



# Handbook for Sixth Form Students and their Parents

2023/2024

<b>Welcome from the Head of Sixth Form</b>	<b>Page 3</b>
<b>Term and Holiday Dates</b>	<b>Page 4</b>
<b>School Times/Registration</b>	<b>Page 5</b>
<b>Members of the Sixth Form Team/Student Progress Tutors</b>	<b>Pages 6/7</b>
<b>Sixth Form Pastoral Structure</b>	<b>Page 8</b>
<b>Support for Students/Safeguarding Information</b>	<b>Pages 9/10/11</b>
<b>Programme of Study</b>	
• 16-19 Study Programme/Core Aim/Enrichment/Careers Support & Pathways	Page 12
Destinations/Problems with courses/Independent Learning/Supported Learning	Page 13
Keeping students on Track/Sims Tracker/Study Periods	Page 14
• Sixth Form Curriculum	Page 15
• Year 12 PSCHE Schedule	Page 16
• Year 13 PSCHE Schedule	Page 17
<b>Standard of Behaviour/School Organisation</b>	
• School Rules/Exclusions	Page 18
• Sixth Form Dress Code/I.D. Badges	Page 19
• Valuables/Mobile Phones/Misuse of ICT	Page 20
• Student Communication/Registration/Part-Time Employment	Page 21
<b>Monitoring/Reporting System &amp; Parents' Evenings</b>	
• Sixth Form Monitoring System/Reporting System & Parents' Evenings & Monitoring Dates	Page 22
• Rewards/Study Removal/File Checks/Study Support Programme/Reporting Summative Assessment	Page 23
<b>UCAS/Apprenticeship Information</b>	
• UCAS Applications/Deadlines/Application Process	Page 24
<b>Absence /Communication</b>	
• Absence due to Illness/Illness in School/Routine Medical Appointments/Absence Request/Holidays	Page 25
<b>Other Communications with Parents</b>	
• Reporting Absence/Twitter/Payments to the School	Page 26
• Consent Form for School Trips/Activities	Page 27
• The Home School Agreement	Page 28
<b>Bursary</b>	
• 16-19 Bursary fund & Free School Meals Post-16	Pages 29
<b>Bursary Forms to Complete:</b>	
• 16 – 19 Bursary Fund Application Form for Discretionary Awards & Free School Meals	Pages 31/32/33
<b>Acknowledgement/Consent Slip</b>	<b>Page 35/36</b>

# Welcome from the Head of Sixth Form

---

Dear Student

Welcome to all students joining NHGS Sixth Form from September 2023, alongside those returning to complete their A levels in year 13. We hope that this finds both you and your families well and want to reassure you of our commitment to work with you to ensure success both academically and personally.

We are delighted that you have decided to continue your education in the Sixth Form at NHGS. Our expectation is that you will study at least three A levels through the two years. You should have received appropriate guidance and counselling about A level options post-16 and we expect students to continue with all their courses to examinations at the end of Year 13. Exceptionally students may wish to change courses at the start of Year 12. If a student wishes to change their courses, they must think carefully about the implications and discuss the proposal with Mrs Pegg, Head of Sixth Form. Changes will only be agreed if it is judged to be the right choice for the student, and all changes should be made by the end of September. Changes will also be subject to availability on that course.

Your first priority as a student in the Sixth Form has to be your academic studies. Securing the best possible grades in A level is still the most direct route to the university course, employment or training of your choice. You should be growing into a young adult and developing the skills and personal qualities you will need to succeed in life beyond the school's walls. You need to be able to take much greater responsibility for your own learning in a range of areas. Successful learning at A level requires determination, resilience and perseverance. The topics you cover will challenge you and there may be times when you feel overwhelmed. How you respond to these challenges will say a lot about you. Working both independently (doing a lot of your own background reading and research) and collaborating with others, will help both you and them to further develop key learning skills such as sharing, listening, questioning, discussing, analysing and evaluating. You need to be able to reflect on your own strengths and relative weaknesses and be able to plan routes to improvement so you can get the best out of yourself and achieve your targets. You need to demonstrate that you can organise yourself effectively to manage your work schedule and meet your deadlines; two essential 'real world' employability skills.

However, being a Sixth Form student is about a lot more than simply working hard in your chosen subjects. As a member of the NHGS Sixth Form you are an important member of a wider community. Staying on in an 11 – 18 school environment allows you to participate in a wide range of opportunities and experiences which will support your personal and social development. We hope you will contribute to the life of the school community by actively involving yourself in our extensive enrichment programme.

We hope that when you complete your Sixth Form courses you will be pleased with your academic and personal progress and achievement; ready to take on the next stage in your life. We will do all we can to guide and support you in ensuring that you reach that goal. A warm welcome to NHGS.

Yours sincerely



Mrs R Pegg  
Head of Sixth Form

# Term and Holiday Dates

Autumn Term 2023		
<b>Training Day</b>	Monday 4 <sup>th</sup> September 2023	<b>Staff Training Day</b>
<b>Training Day</b>	Tuesday 5 <sup>th</sup> September 2023	<b>Staff Training Day</b>
School Opens	Wednesday 6 <sup>th</sup> September 2023 (Y7 & 12 only)	
	Thursday 7 <sup>th</sup> September 2023 (all year groups)	
School Closes	Thursday 26 <sup>th</sup> October 2023	<b>October Half Term</b>
<b>Training Day</b>	Friday 27 <sup>th</sup> October 2023	<b>Staff Training Day</b>
School Opens	Monday 6 <sup>th</sup> November 2023	
School Closes	Friday 22 <sup>nd</sup> December 2023 – <b>closes 3.00pm</b>	<b>Christmas Holidays</b>
Spring Term 2024		
School Opens	Monday 8 <sup>th</sup> January 2024	
School Closes	Friday 9 <sup>th</sup> February 2024	<b>Half Term</b>
School Opens	Monday 19 <sup>th</sup> February 2024	
School Closes	Friday 22 <sup>nd</sup> March 2024 – <b>closes 3.00pm</b>	<b>Easter Holidays</b>
Summer Term 2024		
School Opens	Monday 8 <sup>th</sup> April 2024	
School Closed	Monday 6 <sup>th</sup> May 2024	<b>May Day</b>
<b>Training Day</b>	Tuesday 7 <sup>th</sup> May 2024	<b>Staff Training Day</b>
School Opens	Wednesday 8 <sup>th</sup> May 2024	
School Closes	Friday 24 <sup>th</sup> May 2024	<b>Spring Bank Holiday</b>
School Opens	Monday 3 <sup>rd</sup> June 2024	
<b>Open Evening</b>	Thursday 27 <sup>th</sup> June 2024	<b>Main School Open Evening</b>
<b>Training Day</b>	Friday 28 <sup>th</sup> June 2024	<b>Staff Training Day</b>
School Closes	Friday 19 <sup>th</sup> July 2024 – <b>closes 12 noon</b>	<b>Summer Holidays</b>

Date to remember:  
 Friday 29<sup>th</sup> March 2024  
 Monday 6<sup>th</sup> May 2024

Good Friday  
 May Day

## School Times

The timetable for the school day is outlined below. Students should be dismissed from lessons/registration at the sound of the bell.

Time	Action
8:17am	School bell sounds to instruct student to attend registration
8:22am	Morning register closed
8:45am	Dismissal from registration
9:45am	Dismissal from period 1
10:45am	Dismissal from period 2 for break
10:57am	Bell signalling the end of break
11:00am	Period 3 begins
12:00pm	Dismissal from period 3 for lunch
12:55pm	Bell signalling lunch is ending
1:00pm	Period 4 begins
2:00pm	Dismissal from period 4
3:00pm	Dismissal of students from school

### Lates/Punctuality

Punctual attendance is a very important aspect of school life. It is also one aspect which we are asked about in any reference we write for a student.

Punctuality and attendance will be monitored by the Sixth Form team. Support/intervention will be given to those students whose attendance or punctuality is a cause for concern and having a detrimental effect on their progress. Parents will be informed in writing if attendance has been highlighted as a concern.

### Registration

From September all students in Sixth Form are expected to attend registration on a Monday morning regardless of their lesson allocation. This is designed to help us to support our students by allowing SPT's to have regular weekly contact with students in their form in addition to their fortnightly 1-1 tutorials.

For the first three weeks, students in Year 12 will be expected to attend all morning registration periods Tuesday - Friday when they have a lesson period 1 or if they have come into school to carry out private study.

The expectation is that students are in registration at 8.17am and the register will be closed at 8.22am after which time a student will be recorded as late.

From 25<sup>th</sup> September, Year 12 students will begin to attend 1-1 tutorials with their form tutor.

Registrations will be used for appointments with the form tutor to discuss individual progress. Registration for all students will be taken in lesson one at 8.45am.

Students in Year 13 will begin their 1 – 1 tutorial sessions from Tuesday 12<sup>th</sup> September.

Tutors will be responsible for arranging individual appointments seeing two students each morning (8.17am & 8.22am).

## Summary of the Responsibilities within the Sixth Form Team

### Mrs R Pegg, Head of Sixth Form

- Pastoral overview of L6 & U6 students
- Transition into Sixth Form
- Co-ordination of Sixth Form Monitoring
- Prefect selection & management
- Co-ordination of UCAS procedures
- Liaison with careers service & external agencies
- Administration of Bursary Fund
- Organisation of Parents Evenings, 6<sup>th</sup> Form Open Evening & Interview Evenings.



---

### Mr J Downing – Year Group Leader for Year 13

- Pastoral welfare of U6 students
- Monitoring of U6
- Chair pastoral meetings and provide leadership to tutors
- Co-ordinate implementation of Extended Project Qualification
- Provide guidance for students applying for apprenticeships



---

### Mr C Cresswell – Year Group Leader for Year 12

- Pastoral welfare of L6 students
- Monitoring of L6
- Chair pastoral meetings and provide leadership to tutors
- Work Experience
- Co-ordination of First Aid Course
- Oversight of 6<sup>th</sup> Form Study Area



---

### Mrs J Baker – Sixth Form Enrichment Co-ordinator

- Organise PSCHEE programme for L6 & U6
- Co-ordinate Enrichment activities throughout Sixth Form
- Sixth Form Induction
- Sixth Form Council
- Oversight of Sixth Form Common Room
- Organise Sixth Form Peer Mentors



## **Student Progress Tutors**

Each year group is divided into forms, each of which is allocated a Form Tutor for the year. The role of the Form Tutor is a vital one. The Form Tutor should be the first person to whom a student turns for help or advice. Equally, by observing patterns of behaviour, a Form Tutor can spot problems and will take appropriate action.

The Form Tutor may decide to involve the Year Group Leaders for 12 & 13 or the Head of Sixth Form, who may involve the Headteacher, the Student Welfare Officer, or other outside agencies. Parents may, of course, be contacted at any stage.

## Sixth Form Pastoral Structure

Head of Sixth Form  
Year Group Leader for Year 12  
Year Group Leader for Year 13  
6<sup>th</sup> Form Enrichment Co-ordinator  
Director of Sixth Form & DSL

Mrs R Pegg  
Mr C Cresswell  
Mr J Downing  
Mrs J Baker  
Mrs G Quigley

Group	Form Tutor	Room
L6.1	Ms S Dixon/Mr C J Marston	DT3/LC8 Friday
L6.2	Mr C Walker	DT2
L6.3	Mrs R C Berry	LC5
L6.4	Mrs E J McLeod/Mrs A J Green	BL
L6.5	Mr G J Walker	SL1
L6.6	Mrs C E Webb	M22
L6.7	Mr S M Bailey	M21
L6.8	Mrs S A Jonas/Mrs A J Green	SF5
U6.1	Mr N I Howarth	E9
U6.2	Mr N A Barker	E7
U6.3	Miss C R Lightfoot	AD2
U6.4	Miss S K Johnston/Dr M K Ashley	AD1
U6.5	Miss S H Rigby	LC6
U6.6	Mr T F Spreadborough	E1
U6.7	Mrs N K Whitehill/Mrs R C Ghelichi-Winstanley	E3
U6.8	Mr J M McWilliams	E8



## Safeguarding Information

NHGS is committed to providing a secure and supportive environment in which students can develop and grow into mature and responsible adults. Safeguarding is a central part of our whole school approach to ensure that:

- Students are protected from abuse and neglect.
- Every student reaches their full potential.

We aim to do this by:

Creating an environment whereby high standards of work, effort and behaviour are expected and rewarded with praise and encouragement.

- Providing a curriculum which will help all students develop their potential.
- Providing appropriate teaching and learning opportunities to sustain the personal development of all students
- Developing a school community whereby everyone feels valued and secure, shows understanding for others, respects diversity and provides equality of opportunity and encourages a sense of pride in our school.
- Working in partnership with parents by offering support, information and advice
- Fulfilling our pastoral duties to our students and working in collaboration with other agencies as set out in the Children's Act 1989 and subsequent legislation and guidance.

Child protection is fully considered in all of our recruitment processes and all staff, governors or adults who come into regular contact with our students are fully checked in line with the most stringent guidance. All school staff are trained in child protection issues annually and all new staff receive training as part of their induction programme.

The school has an online reporting facility which can be used by all members of the school community to report anything that they are unhappy about or believe to be wrong. The facility can be accessed by clicking on the 'Report It' icon on the school website. The 'Report It' facility is additional to other methods of reporting concerns such as letters, phone calls and talking face to face with staff.

The school is committed to dealing with bullying firmly and fairly. If anyone is being bullied or sees someone else being bullied, they should report it immediately. We deal with everything that we know about.

Parents and students should all be aware that if a serious disclosure is made which involves actual or possible harm or abuse to a child, no member of staff can give any promise of confidentiality. The school has a legal duty to pass such information to relevant authorities/agencies.

## Acting Vice Headteacher & Designated Safeguarding Lead – Mrs G Quigley



Mrs Quigley, is the Acting Vice Headteacher, Director of Sixth Form. She is also the school's Designated Safeguarding Lead and she can be contacted at the school if parents or carers have any worries or difficulties. All Heads of Section have also been fully trained as designated safeguarding officers and should be contacted in the absence of Mrs Quigley. The Headteacher and other Deputy Headteachers can also be contacted.

For more information on e-safety, there are links to a variety of websites on the NHGS website, including CEOP. For more information on e-safety or how to talk to your children about it, please e-mail: [e-safety@nhgs.co.uk](mailto:e-safety@nhgs.co.uk)

The school's Child Protection Policy and Child Protection Procedures can be accessed on the school's website.

## School Welfare Officer – Mrs Lamb



The School Welfare Officer works closely with the pastoral team and is part of the Well-being team to provide support and advice for students with regard to physical and mental well-being. Mrs Lamb is available for 'drop in' support for a wide range of issues including difficulties with peers, behavioural difficulties and emotional issues which may impact on their lives in or out of school. Mrs Lamb also provides basic First Aid to staff, students and visitors and monitors students with medical plans.

## School Pastoral Officer - Mrs G Bailey



The school pastoral officer works to support the pastoral teams throughout the school, working with students on a wide range of issues such as progress, behaviour and attendance. Mrs Bailey is DSL trained and will liaise with parents alongside the Year Group Leader.

## Wellbeing and Engagement Officer – Mrs Booth



Mrs Booth is the school's professional counsellor and a member of the BACP who offers support and help to students with a range of well-being issues such as anxiety and stress, low mood, low self-esteem, OCD symptoms, anger, relationship issues and so on. She joined the NHGS team in 2014 after managing the local Noah's Ark Counselling Service for several years. However, alongside her work as a counsellor, she was an English teacher for 25 years and a Year Group Leader in that time, working in a number of secondary schools. With this background she also offers engagement work with students who are struggling with exam stress, revision techniques, organisational issues, friendship breakdown, problems relating to their transition into the school, behaviour issues and anything which supports the work of the Year Group Leaders and wider pastoral team. The aim of this engagement work is to enable students to settle happily into the school community; to build their resilience; to access the curriculum with confidence; to focus well in lessons; and to make the most of their revision opportunities.

## Pastoral Assistant & Attendance Officer - Miss Maguire

Miss Maguire was born in London and grew up in Essex (so may be identified around school by her southern accent and mis-pronunciation of certain words!). She went to school in Billericay before moving onto the University of Portsmouth to study for a Ba Hons degree in Media Studies. After graduating, she moved to Halifax and took up a role within the West Yorkshire Police and stayed with the organisation in various roles for almost 10 years. She made the move across to the education sector in 2018, working in both behaviour support and attendance. She has 3 children, two of whom are now of high school age, so she has a wealth of personal experience as well as professional experience when it comes to working with young adults and teenagers. She is looking forward to making a difference, no matter how big or small.

## Special Educational Needs

The school's SEND team are available in school to discuss any relevant interventions that might be required.

The SENDCo at NHGS is Mrs Alexander. She is responsible for all aspects of SEND particularly assessment / referrals, support in class, student progress and written documentation. She is closely supported by the Student Support team as well.

We also support students who present a wide range of needs for example: visual / hearing impaired, processing problems, hypermobility, ASD, Dyslexia, Dyspraxia, Dysgraphia and Irlen Syndrome. Some students are supported in their classes on an individual, group or whole class basis. One Page Profiles outline to all the teachers an individual's needs, strengths and guidance to overcome these difficulties to ensure all students maximise their potential.

There is close communication between the SEND staff, the Pastoral team and the Well-being team to ensure that no student's needs get overlooked.

---

## 16-19 Study Programme

**North Halifax Grammar School's 16-19 Study Programme is tailored to each student's prior attainment, education and career goals.**

We believe in the development of the whole person, and we have a longstanding emphasis on what is now being termed 'character education'. This is so important to us, it is reflected in our school motto – Living to Learn | Learning to Live.

### **Living to Learn: Core Aim**

In 2019, North Halifax Grammar School was ranked the highest achieving Post 16 centre in Calderdale, based upon the percentage of A-level students achieving three grades of AAB or higher, including at least two facilitating subjects (at 19.4%).

We offer a wide variety of courses, including all the facilitating A levels, Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Modern Languages, plus a wide range of specialist subjects including Art, Politics, Media Studies, Psychology, Sociology and Product Design. The full range of courses can be viewed in the Sixth Form prospectus online.

All of our students are expected to study a minimum of three A Level courses, with the option to study a fourth A Level where suitable. All external examinations are sat at the end of the two-year course, with the exception of Further Mathematics where an AS may be sat at the end of Year 12. Students are also given the opportunity to demonstrate broader research-based skills with the Extended Project Qualification (EPQ).

We use specialist teachers who have experience of teaching both GCSE and A Level, therefore ensuring that the link between the certificates is understood and that work is appropriately structured to best manage students' transition between the two.

45% of our teaching staff have been part of the school for over 10 years, giving both a breadth of specialist subject knowledge but also a wealth of experience to support each individual student.

All of our courses are taught on site at the school and we do not outsource our teaching.

### **Learning to Live: Enrichment**

Our Core Enrichment Programme is followed by all Year 12 students and includes the choice of school-based activities, such as touch typing, mindful photography, online super-curricular courses and sports; or volunteering/work experience externally depending upon their specific career goals. There are further Optional

Enrichment activities which enable students to follow their own interests outside of their academic study. The full range of activities can be viewed in the Sixth Form prospectus

Students are encouraged to develop their leadership skills working with our younger students and fulfilling responsibilities within the wider school.

### **Careers Support & Pathways**

Students are assigned a specific Pathways Programme at the start of the Sixth Form and this includes tailored PSCHEE with external providers, talks from former students and university representatives and regular one-to-one meetings with a Student Progress Tutor. This enables students to consider their future options early, to take advantage of the opportunities presented and to develop the skills and experiences most relevant to their career goals.

Students gain valuable employment skills at our annual two-day enterprise conference and complete a week's work experience at the end of Year 12, with some students opting to do this through volunteering on Year 9 camp, working alongside NHGS staff.

Students also take part in a full careers guidance programme provided by the Calderdale Careers Service. This is supported by a variety of presentations and events, hosted by the school, designed to highlight both university and apprenticeship opportunities. A UCAS evening and an Apprenticeships evening for parents so they too can gain an insight into the options available following post-16 study.

## Destinations

In 2021, 135 students in Year 13 went on to study at over 53 different universities around the UK. 48.5% Russell Group university places.

In 2022, 133 students in Year 13 went on to study at over 58 different universities around the UK.

Each year we support increasing numbers of students to secure higher level & degree apprenticeships.

## Problems with Courses

Until the end of September in Lower Sixth, you can change course if you feel you have made the wrong decision about your choice of a subject, providing there is room in the new subject; you should speak to the relevant subject teachers (of the subject you wish to drop) and then your form teacher who will refer you to the Head of Sixth Form to ensure that you are making the right decision.

After the end of September, dropping a subject is strongly discouraged and changing course is seldom possible. However, if you do find yourself in this situation, you can discuss this with Head of Sixth Form who will consult your subject staff so that you can be given the best possible advice. This process can take a little time but will ensure that you are making the right decision. Until the process is complete, you must continue to attend all lessons.

Students will sit internal examinations in all subjects in Year 12 and will then be interviewed by a member of the 6<sup>th</sup> Form Team following monitoring 3 to review Year 12 and confirm Year 13 Programme of Study. Students must pass the Year 12 exam to continue the course into Year 13.

If you have any work-related worries, concerns or problems you should ideally speak to your subject teachers first; your form tutor will also provide advice and may suggest that you talk to your Year Group Leader or Head of Sixth Form. Try not to let anxieties build up – a word early on with your subject teacher will often resolve problems.

## Independent Learning

The development of independent learning skills is the key to bridging the gap between learning at GCSE level and learning at Sixth Form level. Independent learning is a crucial part of the Sixth Form experience and those students who embrace independent learning will achieve more success in their studies. The development of these skills will also provide a solid foundation for study at a higher level (degree or diploma) or indeed be transferable and used in the workplace.

### What is it?

Independent Learning is a term used to describe both a process and a set of skills. Independent learning is crucial from Sixth Form onwards and really describes the difference between being a 'pupil' in the lower school to a 'student' in the upper school where the onus for learning shifts from the teacher and over to the individual student. Sixth Formers are expected to take responsibility for their own learning and progress. Independent learning does not necessarily mean working alone (you can still work in groups), but it does mean you take responsibility for your own learning.

### Benefits of Independent Learning

\*Embracing independent learning provides you with more autonomy and a sense of control over your own education and future direction.

\*Independent learning is about making informed choices and recognising that not everything is taught in a spoon-feeding fashion and that studying at Sixth Form requires you to conduct your own research and be prepared to 'read around' your subjects.

\*Part of independent learning is the freedom for the individual to set your own goals and targets and to organise your own schedule.

\*Independent learning develops key transferable skills such as organisation, communication, motivation etc.

### Supported Learning

We recognise that independent learning skills are constantly being developed throughout Sixth Form and we provide support and help for our students to grow and learn. We provide every student with the time, resources and staff support to develop as an independent learner.

## Keeping Students on Track

In addition to the formal Sixth Form Monitoring System, the following five stages will be implemented if students fall behind with work, although the assumption is that departmental strategies will have been deployed before Stage One is reached:

**Stage One:** Subject staff should inform the relevant Form Tutor of the work outstanding and the departmental strategies already employed using the Sims Tracker. Tutors will discuss strategies for getting back on track.

**Stage Two** If the student does not follow the suggested strategies, the Year Group Leader will arrange an appropriate time for catch-up sessions (either in study or after school). Once work has been completed, the students will get their work signed by the relevant teacher to indicate to the Year Group Leader that an appropriate standard has been achieved.

**Stage Three:** Withdrawal of study leave and supervised work during all private study lessons. Parents will be notified. There may be cases where issues arise across subjects and it is felt necessary to move straight to stage 3.

**Stage Four:** Parental involvement. Parents will be contacted and meetings arranged for them to discuss the situation with the relevant Year Group Leader and decide on possible strategies.

**Stage Five:** Head of Sixth Form involvement, to discuss future position in Sixth Form.

## Edulink Tracker

This will be used in order to provide a greater understanding of progress between subject teachers, form tutors and parents. This will be a mechanism through which subject teachers will be able to highlight areas of concern or provide positive feedback that form tutors can then relay to their students. An email will be sent to parents each day where new comments have been added. The aim of the tracker is to provide a day by day view of the progress of students so that form tutors are better informed and can therefore provide appropriate support without having to wait for formal monitoring.

## Study Periods

From the start of the Year 12, you will be allowed out of school during non-lesson time. This freedom is initially conditional upon your returning the reply slip which indicates parents have read the handbook, and your continuing responsibility is to be up-to-date with work and develop good study habits. If you fail to meet deadlines and have 4s or 5s in the monitoring, you will lose the off-site privilege, (for a minimum of 3 weeks) and will be required to spend your study time in the Learning Resource Centre where your attendance will be recorded by the Learning Resource Manager.

Sometimes, subject teachers raise concerns about students between monitorings and this can lead to off-site privileges being withdrawn.

**Under no circumstances should study periods be used for paid employment, although it is quite acceptable to use the time for relevant work experience.**

## Sixth Form Curriculum

Year 12

Column A	Column B	Column C	Column D	Column E
Business Studies	Computer Science	Biology	Biology	Art & Design
Chemistry	Economics	Chemistry	Business Studies	Biology
Electronics	History	Economics	Mathematics	Chemistry
English Literature	Physics	English Literature	Psychology	English Language
French	Psychology	Geography		Music
Media Studies	Spanish	Mathematics (Further)		Gov & Politics
Physics		Physical Education		Sociology
Religious Studies		Photography		
Technology		Sociology		

Technology students study Product Design and their project work can be in Graphics, Textiles or Resistant Materials

Year 13

Column A	Column B	Column C	Column D	Column E
Economics	Biology	Biology	Biology	Art
Electronics	Chemistry	Chemistry	Business Studies	Biology
English Literature	English Language	Computing	Chemistry	Business Studies
Physics	Maths(3)	History	French	Economics
Politics	PE	Media Studies	Geography	English Literature
Psychology	Psychology	Photography	Physics	Maths Further
Sociology		Religious Studies	Sociology	Music
Technology				Psychology
				Spanish



## Programme of Study

PSCHEE lessons cover issues of relevance to Sixth Form students as shown in the schedule below. These lessons should be regarded in the same way as any other lesson and the same absence request procedure followed.

### Year 12 Programme: - subject to change:

Date of Lesson	Year 12	Staff
4 <sup>th</sup> September 2023	Training Day	
11 <sup>th</sup> September 2023	Introduction to Study Skills	RAP/Tutors
18 <sup>th</sup> September 2023	Freshers' Fayre	
25 <sup>th</sup> September 2023	Learning to Drive	
2 <sup>nd</sup> October 2023	Debate & Discuss	
9 <sup>th</sup> October 2023	Prefect Introduction/Learning to Succeed/Resilience	
16 <sup>th</sup> October 2023	Introduction to Pathways	
23 <sup>rd</sup> October 2023	Applying for Part-Time Employment, CVs and Cover Letters	
<b>Half Term</b>		
6 <sup>th</sup> November 2023	Alcohol and Drugs Awareness	
13 <sup>th</sup> November 2023	Pathways 2	
20 <sup>th</sup> November 2023	Monitoring	
27 <sup>th</sup> November 2023	Hamper	
4 <sup>th</sup> December 2023	Hamper	
11 <sup>th</sup> December 2023	Debate & Discuss	
18 <sup>th</sup> December 2023	End of Term Quiz	
<b>Christmas Holidays</b>		
8 <sup>th</sup> January 2024	GCSE Certificates & Incomers' Questionnaire	
15 <sup>th</sup> January 2024	Soft Skills	
22 <sup>nd</sup> January 2024	Pathways 3	
29 <sup>th</sup> January 2024	Starting Salaries & Deductions/Living Conditions	
5 <sup>th</sup> February 2024	Diversity	
<b>Half Term</b>		
19 <sup>th</sup> February 2024	Monitoring	
26 <sup>th</sup> February 2024	Anthony Nolan – Be a Life Saver	
4 <sup>th</sup> March 2024	Forced Marriage and Consent	
11 <sup>th</sup> March 2024	Coping with Stress – Y12 exams coming soon	
18 <sup>th</sup> March 2024	Debate & Discuss – Gambling	
<b>Easter Holidays</b>		
8 <sup>th</sup> April 2024	Credit Cards and Responsible Borrowing	
15 <sup>th</sup> April 2024	Online Safety – Pornography	
22 <sup>nd</sup> April 2024	Year 12 Exams	
29 <sup>th</sup> April 2024	Introduction to Personal Statements	
6 <sup>th</sup> May 2024	Bank Holiday	
13 <sup>th</sup> May 2024	Personal Statements	
20 <sup>th</sup> May 2024	Interform Challenge	
<b>Spring Bank Holidays</b>		
3 <sup>rd</sup> June 2024	Personal Statements	
10 <sup>th</sup> June 2024	Monitoring	
17 <sup>th</sup> June 2024	Filling in the UCAS Form	
24 <sup>th</sup> June 2024	Filling in the UCAS Form	
1 <sup>st</sup> July 2024	Gap Year	
8 <sup>th</sup> July 2024	Work Experience Week	
15 <sup>th</sup> July 2024	EOY Quiz/enterprise Day?	
<b>School Holidays</b>		



## Year 13 Programme: subject to change

Date of Lesson	Year 13	Staff
4 <sup>th</sup> September 2023	Training Day	
11 <sup>th</sup> September 2023	Introduction to Study Skills	RAP/Tutors
18 <sup>th</sup> September 2023	UCAS/apprenticeships/Freshers' Fayre	
25 <sup>th</sup> September 2023	UCAS/Apprenticeships	
2 <sup>nd</sup> October 2023	UCAS/Apprenticeships	
9 <sup>th</sup> October 2023	UCAS/Apprenticeships	
16 <sup>th</sup> October 2023	UCAS/Apprenticeships	
23 <sup>rd</sup> October 2023	UCAS/Apprenticeships	
<b>Half Term</b>		
6 <sup>th</sup> November 2023	Monitoring	
13 <sup>th</sup> November 2023	Student Finance Intro	
20 <sup>th</sup> November 2023	Interview Skills	
27 <sup>th</sup> November 2023	Hamper	
4 <sup>th</sup> December 2023	Debate & Discuss/Hamper	
11 <sup>th</sup> December 2023	Carousel 1	
18 <sup>th</sup> December 2023	UCAS Finalising & Quiz	
<b>Christmas Holidays</b>		
8 <sup>th</sup> January 2024	Carousel 2	
15 <sup>th</sup> January 2024	Carousel 3	
22 <sup>nd</sup> January 2024	Carousel 4	
29 <sup>th</sup> January 2024	Monitoring	
5 <sup>th</sup> February 2024	Year 13 Mocks	
<b>Half Term</b>		
19 <sup>th</sup> February 2024	Carousel 5	
26 <sup>th</sup> February 2024	Carousel 6	
4 <sup>th</sup> March 2024	Carousel 7	
11 <sup>th</sup> March 2024	Carousel 8	
18 <sup>th</sup> March 2024	Interform Quiz/University Challenge	
<b>Easter Holidays</b>		
8 <sup>th</sup> April 2024	Motivational Speaker – Luke Ambler	
15 <sup>th</sup> April 2024	It's Ok to Talk	EXT & CJB
22 <sup>nd</sup> April 2024	Leavers' destinations, quotes and photos	
29 <sup>th</sup> April 2024	Exams Talk & Sixth Form Review	
6 <sup>th</sup> May 2024	Bank Holiday	
13 <sup>th</sup> May 2024	Study Leave	
20 <sup>th</sup> May 2024	Study Leave	
<b>Spring Bank Holidays</b>		
3 <sup>rd</sup> June 2024	Study Leave	
10 <sup>th</sup> June 2024	Study Leave	
17 <sup>th</sup> June 2024	Study Leave	
24 <sup>th</sup> June 2024	Study Leave	
1 <sup>st</sup> July 2024	Study Leave	
8 <sup>th</sup> July 2024	Study Leave	
15 <sup>th</sup> July 2024	Study Leave	
<b>School Holidays</b>		

# Standard of Behaviour/School Organisation

---

All the staff at the North Halifax Grammar School are concerned that acceptable standards are maintained. An orderly and efficient environment contributes to the well-being of everyone in the school and requires the co-operation of all. Care of oneself and concern for others underpin the organisation of the school. Below, you will find outlined the North Halifax Grammar School Rules.

## School Rules

Safety, security, and the school's reputation depend upon your behaviour and appearance. The school rules apply to students when they are at school, travelling to and from school, representing the school in sports and other activities, and when they are taking part in school visits and trips.

1. All students are expected to show proper consideration for other people and for property. \*Students should always be honest, helpful, courteous and respectful.
2. All students must observe the Lesson Code of Conduct and the Circulation Routine at all times.
3. Sixth Form students must adhere to the Sixth Form Dress Code (see below).
4. Students must swipe in/out when arriving/leaving school premises. This rule applies even if the student is only leaving premises for a short period.
5. Cigarettes (including e-cigarettes), alcohol, and any illegal and / or dangerous substances are forbidden to all students, both on the school premises and on the journey to and from school.
6. No item which is deemed to be dangerous\*\* must ever be brought to school.
7. No item must ever be used as a weapon\*\*\*.
8. Chewing gum is not allowed in school.

\*This rule refers to the Governors' Charging Policy, which enables the Headteacher to charge any students for damage which is caused deliberately or carelessly.

\*\* The following is a list of items which are deemed to be dangerous. This list does not constitute a comprehensive list and is to be regarded as guidance only.

Firearms	Air Weapons	Knives of any sort
Fireworks	Lighters	Matches

\*\*\*A weapon for these purposes is any item which can be used or can be adapted to be used to threaten or cause actual or perceived injury to any person.

## Exclusions

Exclusion from school is only used in extremely difficult cases and may only be carried out by the Headteacher. The decision to exclude a student will only be taken:

- In response to serious breaches of school behaviour policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or other students.

Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:

- Ensure an appropriate investigation has been carried out into the student's behaviour or the incident.
- Consider all the evidence available to support the record of behaviour or the allegations taking into account the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- Consider all the relevant facts and firm evidence to support the allegations made.
- Allow the student to give his or her version of events.
- Check whether the incident (if appropriate) may have been provoked, for example by bullying or by racial or sexual harassment.
- If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision.

The standard of proof is the balance of probabilities i.e. if it is more probable that the student did what he or she is alleged to have done.

# Standard of Behaviour/School Organisation

---

A student may be excluded for one or more fixed periods not exceeding 45 school days in any one year. Individual exclusions will be for the shortest time necessary, commensurate with the behaviour or the incident. For all cases of more than a day's exclusion, work will be set and marked.

The decision to exclude a student permanently will be the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried without success. It is also an acknowledgement by the school that it can no longer cope with the student. In some circumstances a 'managed move' to another school or College may be considered if the student is at risk of permanent exclusion.

There will be exceptional circumstances where in the Headteacher's judgement it is appropriate to exclude a student for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Carrying an offensive weapon.

## Sixth Form Dress Code

The current Dress Code for sixth form students was introduced after extensive consultation with students, staff, parents and governors. The underlying principle is that dress must be appropriate to the setting.

Students' clothing should be:

Appropriate for an 11-19 school where Sixth Form students routinely take on leadership roles with younger students.

Students will be expected to dress smartly on formal occasions such as Open Evenings.

The following specific points should be noted:

1. Hairstyles must not be extreme.
2. Outside coats should be removed in lessons.
3. Hats/hoods should not be worn in lessons or when moving around school in corridors etc.
4. Students should not display any visible body piercings with the exception of ear piercings and one small nose stud/ring (any other piercings should be small and flesh covered so as to be unobtrusive).
5. Slogans or logos which cause offence must not be worn.

In specific circumstances, such as the use of specialist rooms in Design and Technology and Science, for example, or during PE/Sports, students must comply with safety rules (e.g. tying back long hair, wearing safety goggles, removing piercings, etc.)

If concerns are raised regarding the appropriateness of a student's clothing, they will initially be spoken to by their tutor (if available, or a member of the Sixth Form pastoral team if not). If students do not take the tutor's advice on board they will be referred to the YGL/Head of Sixth Form. If a student continues to present themselves in ways that are incompatible with the dress code, parents will be informed and sanctions will be applied, up to and including exclusion if necessary.

There will be a right of appeal to the Headteacher. The Headteacher's decision on the appropriateness of clothing, hairstyles, etc. will be final.

## I.D. Badges

All students must **visibly** wear their ID badge when in school. This is a safeguarding requirement. Students are issued with an ID badge at the start of Year 12. Damaged and lost badges must be replaced at a cost to the student.

# Standard of Behaviour/School Organisation

---

## Valuables

It is not wise to bring large amounts of money or valuable items such as jewellery or mobile phones into school. These items are not covered by the school's insurance policies and the school is not liable for the loss, damage or theft of these items. Money should not be left in bags or pockets; students should not bring large amounts of cash to school. If this is unavoidable, the money should be paid into the Finance Office at the start of the school day. Day-to-day expenses such as bus-fares are the responsibility of the student, and care should be taken not to put even small amounts at risk. Students should not expect the school to lend them money. Only in exceptional circumstances will money be lent to students for lunch or travel.

## Mobile Phones

There is a strict mobile phone policy for the main school. As a Sixth Form, we expect our students to support this. However, for 6<sup>th</sup> formers, mobile phones may be used in the social area, Sixth Form Diner and the Sixth Form work room during session times for calls and text messaging. Mobile phones are not permitted in the Library and in the school dining room, drama room or in corridors at lunchtime. They should be switched off and out of sight in all lessons. If mobile phones are turned on and/or used in session times, the YGL will be informed. Should parents need to contact their child at school in the event of an emergency, the school office is the contact point. In very exceptional circumstances, if a parent feels it is essential to maintain contact during the school day with a child, Mrs Pegg should be contacted to discuss the problem.

If phones are used outside these times, these are our proposed sanctions:

1st offence - phone confiscated (behaviour comment recorded on Edulink) and returned at 3pm (collected from Lower Foyer)

2nd offence - phone confiscated for 2 school days (including one evening) - a parental email will also go home

3rd offence - phone confiscated for 5 school days (including evenings, returned at weekends) - a parental email will also go home asking that a Parent or Carer come into school to collect the phone after 5 days have elapsed

## Misuse of ICT

At any point during the school day or their journey to or from school, students should not;

- use devices to take a photograph or video of themselves, a fellow student or member of school staff, unless it is as part of a school work assignment
- send or share a photograph or video of themselves, a fellow student or a member of school staff by text, email or in any other way
- upload a photograph or video of themselves, a fellow student or a member of school staff to the internet, for example to Facebook, Instagram, Snapchat, YouTube, Tik Tok etc
- comment on or tag a photograph or video uploaded to the internet of themselves, a fellow student or a member of school staff
- post any kind of comment on the internet about a fellow student or a member of school staff that may cause upset to anyone (if it isn't something a student would say to the person in front of a parent or teacher it should not be posted on the internet) Upper School 2019-2020 17
- mobiles or other devices should not be lent to anyone and students should keep all log in addresses and passwords secret.

We also strongly advise students to follow these rules out of school hours.

If a student is involved with misuse of ICT leading to bullying or upset of another student, school sanctions will apply in line with the school behaviour policy. This may include misuse of ICT outside of school hours if the incident involves other students from NHGS.

If a student receives hurtful or indecent messages through a social media platform which routinely deletes messages as part of the platform's service we would recommend that screenshots of the message or image are taken so that NHGS or external agencies can apply the appropriate sanction at a later date.

## Student Communication

### Use of email to contact staff

School email has become the most frequently used means of contact between students and staff. This can be very useful and students are expected to check their school email daily. However, to avoid staff receiving many unnecessary emails, students should think carefully about whether an email is the most appropriate way to contact a teacher. If they do email a member of staff, students should only use their school email account and should write the email appropriately, in a formal way, addressing the teacher politely. Lower School Student Progress Tutors will discuss this with students and provide examples of good practice.

Some staff may encourage students to email them with issues whilst others may prefer other forms of communication and students should listen carefully to individual instructions from staff. Some staff choose to read and reply to emails outside of school hours, however staff are not expected to do this and therefore students should not expect or demand a response from staff on an evening, weekend or during holiday periods.

When emailing teachers, students should follow the guidelines below:

- Think carefully about whether the email is necessary.
- Leave enough time for the teachers to reply.
- Address them formally using their title and surname as you would if you were speaking to them face to face.
- Write in formal standard English – it should not be written as if it were a text message to a friend.
- Use appropriate politeness markers such as “please” and “thank-you”.
- Use your full name and form.
- You should not expect or demand an instant reply.

## Registration

1. All students must swipe in at the reception area when they enter school. If you leave before 3.00pm you must swipe out, this includes students leaving the building for a short-time during the day e.g. to go to the shop. (Both these are needed to ensure fire regulations are met).
2. If you are timetabled for a lesson you must go to that lesson even if you know, or think you know, that the member of staff is absent. Work may be set on google classroom or another teacher may cover the lesson. You must not assume the lesson is cancelled and go off-site (**unless specifically told that work can be completed at home**).
3. **Driving Lessons**  
Driving lessons can be arranged to take place during study time. Return of the handbook reply is an indication that parents give permission for use of study periods.
4. **Sixth Formers' Cars**  
The school has limited parking facilities and Sixth Form students **should not park in the main car park** at the front of the school. The school cannot accept responsibility for Sixth Formers' cars. If students do drive their cars to school, they can park on the streets around school. They must not obstruct the highway or obstruct driveways – local residents will contact the police if parking is inconsiderate. It is advisable for students to inform the school of car registration details so that parking issues can be addressed promptly.

## Part-Time Employment

Part-time employment outside of school hours is encouraged but to a maximum of 10 hours part-time work per week. Over this time, it can have an impact on progress.

# Monitoring/Reporting System and Parents' Evenings

---

## Sixth Form Monitoring System

The monitoring is an overview of progress in the Sixth Form and should back up the weekly tracker records from SIMS.

Each subject will record a number 1 – 5 for attitude to learning in lessons and again for independent learning, alongside a professional prediction.

Professional prediction is the grade a teacher would expect a student to achieve given his or her current performance and work rate. At the first monitoring, professional prediction will be a rough guide given that students are still new to their courses.

The completed monitoring report will be discussed by Form Tutors with each of the students; they will agree targets for improvement where necessary. If serious concerns arise, they will be referred to the student's Year Group Leader or the Head of Sixth Form. The system also provides the opportunity for pastoral staff to recognise and further encourage those students who are progressing well.

## Reporting System and Parents' Evenings

The school acknowledges the importance of parental involvement in a student's educational development. If a student is to flourish, school and parents must work together. In the Sixth Form, the school has a formal monitoring system by which parents are informed about their child's progress at school (see below). The school also reports on students' progress through Parents' Evenings. There is one such evening per year for each year group in the school, at which parents have individual interviews with their child's Form Tutor and subject teachers. However, if there are problems with work or with any other area of school life during the school year, parents may be contacted and a meeting arranged. The meeting will often be either with the Head of Sixth Form or one of the Year Group Leaders, but may involve the Form Tutor, a subject teacher, or a senior member of staff. Problems are often resolved by discussion and agreement on an appropriate plan of action. If at any time you wish to speak to the Head of Sixth Form, the Year Group Leader or Form Tutor about any matter concerning your child, please telephone, email or write for an appointment.

### Monitoring Dates:

#### Lower & Upper Sixth Monitoring

Lower Sixth Form Monitoring	
M1	November 2023
M2	January 2024
M3	May 2024

Upper Sixth Form Monitoring	
M5	October 2023
M6	January 2024

#### Sixth Form Parents' Evenings 2023/2024

Year 13	Thursday 9 <sup>th</sup> November 2023
Year 12	Thursday 7 <sup>th</sup> December 2024

# Monitoring/Reporting System and Parents' Evenings

---

## Rewards

### 6<sup>th</sup> Form Rewards

- Students gaining all 1's & 2's in monitoring will be rewarded for excellent performance.
- In addition to monitoring rewards, each tutor group will nominate a "student of the term" to receive a voucher to be redeemed in the Sixth Form Diner.

### Study Removal

If a student gains 4's or 5's in the monitoring, they will have their privilege for off-site study removed and will be monitored to complete work in the Library.

### File Checks

Some students find the transition to independent study difficult, and organisation of work has often been identified as an area for development. To aid and monitor this, there will be three formal file checks throughout the year.

Files will be checked by subject staff in the first instance and a selection will then be monitored by the Head of Sixth Form on the following dates:

Year 12 Files Checked by Subject Staff	Files Selected to Head of Sixth Form/YGL
w/c 16 <sup>th</sup> October → 22 <sup>nd</sup> October 2023	Monday 9 <sup>th</sup> October 2023
w/c 8 <sup>th</sup> – 19 <sup>th</sup> January 2024	Monday 22 <sup>nd</sup> January 2024
w/c 6 <sup>th</sup> – 17 <sup>th</sup> May 2024	Monday 20 <sup>th</sup> May 2024

Year 13 Files Checked by Subject Staff	Files Selected to Head of Sixth Form/YGL
w/c 2 <sup>nd</sup> October → 13 <sup>th</sup> October 2023	Monday 16 <sup>th</sup> October 2023
w/c 8 <sup>th</sup> January → 19 <sup>th</sup> January 2024	Monday 29 <sup>th</sup> January 2024

## Study Support Programme

For students who appear to be struggling to manage their independent study, study support will be put in place. The need for study support will be triggered by subject staff regarding causes for concern in areas such as attendance in lessons, assessment outcomes and homework quality.

## Reporting Summative Assessment Home

In addition to the monitoring reports, each subject will report the outcome of a selection of the summative assessments that take place over the academic year. This is being done to enable parents to have a clear idea of the continued progress that is being made by the student in their chosen A level subjects. Sending this information home will support the monitoring report and also help sixth form staff to intervene swiftly when there are signs that students may be struggling.



# UCAS/Apprenticeship Information

## UCAS Applications

### School deadline for receipt of 1<sup>st</sup> draft UCAS forms\*

Upper Sixth	Thursday 26 <sup>th</sup> October 2023
-------------	--

\*This date ensures sufficient time to process all student UCAS forms to meet the external deadline.

### UCAS Deadline Dates

15 <sup>th</sup> October 2023	Applications to Oxford or Cambridge universities and for all courses in medicine, dentistry and veterinary science.
25 <sup>th</sup> January 2024	All other applications.

## UCAS Applications

Historically, the overwhelming majority of our Sixth Formers apply to UCAS, with increasing numbers gaining higher level apprenticeships in recent years, so a significant part of PSCHEE time is allocated to the process of applications.

### Lower Sixth Tutor Groups

All L6 will follow a PSCHEE programme which will focus largely on research and preparation for UCAS and apprenticeship applications in Year 13.

5 <sup>th</sup> March 2024	UCAS Information Evening
9 <sup>th</sup> April 2024	Apprenticeship Information Evening
March 2024	UCAS Conference at Manchester Arena (TBC)

### Upper Sixth Tutor Groups

September 2023	Interview with one of 6 <sup>th</sup> form team finalising choices
Thursday 26 <sup>th</sup> October 2023	School deadline for receipt of completed UCAS forms.
Monday 20 <sup>th</sup> November 2023	Interview skills & mock interviews available by request.
October/November 2023	Apprenticeship applicants have individual meetings with careers advisor

## Applications Process

All students will be interviewed following Year 12 examinations to gauge progress and career intentions. They will be re-interviewed by their Sixth Form link (shown below) in September to complete UCAS and/or start application for apprenticeship/employment.

### UCAS Application

Mr C Cresswell	U6.1 + U6.3
Mrs R Pegg	U6.4, U6.6 + U6.8
Mr J Downing	U6.2, U6.5 + U6.7

Tutors will write the references and the complete UCAS form will be checked by the 6<sup>th</sup> Form team before being sent to UCAS.

Apprenticeship Applications	Careers Advisor + Mr J Downing
-----------------------------	--------------------------------



## Absence due to Illness

If you know that your child is ill, please ring to inform us on the first morning, and tell us how long you expect your child to be away from school. Edulink One Communication system allows us to send important messages to parents instantly via text, or email. If your child is absent and you have forgotten to notify us, we will send a text message to the mobile telephone number registered with Emergency Contact Priority 1. A copy of the message will also be sent via email. If you do not have a mobile number, your landline will be used. If you receive a text and your child is absent, please reply to the text message, or telephone the school and leave a message for the Admin Team, who will register the absence immediately. You can also email us to notify us of an absence: [absence@nhgs.co.uk](mailto:absence@nhgs.co.uk).

You can, of course, still telephone the school office and leave a message, but parents often want to ring before office hours and we would encourage use of the above facilities, if at all possible.

## Illness in School

If a student feels unwell, he or she should tell a member of the Sixth Form Team, who will take appropriate action. Parents are contacted to either come to school to collect their child who is unwell, or to inform them that their child is going to make their own way home. **Students must not leave school without seeing a member of the Sixth Form team.**

Please note:

- If regular medication is being taken, we need to know; Year Group Leader or Form Tutor need to be informed.
- Year Group Leader or Form Tutor need to know of any short-term treatment which may affect school progress.
- We are not allowed to dispense aspirin, paracetamol, etc. to students, although we do offer immediate first aid.

## Medical Appointments

Dental appointments and visits to a doctor should be made outside school hours. If this cannot be arranged, please notify school using the routes outlined above providing a copy of the appointment letter or confirmation in advance of the appointment. Your child should return to school as soon as possible after such an appointment and should be prepared to make work up if necessary.

## Absence Request

If a student knows they are going to be absent, such as to attend an Open Day, an interview or a non-routine dental appointment, they should email the Head of Year to request absence.

## Holidays

Parents are requested not to disrupt their child's education by arranging holidays during term-time. Work missed can never be fully made up at this level. As outlined by the following government guidelines, holidays during term time will be unauthorised. *"From September 2013, in order to ensure that pupils make the necessary progress during the school year, and achieve their academic targets, Headteachers may not grant leave of absence during term time. Parents should take their family holidays outside term time as Ofsted evidence shows absence during term time seriously affects pupil progress".*

Consequently, we have amended our Attendance Policy at the North Halifax Grammar School in line with these DfE requirements.

# Other Communications with Parents

---

## Reporting Absence

The school uses email and text messages as its main method of communication. In addition, parents may use the Edulink One app for further information on student progress and school administration.

If your child is ill first thing in the morning, or is going to be absent for any other reason, you should notify school by using the Edulink One app, emailing [absence@nhgs.co.uk](mailto:absence@nhgs.co.uk) or calling the main school telephone number on 01422 244625. Any subsequent days of absence should be reported to school on a daily basis. We cannot accept notification from a student reporting their own absence.

## Twitter

We have an NHGS twitter account which is available via <http://www.twitter.com/nhgs> or by following @nhgs. You do not need to do this to view our tweets as our tweets also appear on the front page of the NHGS website, <http://www.nhgs.co.uk>

To sign up to receive updates you do not need a twitter profile. You can register to receive updates via text message. Simply text the words: "follow nhgs" to telephone number 86444. To receive updates via text may incur a charge and you will need to check with your network provider as to the particular tariffs.

This will provide another, more instant, means to communicate with students and parents. The school could use the twitter account to update you, for example, if the decision was made to close because of snow. The twitter account is also linked to the front page of the NHGS website, <http://www.nhgs.co.uk>, so any updates on the website will also appear on the NHGS twitter page.

The Twitter account allows the facility for parents/students/staff to receive updates direct to their mobile device via SMS (text message). This will be helpful for those who are not online or who are not online throughout the day.

To sign up to receive updates, you do not need a Twitter profile. You can register to receive updates via text message. Simply text the words: "follow nhgs" to telephone number 86444. To receive updates via text may incur a charge and you will need to check with your network provider as to the particular tariffs. Standard rates usually apply, but charges depend on your network provider and the plan you have with your provider e.g. Pay as You Go, Pay Monthly etc. Some networks may not offer this service.

Once you have registered via text, you will receive a text from Twitter, do not reply to it. Please wait for an update to see whether the service has worked for you. It is best to set the service up 24 hours before it may be needed.

As stated before, this service does not require you to have a profile set up on twitter. In order to maximise personal online security, we suggest you text 'follow nhgs' to 86444 rather than follow us through a personal twitter account that anybody could look at. Any students that have a Twitter account should please remember to protect their tweets and follow the online safety guidance in the Help section of Twitter and the safety guidance provided through the school.

Once you have registered for the text service, you may stop updates coming to your mobile device, by texting the words: 'LEAVE NHGS' to 86444 or replying to the messages with the word 'STOP'. We hope to use this service for a few months whilst the winter weather continues, this will enable the content on the NHGS website to be delivered straight to the mobile devices of parents and students, who may be away from a computer during the day, or who may not have access to the Internet at home. The text message service is supplied by Twitter and not NHGS.

## Payments to the School

The school subscribes to ParentPay, which is a secure online payment service for schools, which allows the school to list items for payment by parents, including all school meals. Using ParentPay, we can create accounts and unique logins for parents so that payments are specific to each student. This is the preferred method of payment for all transactions with the school.

## Other Communications with Parents

---

### Consent Form for School Trips, Sporting Activities and other Off-Site Activities at School Events

Whilst your child attends NHGS, it is possible that they will be asked to represent the school in one or more sporting activities. This is excellent experience and a considerable achievement by the student, but, of course, it will mean playing matches against other schools outside normal school sessions. Every effort will be made to ensure your child's safety during travel to and from fixtures or practices, but it might be necessary on rare occasions for a journey to be made without staff supervision. If this is the case students travel in taxis, in pairs or more, never alone. During such journeys, it is essential that we are able to rely upon the common sense and good behaviour of your child.

The Governing body is unable to accept responsibility for injury or accident which could occur during such a journey; any parent who wishes to, should take out private insurance cover.

There are occasions when we have five or six school teams and supervision of matches can be difficult. Qualified staff from both participating schools are always present, but there may be occasions when a match must be refereed by other persons, for example, a parent or a senior student.

We are always grateful to parents who are willing to support our sports activities. If you would like to volunteer for supervision of matches and/or practices, please contact Mr Heaton, Head of PE via email at [c.heaton@nhgs.co.uk](mailto:c.heaton@nhgs.co.uk)

To help schools simplify the collection of consent for school trips and other off site activities, the Department for Education has produced a 'one-off' form which will cover a student's participation in any of these events throughout their time at school. Parents will receive notification in advance of any activity and of arrangements for any relevant payments. Parents will, of course, have the opportunity to withdraw their child from any trip covered by the form.

The consent slip can be found on page 36. All parents will be asked to sign to say they agree to the terms below. It is vitally important that any changes to your contact details or medical details are communicated to the school quickly, as this information will not be requested as a matter of course before any trip or event in future. Should you have any queries, please contact the school.

Please sign and date the form if you are happy for your child:

- a) to take part in school trips and other activities that take place off school premises; and
- b) to be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

The trips and activities covered by this consent include:

- all visits (including residential trips) which take place in school time
- all visits (including residential trips) which take place during the holidays or a weekend
- adventure activities at any time; and
- off-site sporting fixtures outside the school day

Written parental consent will not therefore be requested from you for the majority of off-site activities offered by the school.

## Other Communications with Parents

---

The school firmly believes that to ensure students reach their full potential and the aims of the school are achieved staff, governors and the LA need to work closely together with parents. Effective and regular home-school communications about students' progress, difficulties, achievements and welfare are essential.

### **The Home School Agreement**

The Agreement was developed following consultation with staff, students and parents. The Home-School Agreement explains the aims and values of the school. It spells out the responsibilities of the school and parents and what the school expects from students. Parents are not obliged to sign the agreement and nothing can happen to them or their son/daughter as a result of not signing. The Home-School Agreement is set out below and it is assumed that all students and parents will continue to uphold these responsibilities.

#### **Student**

##### **I will:**

- uphold the values expressed in the school's ethos statement
  - work hard and try my best to fulfil my academic potential
  - attend school regularly and on time and be ready to learn
  - complete homework and independent work on time and to the best of my ability
  - bring all the equipment I need every day
  - behave well and follow the school rules
  - be polite, kind, thoughtful and honest at all times
  - show proper respect for all members of the school community and property
  - wear the school uniform, represent the school with pride, and be smart in appearance
  - uphold and follow the rules for ICT Acceptable Use Policy (AUP) (a full copy of the ICT policy is available on the school website)
  - take pride in the school and protect the environment, keeping the school free from litter and graffiti
  - make the most of the opportunities available
  - try to be a credit to the school at all times, including when travelling to and from school and whilst using the internet and social media
  - co-operate with any arrangements that are made to support my behaviour and learning
- 

#### **The parents/carers**

##### **I/we will:**

- check that my child is producing work of a high quality and provide support where necessary
  - support my child in implementing the school's homework policy and other opportunities for home-learning
  - endeavour to attend parents' consultation meetings and other discussions about my child's progress
  - see that my child attends school for the required session times and days each year
  - ensure that my child arrives punctually and properly equipped
  - inform the school if my child is absent through illness on the first day of absence and every subsequent day, giving a reason for the absence
  - make every effort to arrange medical/dental appointments out of school time, and provide the school with evidence of appointments if this is not possible
  - make every effort to avoid taking holidays during term time
  - inform the school promptly of any changes in circumstances (address/telephone number)
  - make the school aware of any concerns or problems that might affect my child's work or behaviour • reinforce the school's messages on learning and behaviour and making the most of opportunities for personal development, including all day and residential trips
  - agree with the ICT AUP and will ensure that my child upholds and follows the rules (a full copy of the ICT policy is available on the school website)
  - support and try to become involved in the opportunities, activities and events at the school
- 

#### **The school**

- care for your child's safety, happiness and wellbeing
- provide a balanced, challenging and accessible curriculum which meets the individual needs of your child
- encourage your child to achieve their full potential intellectually and physically as a valued member of the school community
- provide opportunities to develop particular talents and abilities
- stimulate and develop your child personally, socially, morally, spiritually and culturally
- promote high standards of work, examination performance and behaviour through building good relationships and developing a sense of responsibility
- ensure that the ICT AUP is enforced
- keep you informed about your child's progress and general school matters
- be open and welcoming at all times and offer opportunities for you to become involved in the life of the school

# Bursary – to complete by 15<sup>th</sup> September 2023

**16–19 Bursary Fund & Free School Meals Post-16 – The full Bursary policy can be found on the school website.**

This is primarily to support students who are facing financial barriers to education. Applications are made directly to the school using the application in the Sixth Form Handbook.

The 16-19 Bursary Fund has two elements:

- (i) **bursaries for defined vulnerable groups of up to £1,200 a year.**  
Young people in care, care leavers, young people themselves in receipt of income support or universal credit and young people in receipt of Employment Support Allowance who are also in receipt of Disability Living Allowance or Personal Independence Payments.
- (ii) **discretionary bursaries** which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment.

## How to Apply for the Bursary Fund in School

- (i) **£1,200 Bursary**  
Students who are eligible for the £1,200 bursary (see above for criteria) are asked to provide the following evidence, alongside an outline of what the bursary will be used for;
  - a letter setting out the allowance/income support to which the young person is entitled;
  - written confirmation of the young person's current or previous looked after status from the local authority which looks after them or provides their leaving care services.
- (ii) **Discretionary Awards**  
The following outlines the school's criteria for awarding the discretionary funds:  
Decisions about the number and size of bursary awards will take into account the student's financial circumstances, evidence of which has to be provided with the completed application form.

As a guide from previous years: Students living in a household with less than £25,000 annual income were awarded bursary fund payments (evidence must be supplied of annual household income, for example, working tax credit award or universal credit/income support award).

**Free School meals** are available to students being in receipt of, or having parents who are in receipt of, one or more of the following benefits:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance (ESA)
- support under part VI of the Immigration and Asylum Act 1999
- the guarantee element of State Pension Credit
- Child Tax Credit (provided they are not entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs (HMRC))
- Working Tax Credit run-on – paid for 4 weeks after someone stops qualifying for Working Tax Credit
- Universal Credit with net earnings not exceeding the equivalent of £7,400 pa

**Working Tax Credit is not a qualifying benefit for Free School Meals.**

**All applications are made directly to school using the application form at the back of this handbook. Students DO NEED to reapply each year.**

**Applications should be handed to Mrs Pegg by the 15<sup>th</sup> SEPTEMBER. Be reassured that all information is treated as confidential.**

Once all applications have been received the level of awards can be determined and students will be informed of the decision.

Monthly payments for travel will only be paid provided the student fulfils the following requirements.

1. Receipts provided.
2. Must not have unauthorised or unexplained absence from lessons/school and must retain a 90% attendance.

All receipts will be required for all purchases made with discretionary bursary fund. Students in receipt of the discretionary bursary can apply for additional funding through the year, for example for travel to university visits, via the additional bursary application. Copies of the form will be available in the Sixth Form office and should be submitted to Mrs Pegg in advance of the expenditure as funding cannot be guaranteed.

BLANK PAGE

**North Halifax Grammar  
School  
16-19 Bursary Fund  
Application for  
Discretionary Awards &  
Free School Meals**

Please fill in all sections of the form with as much detail as possible. Provide photocopied documentary evidence when requested – if this is not provided your application cannot be considered.

Students and their families should be aware that giving false or incomplete information that leads to incorrect/overpayment may result in future payments being stopped and any incorrectly paid funds being recovered.

**Section 1: To be completed by the student:**

Full name	
-----------	--

Date of birth (day/month/year)	D	D	M	M	Y	Y	Y	Y
--------------------------------	---	---	---	---	---	---	---	---

Address 1	
Address 2	
Town/City	
Post code	
Telephone no.	
Mobile no.	
Nationality	

**Course Details. Please state the courses that you are studying**

<b>Subject 1</b>	
<b>Subject 2</b>	
<b>Subject 3</b>	
<b>Subject 4</b>	

## Section 2 Income details of Adults who are resident in the student's household

	Adult 1	Adult 2
Relationship to applicant		
Employment status		
Occupation (e.g employed/ unemployed/self-employed)		
Annual wage		
<b>Are you in receipt of any of the following?:</b>		
Income support / Universal Credit		
Employment & Support Allowance		
Personal Independence Payment		
Free School Meals (for Y11 leavers only)		
Disability or Carers Allowance		
Child Tax Credit		
Job Seeker's Allowance		
Working Tax Credit		
Pensions Credit		
Other benefits, please specify		

## Section 3 Assistance Required

All students who apply for the bursary fund will receive support in the following capacity:  
Please indicate which you would be interested in using the bursary fund for:

	Tick
Starter Stationery – an initial payment of £25 will be made to ensure students have sufficient material for the course	
Revision Guides (these will be ordered for you through the school at the start of the academic year)	
UCAS application (Y13 only)	
Online Learning Resources / courses	
Admission test fees (Y13 only)	
Field Trips	

Students who require support with travel, should indicate the approximate cost and whether this is a monthly payment or one off in the box below:

Travel type	One off / Monthly (please indicate)	Approximate costs (annually or per month)



## Section 4

### Declaration and Signing

#### Student Declaration

- I declare that the information and evidence provided is correct and complete to the best of my knowledge
- I have read the guidance and accept the conditions of any bursary awarded to me
- I accept that if I do not keep to the conditions of my learning agreement, payments may be withheld. (see section 7.3 of the policy)

**Student** Signed..... Print name..... Date.....

#### Parent Declaration

- I/We declare that the information and evidence provided is correct and completed to the best of my knowledge.
- I/we will inform the school of any changes in financial circumstances which may affect the award.
- I/we understand that if my/our child does not keep to the condition of their Learning agreement, payments may be withheld. (see section 7.3 of the policy)

**Adult 1** Signed..... Print name..... Date.....

**Adult 2** Signed..... Print name..... Date.....

#### Student Bank Details:

Name of account holder: \_\_\_\_\_

Name of Bank: \_\_\_\_\_

Bank account number (8 digits): \_\_\_\_\_

Bank sort code: \_\_\_\_\_

**Please check that your application form is fully completed with copies of supporting evidence supplied.**

BLANK PAGE

# Acknowledgement/Consent Slip

---

Dear Parent or Carer

Please read the highlighted documents below in the Parent/Student Handbook/School website then, sign and return this form to your child's Form Tutor by **Monday 11<sup>th</sup> September 2023**.

**Name of your child:** \_\_\_\_\_ **Reg Group:** \_\_\_\_\_

- I acknowledge receipt of the Sixth Form Handbook.
- I agree that my child should be allowed to use his/her non-lesson time for private study out of school.
- I agree to my child making his/her own transport arrangements to Core Enrichment activities.

**Signed:** \_\_\_\_\_ parent/carer **Date:** \_\_\_\_\_

---

## The Home School Agreement / ICT Use Policy

I/we the parents/carers have read the **Home School Agreement** (Page 27 of the Handbook) and the **ICT Use Policy** (on the school website) and agree to the terms.

Signature: \_\_\_\_\_ **Date:** \_\_\_\_\_

I (the student) have read the Home School Agreement including the ICT Use Policy and agree to the terms.

Signature: \_\_\_\_\_ **Date:** \_\_\_\_\_

The Governing Body appreciates and values the support of all parents, and invites all parents and carers to sign the Home School Agreement above. It is not compulsory for parents to sign, but if you do not wish to sign the agreement, it would be helpful if you contacted me to discuss your concerns or reservations. Breaches of the terms of agreement will not be actionable through the courts.

Mr D Deehan  
Headteacher

---

## Consent for School Trips, Other Off-Site Activities and Care of Students During PE Matches and Practices.

I give consent for my child to take part in school trips and other off-site activities. I understand that while every attempt will be made to provide supervision by qualified teaching staff, on occasions matches will be supervised by other persons (eg parents, senior students) and I will allow my child to take part on such occasions.

**YES/NO**

I authorise the school (NHGS) to consent to medical treatment for my child if it has not been possible to contact a parent.

**YES/NO**

**Signed:** \_\_\_\_\_ parent/carer **Date:** \_\_\_\_\_

---

## Photography and Filming

### The Value of a Photograph

We believe that taking and sharing photographs of our students whilst they are on their NHGS journey is an important part of school life. Whether it's a school event, a sporting achievement, a school production, a music concert or simply students engaging in a practical lesson - photographs are a powerful way to share an insight into all aspects of the NHGS experience.

# Acknowledgement/Consent Slip

---

These give other NHGS students, potential students, parents, carers and the wider NHGS community a window into what's happening in school (or out of school in the case of school trips and off-site events). For the students themselves, it's an important record of their time here - something to be treasured for years to come.

For clarity, a "photograph" includes any kind of still or moving image with or without sound and whether stored/transmitted electronically or as hard copy. This covers all photography taken in school, on school trips or at school events.

We would like to invite you to consent: North Halifax Grammar School will take and display/ publish photographs of your child. These photographs will be used on in-school displays, newsletters, the school website and social media to tell the story of your child's time at the school.

Why are these different types of media grouped together?

With the increased use of digital media it is becoming more difficult to separate different media channels. For example, an article that appears within the NHGS Newsletter will be accessed via the school website (where the newsletters are hosted) and it may also be referenced in a social media post. Managing different types of media under different consent options would be impossible to administer and so we are asking parents/ carers to opt-in to one "grouped" photography option.

## Student Identities & Careful Consideration

We are mindful that we have a duty of care to protect our students' identities. With this in mind, we will:

Not use personal details or full names of any student with a photograph. Instead we will use first names or initials. We will ensure that three or more students are included in a photograph or photo montage.

## Special Circumstances

We understand that some families have special circumstances which would prevent them from opting-in. We are sympathetic to these scenarios and understand that, for your own personal reasons, you do not consent. This will not be challenged. If your circumstances change, please contact the school to change your consent indicator.

North Halifax Grammar School will take and display/ publish photographs of your child. These photographs will be used on in-school displays, newsletters, the school website and social media to tell the story of your child's time at the school.

**Agree**           

**Disagree**      

**Signed:** \_\_\_\_\_ **parent/carers**    **Date:** \_\_\_\_\_

