

Yate Academy

6th Form



Student and Parent Handbook

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Welcome

We are pleased to provide this handbook for Year 12 and Year 13 which gives you information regarding Sixth Form study and procedures.

We endeavour to ensure students have been enrolled on a suitable course and we hope that through hard work from both teachers and students, effective parental/carer support and the information contained here, that significant success is achieved by all our students.

We enclose here:

- Reminders about our expectations of students, the procedures we follow and how they can be supported by parents and carers
- Information about the curriculum that students will follow including how students will be assessed and monitored
- Sixth Form support, including Careers and Finance advice
- The role of the Sixth Form Tutor

As students continue into their non-compulsory education we know that, with us, you will want the best educational outcomes.

Teachers at Yate Academy are confident that we can ensure students fully reach their potential. It is a remarkable Sixth Form with a true sense of identity and community coupled with excellent academic outcomes.

If there are any comments or concerns, please do not hesitate to contact the respective Sixth Form Tutor in the first instance. We will always do our best to assist in matters affecting learning and progress in school.

Mrs Helen Brett-Reynolds
Assistant Principal (Head of Sixth Form)

Vision

At Yate Academy Sixth Form, we aspire to develop confident, capable, and compassionate young adults who are prepared to lead with integrity, contribute meaningfully to society, and persevere through any challenge. We cultivate a learning environment where every student is empowered to grow as a leader, act as a responsible citizen, and demonstrate resilience in the face of adversity. Through a broad and ambitious curriculum, dedicated mentorship, and real-world opportunities, our students learn to shape their futures with purpose and principle. Our Sixth Form stands as a launchpad for tomorrow's change-makers—equipped to lead, committed to others, and resilient enough to thrive in a rapidly evolving world.

The Culture & Climate of Yate Academy Sixth Form

The Sixth Form is both an exciting and challenging time for students. It involves greater levels of freedom and choice; new opportunities for leadership, quality facilities and the chance to develop a distinct identity as well as being part of the Yate community. It involves the challenges of new subjects that are studied with an enhanced level of difficulty, alongside the increased demand to develop your skills as an independent learner. Additionally, your sixth form journey seeks to prepare, inform and advise you when it comes to considering your next Further Educational choices, be that going on to university, an apprenticeship or seeking employment.

For a significant number of students who join the Academy in Year 12, the Sixth Form will be a new experience due to the different environment, people and staff, however, our ethos is to help foster our core values within all of our students' experiences.

Leadership, Resilience and Citizenship

In addition to securing the highest standards of achievement, our core values encourage, nurture and promote the very best qualities from our students and we value our role in helping to shape the young people of whom we are privileged to serve.

At Yate Academy Sixth Form, we feel success is about more than just academic achievement. We pride ourselves on our ability to engage our students through various opportunities in which they are able to take on leading roles that cover many aspects of school life. Roles such as Principal Students, Senior Students, Student Council and House representatives as well as student involvement in the wide range of clubs, societies and other extra-curricular activities we have to offer.

Parents/carers and staff have a significant influence over the successes and achievements of our young people through supporting their learning and activities both within and outside of school. The relationship built between parents/carers, staff and students must be based on mutual trust, respect and a commitment to improving the key learning outcomes.

Core Purpose (Our reason for existence)

Our aim at Yate Academy is to create successful learners, who are confident individuals and responsible citizens. All of this is underpinned by Leadership, Resilience and Citizenship in our community. Yate Academy vows to offer its students the opportunity to become and demonstrate advocacy and leadership skills, to become global citizens. Every aspect of our curriculum and character programme is aimed to challenge each individual pupil and develop Character traits, such as - Independence, curiosity, determination and communication. We ensure the curriculum at Yate Academy is planned in precise detail; understood by all stakeholders and delivered so that our students are well-prepared for their futures.

Core Values (Our fixed, guiding values by which we make all decisions.)

Leadership – We set a high standard, we set the standard for others. We lead by example; we lead the way.

Resilience– We never give up; we keep going even when it is tough.

Citizenship – We are kind, polite and honest, we make a positive impact on others. We make a positive contribution to our school community.

Students and Parents - Expectations

As a member of Yate Academy Sixth Form, it is important that you always strive to achieve your full potential. Students have a vital role to play in the wider community, both by setting an example to our younger students and by taking on responsibilities within the wider Academy community. Students are expected to take responsibility for their own learning and we expect them to work alongside staff, by being committed to their learning in order to achieve their full potential. If this is going to occur it is important that students abide by the following terms:

- Attend all lessons, including Independent Study lessons.
- Be punctual to registration and all lessons.
- Be fully prepared and equipped for all lessons and take individual responsibility to catch up on any missed work through absence or illness by proactively contacting/visiting subject teachers.
- Complete work by the deadlines that are set by subject teachers and tutors.
- Be prepared and have work to do when you do not have formal timetabled lessons.
- Work quietly and do not disturb other people in the Sixth Form Areas.
- Correctly use computer facilities. Personal backup files should be kept for all work. (Misuse of computers leads to the loss of access rights.)
- Abide strictly to the published Sixth Form Dress Code, which includes wearing the sixth form lanyard and ID cards and by carrying the academy access fob.
- Use the inventory system to sign in and out of the academy.
- Be engaged in study for approximately 35-40 hours per week.
- Take on the responsibilities of being senior members of the Yate Academy community and being a role model to younger students.

The 'Yate Academy Sixth Form Home-Academy Agreement' supports the **Sixth Form Handbook** and has been designed to ensure the 'Culture & Climate' of the Sixth Form is met and that parents, students and staff are in agreement when working together in a spirit of trust and cooperation. *Appendix 1*

Attendance/ Fit to Study

We would like everyone to aim for an attendance record of at least **96%** (which is in line with OFSTED's expectations of a successful post-16 student) as persistent or intermittent absences have an adverse effect on academic progress. In any reference request, attendance data is normally required and is often based on the following:

Excellent: 98% +

Good: 96%

Concern: Below 95%

Serious Concern: Below 90%

Our attendance register is also used for auditing and is vital for Health and Safety purposes, so it is key that attendance is recorded accurately. Sixth Form students must follow the process below:

- Sixth form students must use their barcode to sign into the Academy each morning by using the inventory system located by the Sixth Form entrance.
- Students must also register with their Personal Tutor each morning by no later than 8.40am.
- Students need to inform their form tutor **via email** of any **unplanned absence, by 8.40am** on the morning of absence.
- On return to school a written PARENTAL note or email explaining the absence should also be handed into the Sixth Form office.
- Staff should be notified of any known absences at least three Academy days in advance (using the leave of Absence form). *appendix 3*.

The table below shows which types of absences can be authorised under such circumstances: (please note that formal attendance disciplinary procedures will be used if a student does not register properly or deliberately misses lessons, or if attendance is a concern, please see the stepped response process.)

Unfortunately, at times students' health and well-being means they are not fit to study. Whilst we recognise this is no fault of their own, this does impact on a student's progress. Continued absence due to these circumstances will follow a similar stepped response pattern as for those choosing not to attend, however the nature of the monitoring will differ.

Authorised Absence	Unauthorised Absence
<ol style="list-style-type: none">1. Medical appointment which cannot be arranged outside school hours2. A religious holiday3. Unwaged work experience placement by prior agreement with the school4. Attendance at a funeral or wedding of a family member. This must be agreed by the school.5. A driving tests	<ol style="list-style-type: none">1. Holidays2. Part or full-time work, not part of a student's programme of study3. Leisure activities4. Babysitting younger siblings5. Driving lessons

Families are strongly urged to avoid booking holidays during term time, or agreeing to take students on trips during term time as this disrupts their education and progress. There is no automatic right to take a child out of school for a holiday as made clear in the **Education (Pupil Registration) (England) (Amendment) Regulations 2013**. **These will be recorded as unauthorised absences. This could result in students being asked to leave the Sixth Form.**

Students are involved in public examinations from Easter onwards and other coursework commitments span throughout the year, so non-attendance at these times would have an even greater detrimental effect upon student performance and outcomes.

Punctuality Program

Registration is 08:40, arrival after this time (even by a second) is late.

If arriving in school after registration we must know you are on the school site. Please sign in using your student ID & barcode. This includes lateness for buses, appointments, oversleeping, driving tests, siblings, community service, and any other problems that may make you late.

Lates are recorded through the main academy lates system, as well as by the tutors. Students who are late will have a pastoral late detention.

Continued lateness will result in a meeting with parents in order to resolve the issues, please see the fit to study procedure later within the handbook.

Curriculum

Yate Academy firmly believes in delivering a rounded post 16 education and Enrichment is an integral part of this delivery.

Throughout their time here at the Academy, students cover a broad curriculum. The Life Skills programme (Sex Relationships Education, Study Skills, Employability etc.) is delivered through the tutor schedule and in Enrichment. Each of these sessions provide numerous opportunities for students to look at and discuss the issues relevant for 16–19-year-olds. Alongside this, we also provide students with an extensive Careers Education and Guidance Programme.

The majority of Students will study three subjects at A Level or a combination of A levels and BTEC courses. Some learners may also be re-sitting a GCSE in Maths and English so may follow a slightly reduced timetable. The various teaching programmes aim to cover a minimum of 540 Guided Learning Hours over the course of the academic year, and we aim for a minimum of 27 hours subject teaching time per fortnight. It is expected that students will study *at least* 3 courses in Year 13. Students are also required to take part in the Enrichment sessions, which are provided on Wednesday.

We also offer the **Extended Project Qualification**, a two-year programme, this is an independent research project that is highly regarded by universities and prepares students with the skills required for Higher Education.

Throughout the year, at each PR review (Progress Review) a student's Subject Leader might place them on academic mentoring in order to support and encourage their development.

Meeting Deadlines

Deadlines for the handing in of subject related work should *always* be met. All coursework deadlines related to external examinations are available from the necessary subject departments. Please note that if a student fails to hand in any set work by the deadline, they could forfeit their entry to that module of the examination.

Admissions and changing courses

Deadlines for applications to Yate Academy Sixth Form are as follows in the academic year preceding entry:

31st October – A level & BTEC courses & Access courses

Any applications received after these dates are subject to sufficient space on courses applied for, Academy capacity, applicant profile & satisfactory references being provided. **We do not permit students to access a Post 16 course after more than 3 weeks from its commencement.**

If a student wishes to change courses, they must complete a course alteration form and must ensure conversations take place with the relevant members of staff (*Appendix 2*). All course changes should happen by **30th September** and changes will not be permitted after this time unless there are exceptional circumstances.

Progress and Assessment

Year 12

Regular checks on student progress are made during the year. There are three internal Progress Reviews per year; the results of which are sent back to parents via the student. The Student Review Process will allow students to discuss, with subject and personal tutors, appropriate targets to help them improve their performance. The details of this will be recorded and monitored on MCAS. A parents evening is normally held for Sixth Form students in October. **Should parents/carers wish to follow up any issues related to the performance check, please contact in the first instance the Personal Tutor.**

UCAS Prediction exams happen after the Easter holiday, if students fail to attend these exams without a valid reason, they may be prevented from transferring into Year 13. The grades the students achieve in these exams are used as their predicted grades on their UCAS application.

For any student taking an external Year 12 written examination, these occur in May and June, but some practical examinations start in January. In some cases, pre-release material is issued before the examination period. It is important that students do not take time out of school for holidays, as vital preparation for exams may be missed.

If a student leaves a course early, parents are liable for the cost of the examination fee if it has already been paid. Parental support is invaluable in helping students to organise their time effectively and by encouraging them to meet coursework deadlines and to achieve their personal targets.

Pathway to Year 13

It is recommended for students to achieve a D/Merit in each of their exams in order to have a successful Year 13, students who do not meet this mark will meet with the sixth form team to discuss their progression into Year 13.

Year 13

Progress is reviewed three times a year in Year 13 and a parents evening is normally held in December. The Student Review Process will allow students to discuss, with subject and personal tutors, appropriate targets to help them improve their performance. **Should parents/guardians wish to follow up any issues related to the performance check, please contact in the first instance the Personal Tutor.**

Year 13 examinations occur from January onwards. In some cases, pre-release material is issued before the examination period. It is important that students do not take time out of school for holidays during this critical time, as vital preparation for exams may be missed.

Pre-Public exams in Year 13 take place straight after the February half term, if students fail to attend these exams without a valid reason, they may not be entered for the final exams in the summer.

If a student leaves a course early, they are liable for the cost of the examination fee.

Students applying to university may be lucky enough to be given an unconditional offer for that place. Students must be aware that they still need to take the exams for this unconditional offer to stand, many students will not stop working due to this, as their exam results are with them for life and are needed past getting a university place. However, if students decide to take their foot off the pedal, with a drop in attendance to lessons and effort, they will be at risk of not being entered for their final exams.

Offsite Study

Year 12 Home Study: Year 12 may earn up to 4 off-site study sessions throughout the academic year. This will be based on Progress and Attendance: which will be assessed in line with PR (Progress Review) points. This will commence during term 6.

Year 13 Home Study: In addition to any off-site privileges gained in Year 12, Year 13 may earn up to a further 3 off-site study sessions throughout the academic year. This will be based on Progress and Attendance: which will be assessed in line with PR (Progress Review) points. Any off-site study earned in Year 12 is subject to change & will be discussed during the start of your academic year.

Restrictions: No off-site study will be permitted on Monday & Friday Lesson 1 due to assemblies & tutor sessions and monitoring.

Success Criteria: In order to be eligible for off-site study, students will need to fulfil the criteria for both Progress, Stamps & Attendance. This encompasses:

- **Progress:** To be forecast to achieve minimum target grade (MEG) in all subjects at each PR point.
- **Attendance:** To maintain an attendance of 96% or above at the time of Progress Review calculated when including authorised absences

What determines a session?

A session can be one or multiple lessons/registration however it must be in a continuous block. For example, if a student has a non-contact Wed Lesson 1 & 2, they can use registration, Lesson 1 & Lesson 2 as one 'session' of their offsite allocation.

Rewards System

Throughout a student's time at YA Sixth Form, they will be awarded Merits and Golden tickets in lessons and at other times, such as Tutor, Enrichment or even study. Each term those students with the most merits will attend a reward trip. A Student's attitude, attendance, punctuality and progress data over the year will be used to decide whether they can access this trip.

Student of the Week

We understand that many students get it right every day. These students are always focused, organised, diligent and respectful. In addition to this, many of our Sixth Form students are extremely helpful and often go out of their way to support others. For these students, those who go the extra mile, they qualify for our 'Student of the Week' award. Every week form tutors nominate a tutee that fits these qualities and the deserving winners are issued with a voucher.

Planners and Lanyards

Every student will be issued with a Yate Academy academic planner. They should use this to record their progress in each of their chosen subject areas alongside other key data including independent learning tasks (homework), key dates and their stamps. A review of the planner's content is essential in the first week of term 1.

All students are issued with ID badges, access fobs and lanyards, all of which must be worn at all times around their necks whilst within the academy.

Dress Code

Students in the Sixth Form are expected to wear smart, professional dress of their own choice. It must be clothing that would be worn in a professional or managerial environment. This can take the form of a suit or separates.

- Shirts and other tops must not be low cut and must cover the cleavage and midriff. T-shirts and tops with thin straps are not acceptable as outerwear. Trousers should not be tight fitting and leggings should only be worn under a skirt or dress.
- Shirts can be either long or short sleeved and should be smart. The shirt should cover the midriff, v-line around the neck and must have a collar.
- Skirts and dresses should be of a professional length.
- Shoes should be smart and suitable for walking through the Academy (trainers, stilettos, Ugg boots, sandals and flip-flops are not acceptable).
- Discreet facial make-up, nail varnish and discreet jewellery may be worn.
- Trousers should not be tight fitting and should cover the whole leg.
- Shoes should be smart and suitable for moving round the Academy (trainers, sandals, combat style boots and flip-flops are not acceptable).
- Garments made of denim, or hooded tops, are not acceptable.
- Piercings should be discreet, no obtrusive piercings, if unsure check with your tutor first.
- Hair must be of a natural colour. If students are unsure whether this will conform to the policy, then they are advised to discuss with their relevant tutor before treatment.

Headphones & phones

- Headphones are not to be worn anywhere in the Academy building (excluding the Sixth Form Centre)- they will be confiscated.
- Mobile Phones are not to be used anywhere in the Academy building (excluding the Sixth Form Centre)

Coats

- Coats must not be worn inside the school building.

This list is not exhaustive and individual judgements may be made by the Sixth Form Management.

Environment & Independent Learning

As a community, we wish to have a suitable learning environment for study and expect all of our students to work together to achieve this. We are very fortunate to have a modern, up-to-date Sixth Form building with excellent facilities, which provides a pleasant working environment, and as such students are expected to respect this area so that it provides a place for purposeful study.

Independent learning

Every student in Year 12 & Year 13 is expected to do the equivalent number of hours of private study as they have lessons. For example, 15 hours of lessons means 15 hours of independent study.

All students in Year 12 are allocated a number of timetabled, supervised independent study lessons undertaken in the Q Zone (backroom in the Sixth form area). Students are registered for these sessions; attendance must be punctual.

It is important to make best use of this time either in the sixth form centre. Learning to motivate oneself and take responsibility for one's own learning is central to Sixth Form study and critical success in future study and careers.

In Year 13, students have much more autonomy in planning their time and will find a significantly reduced number of independent studies on their timetable in order to bridge the gap between Sixth Form and further study.

Opportunities

Enrichment - Wednesdays

Students will be given the opportunity to take part in a variety of activities both within the academy and within the local community area on Wednesday morning/afternoons in order to add social capital to their portfolio. Some examples of what we have on offer ranges from sporting activities including the Sports Leadership Award, academic mentoring, volunteering, external work experience, Young Enterprise, MOOCs, First Aid courses and many more opportunities throughout the year. The aim of Enrichment sessions is to give students the opportunity to develop their character, confidence and creativity away from their academic studies. Students will be able to tailor make these afternoons to suit their needs and to support their applications to universities, apprenticeships and jobs. Please note, that this is not an afternoon for students to do part-time work, driving lessons or anything else that does not contribute towards their personal progression as deemed by the academy.

Work Experience

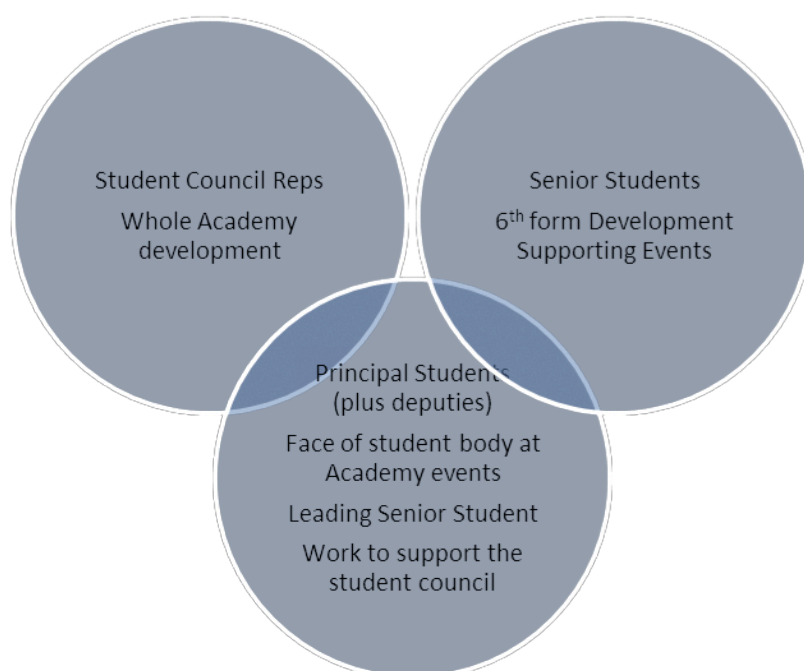
Some sixth form courses may encourage students to undertake Work Experience. Other students may need to organise Work Experience or Community Service for particular career areas, e.g., teaching or medicine. The Wednesday afternoon slot is where we would encourage students to organise their work experience, however there is some flexibility on this in order to allow students and the organisation to work what is best for both parties. All students are entitled to two days over the two years to follow some form of work shadowing, the academy will support the student in finding a placement for this.

Volunteering

Students will be offered numerous opportunities to volunteer for example peer mentoring, SEND mentoring and mentoring during the co-curricular programme used in the lower school. We will also be working with local organisations and charities, to provide students with the opportunity.

Sixth Form Leadership Team

At the end of Year 12 students will be able to apply to take on the role of Principal Student. There will be two Principal Students and two Deputy Principal Students. Working with the Principal Students will also be the Senior Students; there will be 12 in from each year group. In addition, students can also apply to be a Student Council Representative. Both the Senior Students and Council Reps are one-year roles. The diagram below gives an overview of the responsibilities and the cohesiveness of the three roles.



Careers

All students will continue to receive Careers Education and Guidance. During Year 12 and 13 students will meet with their tutor, with a focus on their chosen pathway. Students who do not have a focused pathway will be supported by their form tutor or Mrs Brett-Reynolds to ensure when leaving the academy, they have a destination.

In the summer term of Year 12 a Higher Education Evening will be held to introduce students to some of the opportunities available at university, Apprenticeships or Employment. Regular information on Open Days is publicised through displays in the Sixth Form Hub, Academy and via email. Students should take advantage of any organised Open Day visits, as well as the UCAS fair in the summer of Year 12. Throughout the academic year, students will have the opportunity to meet with external speakers to further develop their understanding of Apprenticeship and Employment.

In the final term of Year 12, tutor time will be devoted to the drafting of personal statements in readiness for making a job, Apprenticeship and university applications. Applications to universities are made on-line via the **UCAS APPLY service and all students are encouraged to apply. Applications for higher level apprenticeships or employment are on a case by case application, but a good starting point is online through www.apprenticeships.gov.uk.**

Students need to be aware that some popular degree courses (such as Law and Medicine as well as entry into Oxbridge) and particular universities, require students to sit additional tests, which need to be organised by students themselves that wish to access these courses before the end of Year 12.

Finance

Bursary

Awards of bursary payments are made in line with government policy. Applications for awards of bursaries should be made in the first instance to the Assistant Principal (Head of Sixth Form).

The Sixth Form also has access to a small fund from which emergency payments can be awarded. If you are in need, please see the Assistant Principal (Head of Sixth Form).

Copies of Yate Academy Bursary Policy are available from the Sixth Form Office upon request.

Application forms and Discretionary Attendance Bursary (DAB) Agreement must be submitted to the Assistant Principal (Head of Sixth) at The Academy by the 30th September in any academic year.

Cashless Catering

Yate Academy operates a biometric cashless system in its school restaurant.

Students can put money onto their account online. Money will be credited to the student's account which can then be used to purchase food. Students entitled to free school meals will have their accounts automatically credited daily just before lunch.

General Information

Part time employment

There are many benefits to students working part-time, but it is important that students do not take on too many hours or responsibilities outside of the academy. We recommend that part-time employment should be limited to a maximum of 8 hours a week. Research shows that any more than this will have an adverse effect on students' work and their results.

Students should not agree to part time work during the academy day, as in joining the Sixth Form they are agreeing to be full-time students. Any such negligent actions will be viewed as defiance against the academy and will result in disciplinary steps. Please make potential employers aware of this restriction at any interview stages.

Trips and Visits

Depending on the nature of a student's course, they will be involved in a range of visits during the course of the year. In some instances, staff will wish to take students on a visit in the local area. Whereas in other cases, students might be expected to undertake individual research for a project, which might involve them, going into the local area unsupervised, or a student may wish to take advantage of an opportunity that becomes available such as a University Open Day (students can have a maximum of 2 visits per year during academy time). For any other educational visits, whereby an additional charge is required, parents will be notified appropriately.

Also, when going outside of the local area, we advise that students travel in a group. They also need to communicate their knowledge of such trips with their subject teachers and proactively complete any set tasks as necessary. When out within the wider community we would, of course, always expect any Yate students to behave in a safe, mature and responsible manner.

Changes of Address/emergency contacts We ask that parents inform the Sixth Form office, in writing, of a change of address or other personal circumstance. It is important that we are notified of any change to parents' day-time phone contact numbers. This is essential information in times of emergency such as accidents.

Form Tutors

Sixth Form tutors play a central role in the life of sixth form students.

Students' general academic as well as personal strengths and weaknesses, their contributions to the life of the academy, their significant achievements outside the academy, and their participation in extracurricular activities should be known by the tutor. Such elements will form a major part of the summary review on the annual report and a part of any reference.

It is through regular contact via attendance to tutor time and genuine interest shown that unhappiness, underachievement and difficulties beyond the academy will be detected early, and acted upon by the tutor in the first instance.

The work done by tutors underpins the whole experience of the student in the Sixth Form – ultimately affecting performance in academic subjects, and influencing the ethos of the Sixth Form. As such, it should:

- Foster positive attributes
- Develop personal life skills
- Enable students to take increasing responsibility for their own learning and behaviour
- Develop an atmosphere conducive to learning

Most importantly, tutors' work and continuous efforts will assist Individual students in achieving and succeeding in all areas of school life - and to a level which matches, if not exceeds, their potential.

Tutors are required to be the 'front line' of the sixth form in ensuring that Yate Academy's reasonable routines and expectations are **CONSISTENTLY** applied, particularly with regard to:

- **ATTENDANCE & PUNCTUALITY** - follow up the process of attendance/fit to study procedure
- **MONITORING OF ACADEMIC ACHIEVEMENT** – monitoring Progress Review data
- **DRESS CODE** - ensure in line with Sixth Form dress code
- **COMPLETION OF WORK/ORGANISATION** - regular checks of student folders for each subject
- **FORM TUTOR TASKS**- fostering integration of the group and enabling extracurricular opportunities.
- **LIFE SKILLS PROGRAMME**- providing opportunities for students to gain an insight into personal, social, health and moral issues, preparing them for employment, H.E. and adult life.

Disciplinary Procedure

An informal conversation with a student should normally be sufficient in the majority of cases. However, in the case where a student does not respond to the informal approach, it may be necessary to use the formal disciplinary procedure shown below, which goes through a series of warnings, which need to be documented and parents will always be involved.

Sixth Form Disciplinary and Communication Stepped Response

Issue	Possible Actions	Key Member of staff
<p>Small number of homework/course work late or not completed</p> <p>Low level disruption in class, 6th form centre</p> <p>Student late to lesson</p>	<p>Departmental action</p> <p>Discussion with student</p> <p>Inform tutor</p> <p>Contact home with subject teacher</p> <p>Students asked to leave the lesson and work in the Sixth form study area. A study support would also be issued at the end of that day.</p>	Tutor or subject leader
<p>Continued or larger number of homework/course work not completed</p> <p>Continued low level disruption in class, 6th form centre</p>	<p>Meeting with tutor and/or subject teacher or leader including review of 6th form contract Outcomes noted on MCAS (copy to file) Review date agreed</p> <p>Letter and phone call home</p>	Assistant Head: Post 16
Continuation of the above	<p>Meeting with parents and students.</p> <p>Agreed contract</p> <p>Discussion of whether 6th Form is the correct environment</p> <p>Verbal / written warning</p>	Deputy Head Pastoral/Deputy Head Curriculum
Failure to meet terms of contract	<p>Final written warning</p> <p>Possible denial of progression into Year 13/ final exam entry</p> <p>Discussion with parents of options other than Yate 6th Form</p> <p>Student directed to leave the Sixth form</p>	Headteacher
<p>On rare occasions, students may be involved in serious incidents which will bypass these steps and lead to immediate intervention by the Sixth Form management team. In such cases we will follow the school behaviour policy and procedures</p>		

Attendance/Fit to Study Procedure

An informal word with a student should normally be sufficient in the majority of cases, however when a student does not respond and improve their attendance, it may be necessary to use a more formal procedure shown below.

Attendance	Action	Key Member of staff
Attendance is below 96% due to unauthorised absence or continued failure to attend tutor time or lessons	Student and tutor meeting, followed by two weeks of monitoring	Form Tutor/ Head of Year
Attendance drops below 90% due to unauthorised absence or no improvement in attendance to tutor time or lessons	Student, Tutor and Parent meeting, with a further two weeks of monitoring A monitor contract will be made and any barriers discussed	Assistant Head: Post 16
Attendance drops below 85% due to unauthorised absence or no improvement in attendance to tutor time or lessons	Student, Tutor, Parent and Head of Sixth meeting, 4 weeks supervision in Sixth Form Centre with an hour supervised revision in Q zone after school 3-4pm	Deputy Head Pastoral/Deputy Head Curriculum
Further days absence or no improvement in attendance to tutor time or lessons	Student, Parent and Assistant Principal- Head of Sixth meeting to discuss position in the Academy	Headteacher

Other Important Information

Adolescence can be a turbulent time and a minority of young people do experience not inconsiderable anxiety due to relationships, work, self-image and health pressures. Parents and teachers will, we know, do their best to help but in extreme cases it is recognised that specialist guidance may sometimes be necessary. Former students and their parents have found the following of help:

ABUSE / VIOLENCE

Somerset & Avon Rape & Sexual Abuse Support (SARSAS)	sarsas.org.uk/
Bristol Against Violence and Abuse (BAVA)	bava.org.uk/
CRUSH (By BAVA)	bava.org.uk/professionals/projects/crush/
Next Link (Women)	nextlinkhousing.co.uk/
Julian House	julianhouse.org.uk/
The Southmead Project	southmeadproject.org.uk/counselling
Lighthouse Victim and Witness Care	lighthousevictimcare.org/
Victim Support (National)	victimsupport.org.uk/
Women's Aid (National - Women)	womensaid.org.uk/
Survivors UK (National - Young Men)	survivorsuk.org/

BEREAVEMENT

Cruse	cruse.org.uk/
Winston's Wish	winstonswish.org/
Survivors of Bereavement by Suicide (SOBS)	uksobs.org/we-can-help/local-support-groups/find/
Grief Encounter	griefencounter.org.uk/
SOBS Helpline (National)	uksobs.org/contact/
Blue Cross Pet Bereavement Service (National)	bluecross.org.uk/

BULLYING

Bullying UK (National)	bullying.co.uk/
Bullies Out (National)	bulliesout.com/

COMMON MH DIFFICULTIES (E.G. ANXIETY / LOW MOOD)

OTR Bristol	otrbristol.org.uk/
Changes Bristol	changesbristol.org.uk/
Vita Minds	vitahealthgroup.co.uk/nhs-services/nhs-mental-health
No Panic (National)	nopanica.org.uk/
Creative Youth Network	creativetyouthnetwork.org.uk/

EATING DISORDERS

Bristol Eating Disorder Support Group	bristoleatingdisordersupportgroup.weebly.com/
Food Addicts in Recovery Anonymous	beateatingdisorders.org.uk/
Overeaters Anonymous	oagb.org.uk/find-a-meeting/
BEAT (National)	beateatingdisorders.org.uk/

EDUCATION / TRAINING / EMPLOYMENT

Prince's Trust	bristoleatingdisordersupportgroup.weebly.com/
Food Addicts in Recovery Anonymous	beateatingdisorders.org.uk/
Overeaters Anonymous	oagb.org.uk/find-a-meeting/
BEAT (National)	beateatingdisorders.org.uk/

GENDER & SEXUALITY

Changes Bristol	changesbristol.org.uk/support/support-groups/find-a-group-temp/
Alphabets LGBTQ+ Youth Cafe	diversitytrust.org.uk/young-peoples-services/
OTR Freedom Youth	otrbristol.org.uk/what-we-do/freedom/
Hidayah (Muslim Org)	hidayahlgbt.com/
MindLine Trans+ (National)	mindlinetrans.org.uk/

HOMELESSNESS / UNSTABLE HOUSING

1625ip	1625ip.co.uk/
Adolescent Support Home Services	ashsltd.com/
Albert Kennedy Trust (akt)	akt.org.uk/news/akt-in-bristol
Missing Link (Women)	missinglinkhousing.co.uk/
Developing Health & Independence (DHI)	dhi-online.org.uk/

LOW COST / FREE COUNSELLING

Help! Counselling	help-counselling.org.uk/
Network Counselling	network.org.uk/
WomanKind	womankindbristol.org.uk/
Vita Minds	vitahealthgroup.co.uk/nhs-services/nhs-mental-health
HearttoHeart Counselling	hearttoheartbristol.co.uk/
Avon Counselling and Psychotherapy Service (ACPS)	acps-bristol.org.uk/

SELF-HARM

Missing Link (Women)	missinglinkhousing.co.uk/
Self-Injury Self Help (SISH)	sishbristol.org.uk/
Self-Injury Support (Women & girls)	selfinjurysupport.org.uk/
Harmless (National)	harmless.org.uk/

SUBSTANCE ABUSE / ADDICTION

Bristol Drugs Project (BDP)	bdp.com
Developing Health & Independence (DHI)	dhi-online.org.uk/
Cocaine Anonymous	meetings.cocaineanonymous.org.uk/meetings/
The Southmead Project	southmeadproject.org.uk/
Chandos House (Male-identifying)	chandoshouse.org/

SUICIDE + CRISIS SUPPORT

Bristol Mental Health Team	bristolmentalhealth.org/
The Sanctuary	bristolmentalhealth.org/services/bristol-sanctuary/
CAMHS Crisis Line	0800 953 1919
Samaritans (National)	samaritans.org/
National Suicide Prevention Alliance	nspa.org.uk/
Staying Safe (National)	stayingsafe.net/home

You can also visit your local A&E or call 999 to get support from emergency services

School Support :

School Health Nurse : <https://sirona-cic.org.uk/children-services/services/school-nursing-service/>

You can also visit the school nurse drop in sessions held on Wednesdays 12.30 -1pm weekly

Safeguarding team :

Ms Beckett (DSL)	lbeckett@yateacademy.co.uk
Mrs Garmston (DSL)	lgarmston@yateacademy.co.uk
Mrs Reynolds (DDSL)	lreynolds@yateacademy.co.uk

Appendix 1a

Sixth Form – Home Academy Agreement

As a parent or carer, I will familiarise myself with the contents of the post 16 student handbook with particular reference to:

- **Recognise that Sixth Form study is a full-time occupation.**
- **Support the Academy with the expectations that students attend all lessons, tutor periods and enrichment.**
- **Follow the agreed procedures set out in the Post 16 handbook for the notification of absences**
- **Encourage my son/daughter to keep paid work to a maximum of 8 hours per week.**
- **Support the Academy in maintaining high standards of appearance that are in line with the Post 16 dress code.**
- **Take an interest in what my child is learning and support them.**
- **Seek to support my child and respond to the Academy's advice in this respect**
- **Encourage my child to behave appropriately**
- **Work with the Academy to find solutions if behaviour is unacceptable**
- **Support the Academy if sanctions such as detentions, isolations or exclusions are necessary**
- **Encourage my child to strive to his / her best.**
- **Communicate with the Academy if any issue arises.**
- **Support Academy events and encourage participation in extracurricular activities.**
- **Maintain close communication with the Academy on aspects of home or Academy life that could affect my child's progress, including attendance and pastoral issues.**
- **Discuss my child's progress at Parents Evenings and at other times.**
- **Raise concerns directly and promptly with the Academy, with the expectation that the Academy will respond within a time frame to allow queries to be addressed appropriately.**

Parent/Carer Name:

Parent/Carer Signature:

Date:

Appendix 1b

Sixth Form – Home Academy Agreement

As a student of Yate Academy Sixth Form, I will abide by the Post 16 Handbook with particular reference to the following:

- Be punctual and attend all lessons, tutor periods, assemblies and enrichment sessions.
- Notify Sixth Form staff of known absences at least 3 academic days in advance (using the leave of absence form) and refrain from taking holidays and organising appointments during term time. For unknown absences, I will contact the Sixth Form Office by 8:40 am on the morning of the absence. Providing written communication from my parent/guardian on the first of absence.
- Be fully prepared and equipped for all lessons and take individual responsibility to catch up on any missed work through absence or illness.
- Complete homework and coursework for the deadlines that are set by subject teachers and tutors.
- Use my Sixth Form planner to record my progress and set SMART targets to aid my progress when identified by subject teachers.
- Be prepared and use my independent study and non-contact lessons effectively with an aim for each lesson and ensure work set for cancelled lessons is completed as directed.
- Work quietly and not disturb other people in all areas of the Academy building during non-contact periods.
- Look after and respect all student areas including those areas given specifically to the Sixth Form.
- To adhere to the academic honesty policy.
- Abide strictly to the published Sixth Form Dress Code which includes wearing the Sixth Form lanyard and ID
- Read the Post 16 handbook and be aware of the Post 16 Behaviour for Learning Code and potential sanctions that could be used if I do not comply.
- Behave appropriately in and out of the classroom, follow the Academy's code of conduct and meet the Academy's expectations.
- Recognise that I am a full-time student by being engaged in study for approximately 35 hours per week and limit any part-time work to a maximum of 8 hours per week.
- Talk with parents and teachers about any concerns or worries I might have at the Academy.
- Take on responsibilities of being senior members of the Academy community by abiding by all aspects of the Academy's code of conduct and set an example as a role model for younger students in the Academy.

Name of student:

Signature of Student:

Date:

Appendix 2

YATE ACADEMY POST 16 – COURSE ALTERATION FORM

Should only be completed after discussion with Form Tutor & Sixth Form Office

STUDENT NAME:		FORM GROUP:	
Subject transferring to:			
Transferring subject Head of Faculty name:			
Transferring subject Head of Faculty signature:			
Withdrawal from:			
Subject teacher name/s:			
Subject teacher signature/s:			
Reason for alteration:			
Discussed with Tutor :	Date:		
Tutor signature:			
Parental:	Yes/No		
AP (P16) authorisation:	Yes/No		
Exam withdrawal necessary:	Yes/No		
If yes, withdrawn from exam:	Date:	Form Received:	
Exam Officer's signature:			

Post 16 office received for processing:

Date:

Initial:

Amended on Course Manager in BROM COM:

Date:

Appendix 3 -SIXTH FORM APPLICATION FOR LEAVE OF ABSENCE

Under the Education Act, parents are required to ensure that their children receive full time education. It is a legal requirement that any absence requested for a student must be approved and noted by the school. As a school we feel strongly that parents should only apply for leave of absence if absolutely unavoidable.

If you wish to apply for Leave of Absence for your son/daughter:

- Parent / Carer - Please complete Part A below and return this entire sheet to the Sixth Form Office not less than one week prior to the period of absence required.
- Student – Please complete Part B in consultation with your subject tutors ensuring that you have discussed the implications of your absence with them and that you have received work set to be completed in your absence.
- The form will be returned to you, indicating in Part C whether leave of absence has been granted or not.

YATE ACADEMY APPLICATION FOR SIXTH FORM LEAVE OF ABSENCE	
PART A: (to be completed by Parent/Carer)	
NAME OF STUDENT	FORM
DATE OF ABSENCE FROM TO:	
Number of Days (Inclusive): Periods (if part of a day)	
REASON FOR ABSENCE	
SIGNATURE OF PARENT/CARER DATE	

PART B: (to be completed by members of staff affected by absence only)		
SIGNED:		
Subject	Teacher	Confirm Work Set Y/N
Subject	Teacher	Confirm Work Set Y/N
Subject	Teacher	Confirm Work Set Y/N
Subject	Teacher	Confirm Work Set Y/N
Tutor/Head of Sixth		

Received by: Date: Authorised:.....

For 1 day's absence please hand to Tutor

For 2 or more days' absence please hand to the Head of Sixth Form

