



Handbook for Sixth Form Students and their Parents

2026/2027

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

Welcome letter for Year 12 from the Head of Sixth Form

Dear Year 12 Students, Parents and Carers,

Welcome to all of you joining NHGS Sixth Form from September, alongside those returning to complete their A levels in the Year 13. We hope that this finds both you and your families well and are committed 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 about A level options post-16 and we expect you to continue with all your courses to examinations at the end of the Year 13. Exceptionally students may wish to change courses at the start of Year 12. If you wish to change your courses, you must think carefully about the implications and discuss the proposal with Mrs Jonas, Head of Sixth Form. Changes will only be agreed if it is judged to be the right choice for you, and all changes should be made by the end of September. Changes will also be subject to availability on that course.

All students in Year 12 will also partake in an electives programme. You will be expected to opt for up to two electives over the course of the academic year. Electives are designed to enhance your education and we are pleased that we are able to provide a breadth of exciting opportunities. You will be selecting their chosen electives in the first week of term.

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. As you reach adulthood, we will support you in 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. 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, you won't face those challenges alone. Not only will teachers be keen to support you, but here in the sixth form office we are on hand to provide support and guidance. We have years of experience of supporting students through these challenging years and are ready to help if needed.

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 to study in an 11 to 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 and Sixth Form Leadership Scheme.

We hope that when you complete your Sixth Form courses you will be proud of 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 S Jonas

Head of Sixth Form

Welcome letter for Year 13 from the Head of Sixth Form

Dear Year 13 Students, Parents and Carers,

Welcome back to NHGS Sixth Form as you begin your final year with us in Year 13. We hope that this finds both you and your families well. As you step into this crucial final stretch of your school education, we want to reassure you of our continued commitment to working closely with you to ensure success both academically and personally.

Having successfully navigated Year 12, your focus now turns to completing your A-level courses and preparing for your final examinations at the end of this academic year. By now, you are well accustomed to the demands of your chosen subjects, but Year 13 brings a new level of rigor, alongside important decisions regarding your future pathways.

Your absolute priority this year must remain your academic studies. Securing the best possible grades in your A levels is the most direct route to the university course, higher apprenticeship, or career of your choice. Over the coming months, you will need to draw upon all the determination, resilience, and perseverance you developed in Year 12. As topics deepen and become more challenging, success will depend heavily on your ability to work independently carrying out extensive background reading and research while continuing to collaborate effectively with your peers and teachers.

Crucially, Year 13 requires you to take full ownership of your learning. Reflecting on your progress so far, identifying areas for growth, and managing your workload to consistently meet deadlines are essential skills not only for your upcoming exams, but for the 'real world' beyond NHGS. However, you will not face these pressures alone. Your subject teachers remain dedicated to your progress, and the Sixth Form Team is always on hand in the Sixth Form Office to provide guidance, reassurance, and practical support whenever it is needed.

Alongside your academic focus, this year marks a key transition as you prepare for life after school. Whether you are applying through UCAS for higher education, pursuing degree apprenticeships, or entering employment, we will actively support you every step of the way in navigating these processes and making well-informed choices.

Being a Year 13 student also means stepping up as role models and leaders within our school community. We encourage you to continue actively participating in our enrichment activities and leaving a positive legacy as senior members of the NHGS community.

We look forward to working alongside you throughout this defining year. Our goal is that when you complete your courses next summer, you will look back with immense pride on your academic achievements and personal growth, fully prepared and confident to embark on the next chapter of your lives.

Welcome back to NHGS for your final year. Let's make it a fantastic one!

Yours sincerely,

Mrs Jonas

Head of Sixth Form

School Term Dates 2026-2027

Autumn Term 2026		
Bank Holiday	Monday 31 st August 2026	Bank Holiday
Training Day	Tuesday 1 st September 2026	Staff Training Day
Training Day	Wednesday 2 nd September 2026	Staff Training Day
School Opens	Thursday 3 rd September 2026 (Years 7 & 12 only)	
	Friday 4 th September 2026 (all year groups)	
School Closes	Friday 16 th October 2026 – closes 3pm	October Half Term
	Two week October half term	
School Opens	Monday 2 nd November 2026	
School Closes	Friday 18 th December 2026 – closes 3pm	Christmas Holidays
Spring Term 2027		
Training Day	Monday 4 th January 2027	Staff Training Day
School Opens	Tuesday 5 th January 2027	
School Closes	Friday 12 th February 2027 - closes 3pm	Half Term
School Opens	Monday 22 nd February 2027	
School Closes	Thursday 25 th March 2027 – closes 3pm	Easter Holidays
Summer Term 2027		
School Opens	Monday 12 th April 2027	
School Closed	Monday 3 rd May 2027	May Day
Training Day	Tuesday 4 th May 2027	Staff Training Day
School Closes	Friday 28 th May 2027 – closes 3pm	Spring Bank Holiday
School Opens	Monday 7 th June 2027	
Open Evening	Tuesday 22 nd June 2027	Main School Open Evening
Training Day	Wednesday 23 rd June 2027	Staff Training Day
School Closes	Wednesday 21 st July 2027 – closes 3pm	Summer Holidays

Dates to remember:

Friday 26th March 2027

Monday 29th March 2027

Good Friday

Easter Monday

School Times

The timetable for the school day is outlined below. Students should ensure that they are punctual for all lessons

Time	Action
8:17am	All Sixth Form Students must attend registration on a Monday morning regardless of their timetable for the day. On other days, this time is used for 1-1 tutorials by arrangement with the Form Tutor
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 and afternoon registration closes
2:00pm	Dismissal from period 4
3:00pm	Dismissal of students from school

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. If students are late to 3 lessons in a half term without good reason they will attend pastoral support sessions to help them develop strategies to improve their punctuality. Parents will be informed in writing if punctuality or attendance has been highlighted as a concern.

Registration

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 SPTs 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 whether they have a lesson period 1 or not. Students need to be 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 5th October, 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 the Year 13 will begin their 1-1 tutorial sessions from Tuesday 8th September.

Tutors will be responsible for arranging individual appointments seeing at least two students each morning (times TBC by their form tutor).

Summary of the Responsibilities within the Sixth Form Team

Mrs S Jonas, Head of Sixth Form

- Academic and Pastoral Leadership
- Transition into Sixth Form
- Coordination of Sixth Form Monitoring
- Prefect selection & management
- Coordination of UCAS procedures
- Coordination of Personal Development curriculum
- Liaison with Careers service & external agencies
- Administration of Bursary Fund
- Organisation of Parents Evenings, 6th Form Open Evening & Interview Evenings
- Overview of Electives



Mr J Downing – Sixth Form Pastoral Officer

- Pastoral welfare of all Sixth Form Students
- Overview of Enrichment Programme
- Monitoring day to day attendance and punctuality
- Provide guidance for students applying for apprenticeships



Mrs M Woodward – Year Group Leader for Year 12

- Academic Progress of Year 12 students
- Pastoral leadership Year 12
- Support with Sixth form Character and Culture programme
- Coordination of Work Experience



Mrs K Baker-Casey – Year Group Leader for Year 13

- Academic Progress of Year 13 students
- Pastoral leadership Year 13
- Supporting the UCAS Programme
- Preparing Year 13 students for next destinations



Student Progress Tutors

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

The 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.

Group	Form Tutor	Room
12.1	Mr C Marston	MU3
12.2	Mr N Barker	HU5
12.3	Miss C Lightfoot	DT2
12.4	Mrs R Cresswell	E8
12.5	Miss S Rigby / Mrs C Beresford	L3/S7
12.6	Mrs R Adams	A1
12.7	Mrs N Whitehill / Mrs R Ghelichi-Winstanley	S6
13.1	Mrs K Sharma	SF3
13.2	Mrs E Gerrard	DT1
13.3	Mrs A Green / Mrs C Willis	SF2/H13
13.4	Mrs A Kay/Mr R O'Grady	E2/M7
13.5	Mr G Walker	S8
13.6	Mrs C Webb	M1
13.7	Mr C Cresswell	E8
13.8	Mrs R Pegg/Mr J Downing	MU1

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.

Assistant Headteacher and Designated Safeguarding Lead (DSL) - Mr Adams



Mr Adams is an Assistant Headteacher and the school's Designated Safeguarding Lead (DSL). He can be contacted at the school if students, parents or carers have any worries or difficulties.

Mr Adams is closely supported by a team of Deputy DSLs who should be contacted in the absence of Mr Adams. The Headteacher and other Assistant Headteachers can also be contacted.

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.

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.

Special Educational Needs

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



The SENDCo at NHGS is Mrs Terry. 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's 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:

In 2023, NHGS Sixth was graded as Outstanding by OFSTED. We use specialist teachers who have experience of teaching both GCSE and A Level, therefore ensuring that work is appropriately structured to best manage students' transition between the two to ensure swift progression.

All of our courses are taught on site at the school. We offer a wide variety of courses, the full range of courses can be viewed in the Sixth Form prospectus online - [Sixth Form Prospectus](#)

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 Core Maths and 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).

All Year 12 students study two electives over the course of the first year of A level with the intention to help them develop a thirst for learning beyond their chosen curriculum and provide them with more breadth than their chosen subjects will do. They will also be given the option to gain accreditation if they choose to complete their Arts Award or Personal Finance course.

Independent Learning

Developing independent study skills is essential for bridging the gap between GCSEs and A-levels. Building strong study routines and taking responsibility early in Year 12 instils the academic rigour, reflection, and resilience needed for linear A-level success. These transferable skills also provide a solid foundation for university study and future careers.

Study Periods

Students are expected to complete 5 hours of independent study per subject each week to consolidate learning and secure key skills. **Under no circumstances should study periods be used for paid employment, although it is quite acceptable to use the time for relevant work experience.**

Subject to returning a signed Home–School Agreement and maintaining good study habits, Year 12 students may leave site during non-contact periods from 5th October. However, if a student misses deadlines or raises academic concerns through monitoring or teacher feedback, off-site privileges will be withdrawn for at least 3 weeks, during which study periods must be spent in the Library under supervision.

Subject to returning a signed Home–School Agreement and maintaining good study habits, Year 13 students may leave site during non-contact periods from 7th September. However, if a student misses deadlines or raises academic concerns through monitoring or teacher feedback, off-site privileges will be withdrawn for at least 3 weeks, during which study periods must be spent in the Library under supervision.

Supported Learning

In addition to the formal curriculum we support students through a wraparound support structure to help students manage the transition to A-level study while embedding the NHGS 5 Rs (Routines, Resilience, Rigour, Reflection, and Responsibility). We do this in the following ways:

- 1-1 Tutor Support: Regular mentoring sessions with form tutors focus on reviewing academic progress (reflection), establishing productive study habits (routines), and supporting student wellbeing (resilience).
- Specialist Study Spaces: Access to the quiet study environment in the Sixth Form Study Room and silent study in the Library for independent, supervised study during non-contact time (responsibility).
- Academic Enrichment & Extension: Departmental study days, subject workshops, and online learning resources to promote academic rigour outside lessons.
- Sixth Form Lectures: A lecture programme operates throughout the year featuring external speakers to broaden horizons and inform post-18 choices.

Learning to Live:

We are committed to ensuring that students not only attain A-Levels but are ready for life beyond school.

Sixth Form Leadership Accreditation Scheme

Our Student Leadership Accreditation Scheme transforms voluntary contribution into a structured, CV-ready record of achievement. Moving away from ad-hoc volunteering, the scheme provides clear, meaningful opportunities for students to develop core workplace skills, demonstrate reliability, and stand out in future applications. This will be managed by Form tutors in 1:1 meetings and monitored closely by the sixth form team to ensure that all students make a positive contribution to the school community and develop their leadership skills.

Key Features of the Framework:

- **Six Structured Pathways:** Opportunities are organised into six defined areas of school life, moving beyond casual volunteering to focus on sustained skill development.
- **Balanced Experience:** Every pathway balances front-facing responsibilities (such as mentoring, public speaking, or event hosting) with behind-the-scenes contributions (such as resource management, planning, or administrative support).
- **Student-Led Process:** Students manage their own progression via a simple three-step system: Log hours/evidence - Verify with a staff supervisor - Reward upon completion.

Personal development - Character and Culture

Attendance at our Character and Culture Personal Development sessions is compulsory for all Year 12 and Year 13 students, fulfilling our statutory requirement to provide comprehensive PSHCE education. The programme plays a crucial role in building personal resilience, encouraging self-reflection, and developing social responsibility. Covering key issues around health, relationships, active citizenship, and future career planning, these sessions equip students with the broader skills and understanding necessary to thrive as confident, responsible adults.

Enrichment

Our Core Enrichment Programme is followed by all Year 12 students and includes the choice of school-based activities, such as primary school outreach with Science or PE, Young Enterprise, 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 as part of the NHGS Sixth Form Leadership Accreditation Scheme working with our younger students and fulfilling responsibilities within the wider school.

Careers Support & Pathways

We are committed to ensuring that all students can move on to North Halifax equipped for the world of work and to a destination of their choice.

Students are assigned a specific Pathways Programme at the start of the Sixth Form and this includes tailored support 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 and complete a week's work experience after their mock exams in Year 12, with some students opting to do this through volunteering, working alongside NHGS staff.

Students also take part in a full careers guidance programme provided by Mrs Manley, our careers adviser in school. This is supported by a UCAS evening and an Apprenticeships evening for parents so they too can gain an insight into the options available following post-16 study.



Careers Advice and Guidance: Students are invited to book a one to one appointment with Mrs Manley (L.Manley@nhgs.co.uk), our Level 6 Qualified Careers Adviser and Coordinator to discuss their post 18 options. This is an opportunity for students to talk through ideas and come up with an action plan to aid their transition from Sixth Form to University, Degree Apprenticeship, a Gap Year or Employment. We use Morrisby as a tool for students to gain information about potential careers and record work experience placements, activities in and out of school as well as recording the notes from careers meetings, parents can have access to this by asking their child to grant them permission. Parents play a very important role in their child's career journey and we would ask that parents join the Careers Google Classroom when the invitation arrives so

that you receive an overview of what is being advertised to your child. We also welcome parents' involvement in careers activities such as the Year 8 Careers Carousel, Mock Interviews and providing Work Experience placements, please get in touch if you'd like to be involved.

Destinations

In 2025, 78% of students went on to study 67 different courses at 42 different universities around the UK. 42% of students who went onto university took up places at Russell Group Universities including two students at Oxford/Cambridge. 10% of students went into apprenticeships or employment with training.

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.

Course Progression and Changes

Until the end of September in Year 12, 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.

Students will sit internal examinations in all subjects in Year 12. Students must pass their Year 12 exam to continue their courses 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.

Standard of Behaviour/School Organisation

An orderly and efficient environment contributes to the well-being of everyone in the school and requires the cooperation 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 in line with the school's Respect charter. Students should always be honest, helpful, courteous and respectful.
2. All students must observe the Respect charter 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 into school.
7. No item must ever be used as a weapon***.
8. **Chewing gum is not allowed in school.** If you are chewing in school you will be given a comment. This will be monitored by the Sixth Form Team.

*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

For more information about school exclusions see our Suspensions and Exclusions policy:

<https://www.nhgs.co.uk/storage/app/media/Our%20Academy/Policies/suspensions-and-permanent-exclusions-policy-2025.pdf>

I.D. Badges/Lanyards

All students must **visibly wear their ID badge around their necks when in school**. This is a safeguarding requirement. Students are issued with an ID badge at the start of the Lower 6th. Damaged and lost badges must be replaced at a cost to the student. Students who arrive on site without their ID badge will be expected to sign in manually at reception but will not be allowed into the main building until a conversation has been had with the sixth form pastoral officer or member of the sixth form team. Students who persistently fail to arrive on site with their lanyard will be expected to hand in their mobile phone as a consequence of needing to borrow a temporary one. This sanction will be put in place on every third occasion per half term.

Standard of Behaviour/School Organisation

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 like school events (e.g. Open Evenings).

The following specific points should be noted:

1. Outside coats should be removed in lessons.
2. Hats/hoods should not be worn in lessons or when moving around school in corridors etc.
3. 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 coloured so as to be unobtrusive).
4. Slogans or logos which cause offence must not be worn.

In specific circumstances, such as the use of specialist rooms in 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, these will be followed up by the tutor or pastoral leaders.

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. 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.

Mobile Phones

There is a strict mobile phone policy for the main school following new government guidelines from the DfE. As a Sixth Form, we expect our students to support this. Sixth formers, **mobile phones may only be used in the Sixth Form Social area, Sixth Form Diner and the Sixth Form work rooms** 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 **must also not be used on the school field or anywhere they may come into contact with main school students**. They should be switched off and out of sight in all lessons.

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 Jonas should be contacted to discuss the problem.

If phones are used outside these areas/times, these are the school sanctions:

1st offence - **phone confiscated (behaviour comment recorded on Edulink) and returned at 3pm** (collected from the school office).

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 and the other individuals have consented
- 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
- 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.

To safeguard our school community and ensure a safe digital learning environment, NHGS operates strict filtering and monitoring systems across all school networks, devices, and online accounts (including school-issued email and cloud platforms). Filtering blocks access to harmful, inappropriate, or illegal content. Monitoring actively tracks network activity, searches, and device usage on school systems. Any attempt to access restricted material, bypass security controls, or engage in activity that raises safety or safeguarding concerns is automatically flagged, logged, and reviewed by the Sixth Form Team and Safeguarding Lead.

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

It is best for students to approach staff directly in lesson time, or by arrangement at lunchtime to communicate with them.

If this is not possible, email can be used. If you are using email to contact staff please be mindful that staff teach most of the time. They also have commitments to enrichment and other school events during lunchtimes and after school. It may take a few days for them to respond to your emails.

Students are expected to check their school email daily. When emailing 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.

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.

Attendance and Punctuality

Above 95% is the accepted National benchmark for Post 16 attendance without a significant impact to learning. Students should always strive to be above this percentage.

Attendance is monitored daily and parents will be made aware if a student has not arrived at school.

The sixth form team monitors attendance on a weekly basis and any student who falls below this expectation can expect to have intervention applied.

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. Students will be expected to attend the lesson in school and work will be set by the class teacher and monitored by the department. Students must not assume the lesson is cancelled and go off-site.

3. Driving Lessons

Driving lessons can be arranged to take place during study periods. 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. **Students who regularly drive to school should register their car with the sixth form via the google form link** – speak to a member of the sixth form team about this.

Part-Time Employment

Part-time employment outside of school hours is encouraged but to a **maximum of 10 hours part-time work per week** - and these should take place outside the timetabled school day. More than 10 hours per week will have a negative impact on academic progress.

Worship Room

A Worship Room is provided for all students to use during lunchtime and should be used in accordance with the guidelines that are shared with students via email. The Dance Studio will serve as the Worship Room for male students and PE2 will serve as the Worship Room for female students.

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, which take place once a year.

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.

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 whether students are meeting the standard (represented as S), or they are exceeding the standard (represented as an E).

Where students are working towards the standard, staff will indicate in what area improvements are needed:

- WE - Effort put into completing the work
- WL - Learning behaviours - not respecting learning or the learning of others.
- WO - Organisation, deadlines, files

This will occur, alongside a professional prediction and current attainment grade.

Professional prediction is the grade a teacher would expect a student to achieve given his or her current performance and work rate, and other information available to them. Please be aware that prediction can never be a precise science.

Students will also receive a Current Grade - this is the grade achieved on assessed work so far. It indicates if they had performed like this in the final A-Level examination, this is the grade that they would be awarded.

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.

Monitoring/Reporting System and Parents' Evenings

Monitoring Dates:

Year 12 and Year 13 Monitoring

Year 12 Monitoring	
M1	November 2026
M2	May 2027

Year 13 Monitoring	
M4	November 2026
M5	March 2027

Sixth Form Parents' Evenings 2026/2027

Year 13	Thursday 26 th November 2026
Year 12	Thursday 4th February 2027

6th Form Rewards

- Students gaining all exceeding the standard in monitoring will be rewarded for excellent performance.
- Students with excellent attendance will be acknowledged and rewarded for this.

File Checks

Some students find the transition to independent study difficult, and organisation of work has often been identified as an area for development.

Files will be checked by tutors during 1-1s. Support will be given to those students who need help with their organisation and approach to note keeping.

Study Support Programmes

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, monitoring outcomes, assessment outcomes and homework quality.

There are 2 programmes we use in school to support students:

- Student Targeted Engagement Programme (STEP)
- Route to success (RTS)

Student Targeted Engagement Programme (STEP)

The Student Targeted Engagement Programme (STEP) is a structured support framework designed to help students overcome challenges and get back on track. A student may begin a STEP intervention if concerns arise regarding their attendance, behaviour, or academic progress. Through this framework, students receive timely, achievable targets that are regularly reviewed by the Sixth Form team. Parents will be notified if their son or daughter enters the STEP framework, and we may invite you to a meeting to ensure coordinated support both at school and at home.

Route to success (RTS)

This programme provides targeted support for students making strong progress, empowering them to secure the highest possible grades in line with their potential. Working closely with their Form Tutors, students evaluate their independent study habits, refine their revision strategies, and access tailored guidance to ensure they excel in their A Level or Vocational studies.

**Study Removal*

As part of either of the structured programmes above study removal is a supportive intervention method to help students develop better independent learning skills.

This can be implemented in two stages:

1. Red Card – Often given to students who received WTS or have grades that are significantly off target from more than one subject in their monitoring or who have significant attendance issues and have a lot of work to catch up.
2. Amber Card – Often given to students who receive WTS or have grades that are significantly off target in independent learning on their monitoring or have minor attendance issues and need structured support to catch up.

A Red Card indicates full study removal and requires students to be on site for the full day (8.20am-3pm) and to be based in the library studying when they are not in lessons. This is implemented to encourage students to work more diligently. They are required to work with advice from subject tutors in assessing and evaluating the areas which require more focus. This is monitored by the Year Group Leader

An Amber Card indicates partial study removal, giving the student a little more autonomy in when they choose to study (they must dedicate a minimum of 2 periods per subject where progress has shown concern). As the red card they are required to work with advice from subject tutors in assessing and evaluating the areas which require more focus. This is monitored by their SPT.

UCAS Applications

School deadline for receipt of 1st draft UCAS forms*

Year 13	Monday 2nd November 2026
---------	--------------------------

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

UCAS Deadline Dates

15 th October 2026	Applications to Oxford or Cambridge universities and for all courses in medicine, dentistry and veterinary science.
18 th December 2026	NHGS deadline for submission of applications
13 th January 2027	UCAS final deadline

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 Character and Culture time is allocated to the process of applications. Form Tutors will write the references and the complete UCAS form will be checked by the Sixth Form team before being sent to UCAS. If students are not applying to UCAS they will use this time to prepare for apprenticeship applications or job applications and will receive appropriate support from their form tutor and the sixth form team.

UCAS Application Link Tutors 2027 Entry

Mrs S Jonas	13.2 and 13.7
Mr J Downing	13.5, 13.6, 13.8
Mrs M Woodward	13.3 and 13.4
Mrs K Baker-Casey	13.1

Year 12 Tutor Groups

All 12 will follow a Character and Culture programme which will focus largely on bringing about awareness in preparing them for young adult life and research and preparation for UCAS and apprenticeship applications in Year 13.

March 2027 (TBC)	UCAS Information Evening
December 2026 (TBC)	Apprenticeship Information Evening
March 2027	UCAS Conference at Manchester Arena (TBC)

Applications Process

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

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

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 not notified 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: studentabsence@nhgs.co.uk and copy in j.downing@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, they 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 the student 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; Mrs Lamb (school nurse), 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 in advance of the appointment. A copy of the appointment card/letter/email should be attached to your absence request. The student 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 studentabsence@nhgs.co.uk and copy in j.downing@nhgs.co.uk.

Holidays

The latest Department for Education (DfE) statutory document regarding school attendance "Working together to improve school attendance" outlines the statutory responsibilities schools and parents have regarding maintaining outstanding attendance. In order to ensure that pupils make the necessary progress during the school year, and to achieve their academic targets, Headteachers/Principals 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. See the NHGS Attendance Policy for more details on the school authorising absence. Further information on term time absence can be found in the school attendance policy.

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 studentabsence@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.

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.

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 an 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.

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 Marston, Head of Faculty (Music & PE) via email at c.marston@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 the next page. 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 which take place in school time
- all visits which take place during the holidays or a weekend
- 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.

Consent forms for completion and return

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

I give consent for my son/daughter 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 (e.g. parents, senior students) and I will allow my son/daughter to take part on such occasions.

YES/NO

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

YES/NO

Signed: _____ **parent/carers** **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.

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.

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 son/daughter. These photographs will be used on in-school displays, newsletters, the school website and social media to tell the story of your son/daughter's time at the school.

Agree ☐

Disagree ☐

Signed: _____ **parent/carers** **Date:** _____

Sixth Form Home-School Partnership Agreement

*Sixth Form success is built upon a three-way partnership based on mutual respect, high expectations, and shared responsibility. Please ensure you have read the sixth form handbook and review the expectations below, complete the signatures block at the bottom, and return this form to your Form Tutor by **Monday 7th September 2026**.*

1. The Sixth Form Commits to:

- Delivering high-quality teaching, clear assessment guidance, and regular academic feedback.
- Providing dedicated study facilities, pastoral care, and structured intervention when required.
- Offering expert guidance for post-18 pathways, including UCAS, degree apprenticeships, and employment.
- Maintaining open communication regarding academic progress, attendance, and wellbeing.

2. The Student Commits to:

- Taking full ownership of my learning by attending all lessons, registration, and guided study sessions punctually.
- Completing all coursework commitments and independent study tasks to the best of my ability by set deadlines.
- Acting as a role model within the school community, adhering to the Sixth Form dress code and conduct guidelines.
- Proactively communicating with subject teachers and my Form Tutor if academic or personal challenges arise.

3. The Parent / Carer Commits to:

- Encouraging my son/daughter to take independent responsibility for their academic studies and routine.
- Supporting full attendance (aiming for the 95%+ target) and organising non-urgent appointments outside school hours.
- Maintaining contact with the Sixth Form team, attending Progress Evenings, and notifying the school promptly of any absence.
- Partnering with the school to support any academic targets or intervention frameworks put in place.

Agreement & Signatures

We have read and understood the Sixth Form Home-School Agreement and the ICT Use Policy (on the school website) and agree to the terms and to upholding these commitments throughout the student's time in the sixth form.

Student Full Name: _____ **Form Group:** _____

Student Signature: _____ **Date:** _____

Parent / Carer Full Name: _____ **Relationship to Student:** Parent / Carer

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.

Miss A Kent
Headteacher

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 Google form that they will gain access to via the Google classroom for their tutor group.

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 an application via Google form. Students MUST reapply each year.

Applications should be submitted to Mrs Jonas by the 11th SEPTEMBER with the declaration form on the next page. 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 funds. 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 on Google classrooms and should be submitted to Mrs Jonas in advance of the expenditure as funding cannot be guaranteed.

Bursary 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.