form's 'B Safe' Team. We will be looking at these issues during the College year throughout the progress coaches group delivery programme.

Student Financial Support

The Sixth Form receives the following funding from the Education Skills Funding Agency (ESFA) to support students:

- Further Education Free Meals Fund
- 16-18 Bursary Fund

This funding is to support eligible students studying further education courses funded by the ESFA. The ESFA Guidance related to these funding streams states how the funds should be allocated and prioritised. The allocation of funds is linked to the individual needs of the students which will be assessed by the answers given in the Student Eligibility and Evidence section of the online Free Meals and Student Bursary Application Form or by individual interviews.

Students are expected to maintain 100% attendance at The Sixth Form. Any unauthorised absences will stop any weekly Student Bursary/ Travel Grant payment.

For more detailed information, please see the Student Financial Support Policy and Guidance on the student portal.

PG1 Vulnerable Bursary

To qualify for this bursary, students must be under 19 years of age on 31st August 2024 or continuing a study programme they began aged 16-18 and meet one of the following criteria:

- In care or care leaver
- In receipt of Income Support or Universal Credit because they are financially supporting themselves
- In receipt of both Employment Support Allowance (ESA) or Universal Credit (UC) and Disability Living Allowance (DLA) in their own right, or Personal Independence Payments (PIP)

Each student will be individually assessed to determine the amount of support required. Any payments are made weekly, paid directly into the student's bank account or **support can given through payment in kind.**

PG2 Discretionary 16-18 Bursary

To qualify for this bursary, students must be under 19 years of age on 31st August 2024 or continuing a study programme they began aged 16-18 and meet one of the following criteria:

- Parents'/guardians' currently receiving any type of income-based support (i.e. Working Tax Credit) and the household income is less than £35,000 per year OR
- Having a combined household income (income of the parent(s)/guardian(s) of the student) below £35,000 per year.

Support will be based on the individual needs of the student and provided by a combination of:

- A weekly payment may be provided to contribute to payment for food/ drinks, for each day the student attends The Sixth Form. This will be paid directly into the student's bank account
- Payment in kind for any other agreed support required, for example DBS, UCAS Fee

Travel Grant

- If you live 4 miles, or more, away from The Sixth Form and do not qualify for the Greater Manchester 'Our Pass' there may be some financial assistance available towards Travel Costs. Please enquire at Student Information.

https://ourpass.co.uk/?utm_source=TfGM%20homepage&utm_medium=MPU&utm_campaign=OurPass&utm_content=organic

Please contact the staff in the Student Information Centre for help with your bursary application



Further Education Free Meals Fund

To be eligible for a daily free meal, the student or their parent/guardian/carer must be in receipt of one or more of the following benefits:

- Income Support
- Universal Credit with net earnings not exceeding the equivalent of £7,400 pa
- Income related Employment Support Allowance (ESA)
- Income based Job Seekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of the State Pension Credit
- Child Tax Credit (provided they are not entitled to Working Tax Credit and have annual gross income of no more than £16,190 as assessed by HMRC)
- Working Tax Credit run on – paid for 4 weeks after stopping qualifying for Working Tax Credit

Exams, Fees & Other Charges

BTEC Awards

Students are entitled to one free entry for each examined BTEC unit of their course. Students will have to pay the full entry fee for any units which they wish to re-sit. The exam fee must be paid before the entry is made Refunds may be available if:

- a student withdraws from a re-sit entry in advance of any deadlines imposed by the examining body, or the College and no irrecoverable fees have been incurred by the College. (Late fees incurred will not be refunded.)
- a student achieves a distinction level in their re-sit. This is in recognition of their achievement

The current exam fee will vary depending on the unit and course. College Senior Managers may also outline other circumstances when students are expected to pay their own exam fees (e.g. poor attendance or unauthorised leave).

BTEC First Award, Certificate, Extended Certificate, Diploma Units (late fees also apply).

BTEC Nationals Timetabled tests or set-tasks (late fees also apply).

GCSE Mathematics/English Language

Students with agreement of the department may be offered a voluntary resit opportunity in November for GCSE Mathematics and/or GCSE English Language. Students are expected to pay the exam fee, the cost of which is available from the Exams Officer or the Exam Board (late fees also apply).

Refunds may be available if:

- a student withdraws from a re-sit entry in advance of any deadlines imposed by the examining body, or the College and no irrecoverable fees have been incurred by the College. (Late fees incurred will not be refunded.)
- a student who achieves a grade 4 or higher in the November resit.

We will refund this fee for students who achieve a grade 4 or higher in the November resit.

Progression Examinations

Progression examinations are an important part of assessing whether a student is making appropriate progress in your course in preparation for external examinations. Formal progression examination weeks form part of the College

calendar and thorough preparation for these is expected. At the end of the first year, students will sit the College's formal end of year examinations, which provide a good indicator of overall performance at this point and suitability for second year progression.

Students requiring exam access arrangements

If a student requires special arrangements for examinations, such as extra time allocation or the use of a scribe, they will need to inform their progress coach as soon as possible so that, where appropriate, exam access arrangements can be applied for insufficient time before the examination.

Policies and Procedures

Exam policies and procedures can be found on the Student Portal.

Other charges

The Sixth Form seeks to ensure that any extra costs incurred are kept to a minimum. As such there are no course fees to pay, unless students are required to by Local Authority guidelines, and there is no registration fee.

Charges which may be payable, and are not defined as fees, include:

- Additional printing credit if the free allowance is exceeded
- Replacement ID badges
- Students are encouraged to buy set texts in English Literature
- Students will be asked to pay for any damage to College property and equipment resulting from unreasonable behaviour
- Trip charges for the travel, board and lodging and other additional costs associated with trips and similar activities, which are outside the requirements of the course. Financial support may be given to students who qualify for the bursary. Where trips are compulsory The Sixth Form will provide funds
- Charges may be made for optional extra activities which are outside the scope of the course specification

Equal Opportunities

The Sixth Form looks to ensure that equality of opportunity is available to all members of the College community. For our College this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes. We also look to devise creative and respectful ways of using the diverse experiences of students to add value to the learning experience for everyone. In short, we value everyone as individuals.

All students and their parents will receive equal treatment, regardless of gender, ethnicity, sexuality or disability. Any concern should immediately be notified to your Progress Coach or one of the College's Senior Managers. This policy also extends to cover issues such as graffiti, name calling, physical violence or harassment. We have an Equality, Diversity and Inclusion Coordinator who can be contacted via email spatel@bolton-sfc.ac.uk

Celebrating Diversity

The Sixth Form aims to make sure that all staff and students know more about the varied cultural and religious backgrounds of staff and students at the College and encourages students to get to know and work with people from other backgrounds. Students take part in a wide range of events across the year to recognise and celebrate The Sixth Form's diverse communities.

British Values

The Sixth Form sees British values underpinning what it means to be an integrated citizen in our multi-cultural, multi-faith society. As well as actively promoting these values to our students, The Sixth Form will seek to embed these into the students' pastoral programmes and across curriculum areas.

Religious Festivals

The Sixth Form fully respects that students celebrate different religious festivals. The Sixth Form recognises certain important religious days as warranting time away from studies. Any student who wishes to be absent from College for reasons of religious observance should follow College absence procedures.

CAREERS PROGRAMME

YEAR 12

Key Events and Experiences

- 1:1 Careers Guidance Appointments
- Professional Growth Programme
- Guest speakers across curriculum
- Trips and visits
- Enrichment
- Careers Day
- Work Experience
- Volunteering



YEAR 13

Key Events and Experiences

- 1:1 Careers Guidance Appointments
- Professional Growth Programme
- UCAS Support
- Apprenticeship Academy
- Interview Preparation and Practice
- Guest speakers across curriculum areas
- Trips and visits



B6 Careers Programme

The B6 careers programme has been awarded the Quality in Careers Standard which ensures that all students have the opportunity to develop their careers awareness and employability skills via a wide range of careers-related activities. This includes activities delivered within subject areas as well as bespoke activities which are facilitated by the B6 Careers team. Examples of these activities include: Employer-led project briefs, guest speakers from industry and higher education, workplace safari visits and trips to universities. All students can self-refer for guidance appointments with our team of qualified careers advisers as many times as they need during their time at sixth-form.

Professional Growth Programme - Employability

The world of work has changed considerably over the last decade and we aim to support our students in meeting these new demands. The employability sessions we provide as part of the Professional Growth Programme will equip students with the necessary skills and knowledge to prepare them for employment in their chosen career.

As part of the Professional Growth Programme, students sign up to a chosen career pathway and undertake a weekly programme of employability sessions which will help them develop the skills that employers within their chosen career path are looking for. The Professional Growth Programme is delivered via a combination of online learning modules and in person 'live' sessions, where students will take part in hands on activities which will enhance their teambuilding and communication skills.

Work Experience

Work experience is a vital part of a young person's learning experience. It supports the academic skills students develop during their time at The Sixth Form Bolton and allows them to acquire skills that cannot be taught in the classroom, ensuring they are work ready when it comes to seeking employment. It also aids students in choosing an industry and career path to move forward in, enabling them to make contacts in that industry they would otherwise not be exposed to. 'Real world' experience can add considerable weight to your CV, and for those applying to university, professional experience looks great on their UCAS personal statement. The government has identified that if a student has 4 or more encounters with an employer by the age of 18, they are 86% less likely to be unemployed as an adult. It also allows students to experience personal growth through the development of self-reliance, stepping outside their comfort zone and enabling them to identify their strengths and areas for improvement.

A study by the City and Guilds vocational training unit shows that **80%** of employers think work experience is essential and **66%** of employers would be

more likely to hire a young person with work experience over someone without any.

Please contact Emily Dover edover@bolton-sfc.ac.uk for further help and guidance relating to work experience.

Through completing a work placement learners will:

- Improve their ability to gain a job
- Develop their knowledge and skills relevant to their course and future career
- Develop their employability “soft skills” such as communication and problem solving

A Level students will complete their work experience placement in the week commencing 16th June 2025.

BTEC Extended Diploma students in Sport, Public Services, Science and Art, ICT and Business all students will complete a week’s long compulsory work placement of their choice. Dates for work experience can be seen on page 4 of this handbook. Responsibility for obtaining this placement lies ultimately with the students although there is a vast amount of support and guidance available to assist you at The Sixth Form through the work experience officer, careers guidance team, curriculum teachers and progress coach.

The B6 Work Experience Awards

Students are able to record any work experience they undertake on the Professional Growth Programme’s Work Experience Module. Student’s commitment to work experience is celebrated and the following badges are awarded to students according to the number of work experience hours they have undertaken:



Diamond

Students who achieve the diamond award will complete at least 200 hours work experience will usually be BTEC students who take part in the Industry Placement Programme. These students will undertake work placement for 14-28 weeks depending on whether they do 1 or 2 days.

Platinum

As with the diamond award Platinum students will complete 100 hours work experience through taking part in the Industry Placement Programme. This will usually be achieved by attending placement for 1 or 2 days per week for between 7-14 weeks on the days they do not have lessons.

Gold

The gold award will be awarded for 50 hours of work experience, this will generally be those students who have undertaken 2 weeks placement.

Silver

The silver award will be awarded to those students who complete 1 weeks work experience as part of their course or curriculum programme.

Bronze

Those students who undertake 1 days placement during their time at college will be awarded the bronze award.

“All of the evidence from employers and government agencies indicates that students with work experience have that vital ‘step up’ when competing for jobs.” **Dr Charles Knight, Associate Director, Edge Hill University Business School**

“Work experience is a key component within further education, not only do learners gain an understanding of the workplace, they also get to link real experiences to their academic learning. Work experience can also be the edge a learner needs against other candidates in their next steps of the career journey.” **Kat Healey, Head of Learning and Development Seddon Construction Ltd**

Enrichment

Students at The Sixth Form Bolton will have the opportunity to take part in a wide range of enrichment activities. These are provided to ensure that students leave The Sixth Form with more than just an excellent grade profile.

We actively encourage all of our students to undertake a range of enrichment activities, particularly in your first year. The enrichment programme is designed to help students stand out from the crowd and become fully equipped for life after The Sixth Form Bolton. The activities we offer allow students to gain skills in new areas, further existing skills, make new friends and take part in a range of leisure activities.

Our current programme includes:

B ACTIVE

- Cricket Academy
- Boys' & Girls' Football Academy
- Performance pathway
- Level 2 Gym Instructor

B GIVING

- Voluntary Service Award
- Peer Mentor Programme
- Primary School Mentor Programme

B INVOLVED

- Student Council
- The Sixth Form Magazine
- Law Society
- Business Enterprise

B CREATIVE

- Performing Arts Academy
- Band
- Film Club
- E-sports

B PREPARED

- First Aid
- Sign Language
- UK Senior Maths Challenge
- Debating Society
- MHFA England – Mental Health First Aid Certificate

A variety of activities and trips will also be available to all Level 3 students on the College's designated Enrichment Day on **Wednesday 20th November 2024**.

To find out more ask your progress coach or email edover@bolton-sfc.ac.uk or slawther@bolton-sfc.ac.uk



B6 Learner Voice

The Sixth Form is committed to listening to our students and responding to their views about their College experience. There will be many opportunities throughout student time here for them to contribute to the development of The Sixth Form. B6 Learner Voice is a formal way for students to have their say and make a difference.

As a member of the B6 Learner Voice, learners will attend meetings to discuss current affairs happening in College, explain how they might impact students, and contribute their own ideas and suggestions. Students will ultimately be enhancing the quality of College life from a student perspective. Most importantly, they will be developing a range of transferable skills that future employers and universities require.



at

The B6 Learner Voice aims to ensure that students enjoy their time at The Sixth Form by organising and facilitating a range of events and activities throughout the academic calendar, for example the MacMillan Coffee Morning, Children in Need and more.

Positions available within the B6 Learner Voice are;
President, Vice President, Charity and Events Organisers, Student Governors and Equality and Diversity Representatives.

If you require any additional information regarding the B6 Learner Voice please contact your Progress Coach or the Learner Voice Progress Coach: Javan Dawson jdawson@bolton-sfc.ac.uk