



# Sixth Form Handbook 2023-24



Lancaster Royal Grammar School



# Lancaster Royal Grammar School

## Sixth Form Handbook 2023-2024

Name..... Form.....

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# Lancaster Royal Grammar School

## Sixth Form Handbook 2023-2024

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# Who to turn to....

It is important that all students at LRGS know who to turn to if they are in trouble or are uncertain what to do. There is always someone who can help but those listed below are particularly important.

**Form Teacher** - For almost every problem where a pupil is uncertain this should be the first port of call. The form teacher is the key person to help in such matters as lost property, punishments, academic worries, uncertainty of the geography of the school, being teased or bullied.

**Boarding House Staff** - Boarders may choose their Housemaster/Matrons or other staff who work in the boarding houses, as the first person to turn to.

**Head of Year** – Sixth Form students should see Mr Martin [amartin@lrgs.org.uk](mailto:amartin@lrgs.org.uk), Mrs. Gibson [rgibson@lrgs.org.uk](mailto:rgibson@lrgs.org.uk) or Mr. Fisher [rfisher@lrgs.org.uk](mailto:rfisher@lrgs.org.uk).

**Deputy Head Pastoral** – Mr. Hallsworth [jhallsworth@lrgs.org.uk](mailto:jhallsworth@lrgs.org.uk) is responsible for all pastoral issues across the whole school. He is always happy to help with any issues or concerns you may have. Mr Millatt [jmillatt@lrgs.org.uk](mailto:jmillatt@lrgs.org.uk) is his deputy on pastoral issues and is also there to help

**Medical Centre** - For all medical concerns. If you are taken ill or are hurt during break or lunch ask a prefect or go to the Medical Centre to see Sister Moghaddam, who can be contacted on 07810 396540 or [cmoghaddam@lrgs.org.uk](mailto:cmoghaddam@lrgs.org.uk).

**School Office Staff** - The staff in Lee House, Wyresdale House or City View are always a useful source of help.

**The Chaplaincy** – Mrs. Hodkinson [ehodkinson@lrgs.org.uk](mailto:ehodkinson@lrgs.org.uk) organises events in The Chaplaincy which is situated in the New Building, it is a valuable source of support.

**Learning Support** - If you are new to the school and require learning support provision, please make contact with Mrs Jenkinson via email: [mjenkinson@lrgs.org.uk](mailto:mjenkinson@lrgs.org.uk). The school SENCO Mrs Jenkinson and the Learning Support assistants can be contacted via Wyresdale House.

**LRGS Student Support** - Form teachers and Heads of Years may refer pupils for student support or pupils can self-refer by 'drop in' and see Mrs Gibbon in Wyresdale House.

**Counselling** – The school has a variety of counselling services available to students, speak to your Form Tutor or Head of Year if you feel you'd benefit from speaking to someone.

**Prefects** - Can be relied upon to offer helpful advice and guidance.

**The Independent Listener** - Police Community Support Officer Gareth Davies: [Gareth.Davies2@lancashire.pnn.police.uk](mailto:Gareth.Davies2@lancashire.pnn.police.uk) and Nawaz Munchi (Fenton St Mosque) [nawazmunshi@googlemail.com](mailto:nawazmunshi@googlemail.com)

**Wellbeing Library** - Helpful books and leaflets are available in the Wellbeing library, just inside the main library entrance.

**Reporting** - You can e-mail [help@lrgs.org.uk](mailto:help@lrgs.org.uk) or text 07825166762



[www.childline.org.uk](http://www.childline.org.uk)



Freephone 116 123 [www.samaritans.org](http://www.samaritans.org)

**Children's Commissioner** – Freephone 0800 528 0731 or visit 'Help at Hand'

[help.team@childrenscommissioner.gsi.gov.uk](mailto:help.team@childrenscommissioner.gsi.gov.uk)



## Sixth Form Contract



The purpose of this contract is to set out our expectations and to help you achieve your full potential during your time in the Sixth Form at LRGS. At the heart of success in the Sixth Form is the relationship between students and staff which must be based on courtesy, trust, honesty, reliability and openness. Staff at LRGS will help, advise and provide students with high-quality teaching and support in return for students' cooperation and adherence to the conditions set out below:

1. Attendance in the Sixth Form is **full time**. If a student is ill, a parent/guardian should inform school before the start of the school day (8.50am) contacting 01524 580600 ext 225. Students are responsible for informing staff if they know in advance that they will be absent. If you feel unwell during the school day, you must report to the **Medical Centre** who will make a decision as to whether you should remain in school or return home. If you need to attend an appointment (e.g. medical) during the school day, you must sign out with **Mrs Pybus** at **Wyresdale House** (and back in if you are returning to school). If signing out for lunch or after your last timetabled afternoon lesson (once these freedoms are permitted) you must use the **signing in/out machines** that are located around school (please see later in this handbook for more information about this policy).
2. Holidays should not be arranged during term time (please refer to the list of term dates in this handbook). Medical appointments should, where possible, be arranged for outside school hours. Driving lessons and theory driving tests should not be arranged for during school hours. Sixth Form students **must** attend the **whole school events where attendance is compulsory** – these dates can be found in this handbook and on the school's website.
3. Sixth Form students must be in school by **8.50am** and attend registration either in form period or year group assembly. Students must be **punctual** to form periods, assemblies and to all lessons. Students who are repeatedly late or who miss timetabled lessons without good reason will be issued **sanctions** (these include misdemeanors and Sixth Form afterschool detentions). If this persists, home will be contacted and your place in the Sixth Form may be put in jeopardy.
4. Attendance of **Games lessons** on Wednesday afternoons is **compulsory** for all Sixth Form students. Only students with authorised notes from home may miss Games and in this occasion must work in the Amber Zone/Red Zone for the duration of the afternoon.
5. Your time in the Sixth Form is invaluable. During **study periods** (where you have no timetabled lessons) you should work in one of the designated Sixth Form study spaces (e.g. Red Zone, Amber Zone, library, Science Library etc.)
6. You must meet all your **deadlines** for work and assignments.
7. If your teachers have concerns about your progress, you may be required to complete **Supervised Study**. This means that you must spend your study periods in the Sixth Form Centre (Red Zone) and your attendance is compulsory and will be registered and monitored by staff.
8. Sixth Formers must abide by the **Sixth Form Dress Code** (found within this handbook) at all times, ensuring that their clothing is appropriate. If they fail to do this, a student may be asked to return home to change where it is safe and appropriate to do so.
9. There is a **zero tolerance** policy on smoking, vaping, drugs and alcohol.
10. Students have the use of the Sixth Form Centre as a privilege – it should be respected, kept clean and tidy at all times and you should behave appropriately within it.

11. Sixth Forms may use their own vehicle to attend school, but this is reliant on them having completed the relevant Form [Sixth Form Permission to Drive form](#) and on them driving safely to and from school. Students **cannot** park on school site – they must find other suitable areas to park.

12. Only three days of normal school time are allowed for open days over the two year period of Sixth Form, so you need to plan carefully which to go to when, and must ensure that a parent/guardian completes and send in the appropriate documentation (this can be found later in this handbook or in the Sixth Form area of the school website).

13. Sixth Form students should be encouraged to strive towards gaining commendations and Headmaster Postcards as rewards for their hard work, resilience, academic and extra-curricular achievements, service to the school and demonstrations of leadership.

14. It is important to have a healthy work-life balance. It is expected that Sixth Form students will not only take part in a number of school-based activities, such as music, sport, drama and debating, but that you will also lead clubs for younger pupils and initiate new ones to share your own interests.

15. A student's place in the Sixth Form is subject to compliance with this Sixth Form contract and with cooperation with staff and fellow students. This contract runs in conjunction with all other whole school policies (which can be found on the LRGS website).

**I agree to comply with all the terms and conditions set out in the Sixth Form Contract.**

**Student's name:**

**Signature:**

**I agree to support my tutee in fulfilling all of the conditions laid out in the above contract:**

**Form teacher's signature:**

**Date:**

**I agree to support my son/daughter in fulfilling all of the conditions laid out in the above contract:**

**Parent's signature:**

**Date:**







## Timings for the Day

8.45 Arrive

8.50 Form Period & Registration

9.10 Period 1

9.50 Period 2

10.35 Period 3

11.20 Break

11.40 Period 4

12.20 Period 5

13.05 Lunch

14.05 Period 6

14.45 Period 7

15.30 End of School

**(Confirmed)Term dates 2023- 2024**

**Michaelmas Term 2023**

Inset Day  
**Y7 & L6 Boarders return**  
Term starts (Year 7 & L6th)  
**Other Boarders return**  
Term starts (other pupils)  
**Boarders' Exeat**  
**Boarders return**  
11+ Entrance Examinations  
Break for half-term, Boarders depart  
Mid-term closure  
Inset Day  
**Boarders return**  
Term starts  
Speech Day  
**Boarders' Exeat**  
**Boarders Return**  
Carol Service (Y7)  
Carol Service (Sixth Form)  
Closure after school, Boarders depart

Friday 1<sup>st</sup> September  
**Sunday 3<sup>rd</sup> (5pm) or Monday 4<sup>th</sup> September (8.30am)**  
Monday 4<sup>th</sup> September (Y7 8.50am; L6 10am)  
**Monday 4<sup>th</sup> or Tuesday 5<sup>th</sup> September (08:30am)**  
Tuesday 5<sup>th</sup> September  
**Friday 22<sup>nd</sup> September (3.30pm)**  
**Sunday 24<sup>th</sup> (5.00pm) or Monday 25<sup>th</sup> September (8.30am)**  
Saturday 30<sup>th</sup> September  
Friday 20<sup>th</sup> October (3:30pm)  
23<sup>rd</sup> October – 30<sup>th</sup> October (inc)  
Tuesday 31<sup>st</sup> October  
**Tuesday 31<sup>st</sup> October (5:00pm)/Wednesday 1<sup>st</sup> November (08:30am)**  
Wednesday 1<sup>st</sup> November  
Saturday 11<sup>th</sup> November  
**Friday 24<sup>th</sup> November (3.30pm)**  
**Sunday 26<sup>th</sup> (5:00pm) or Monday 27<sup>th</sup> November (08:30am)**  
Saturday 16<sup>th</sup> December  
Monday 18<sup>th</sup> December  
Wednesday 20<sup>th</sup> December (3.30pm)

**Lent Term 2024**

Inset Day  
**Boarders' return**  
Term Starts  
**Boarders' Exeat**  
**Boarders return**  
Break for half term, Boarders depart  
Mid-term Closure  
**Boarders return**  
**Boarders' Exeat**  
**Boarders return**  
**Boarders' Parents Morning**  
Closure after school, Boarders depart

Monday 8<sup>th</sup> January  
**Monday 8<sup>th</sup> (5:00pm) or Tuesday 9<sup>th</sup> January (08:30am)**  
Tuesday 9<sup>th</sup> January  
**Friday 26<sup>th</sup> January (3.30pm)**  
**Sunday 28<sup>th</sup> (5:00pm) or Monday 29<sup>th</sup> January (08:30am)**  
Friday 9<sup>th</sup> February (3:30pm)  
12<sup>th</sup> – 16<sup>th</sup> February (inc)  
**Sunday 18<sup>th</sup> (5:00pm) or Monday 19<sup>th</sup> February (08:30am)**  
**Friday 8<sup>th</sup> March (3.30pm)**  
**Sunday 10<sup>th</sup> (5:00pm) or Monday 11<sup>th</sup> March (08:30am)**  
**Saturday 16<sup>th</sup> March (10-12:00pm)**  
Thursday 28<sup>th</sup> March (3.30pm)

**Summer Term 2024**

**Boarders Return**  
Term starts  
**Boarders' first Exeat**  
May Day Holiday  
Inset Day  
**Boarders return**  
Break for half term, Boarders depart  
Mid-term closure  
**Boarders return**  
Early closure for Open Day  
Open Day  
**Borders' second Exeat**  
**Boarders return**  
Founders' Day  
Closure after school, Boarders depart

**Sunday 14<sup>th</sup> (5:00pm) or Monday 15<sup>th</sup> April (08:30am)**  
Monday 15<sup>th</sup> April  
**Friday 3<sup>rd</sup> May (3.30pm)**  
Monday 6<sup>th</sup> May  
Tuesday 7<sup>th</sup> May  
**Tuesday 7<sup>th</sup> May (5:00pm) or Wednesday 8<sup>th</sup> May (8:30am)**  
Friday 24<sup>th</sup> May (3:30pm)  
27<sup>th</sup> May – 31<sup>st</sup> May (inc)  
**Sunday 2<sup>nd</sup> (5:00pm) or Monday 3<sup>rd</sup> June (08:30am)**  
Friday 14<sup>th</sup> June (2.10pm)  
Saturday 15<sup>th</sup> June  
**Friday 28<sup>th</sup> June (3.30pm)**  
**Sunday 30<sup>th</sup> June (5.00pm) or Monday 1<sup>st</sup> July (8.30am)**  
Saturday 6<sup>th</sup> July  
Wednesday 17<sup>th</sup> July (3.30pm)



## Key Dates for Compulsory Attendance – Sixth Form

During this academic year, the school requires your son's/daughter's attendance outside the normal school timetable.

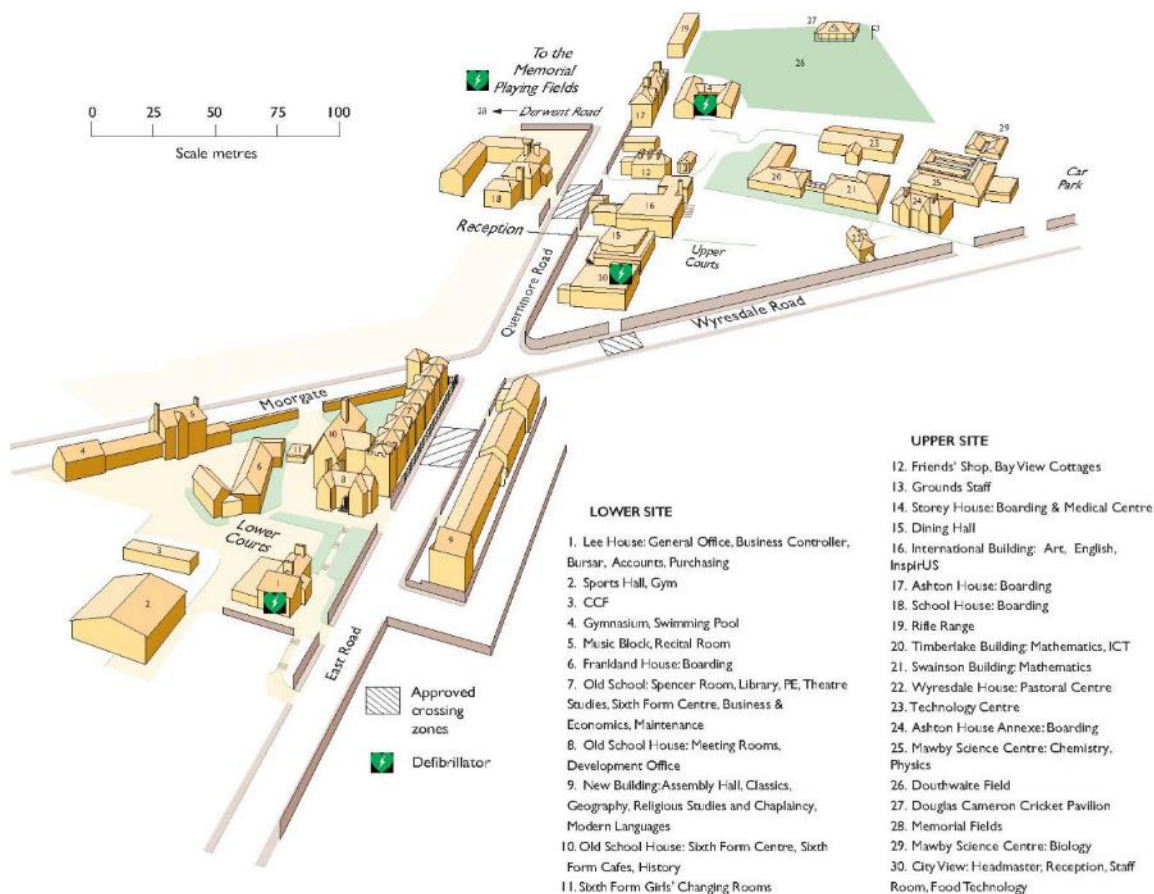
Attendance for Sixth Formers is compulsory on the following dates:

1. **Sixth Form Open Evening – Tuesday 26<sup>th</sup> September 2023 5pm to 7pm** – compulsory for all Year 12 and 13 students
2. **Speech Day – Saturday 11<sup>th</sup> November 2023 10.30am-12pm** – compulsory for Year 8 and Year 9 form prefects only
3. **Carol Service – Monday 18<sup>th</sup> December 6.30pm-7.30pm (approx.)** – compulsory for all Year 12 and 13 students
4. **LRGS Open Day – Saturday 15<sup>th</sup> June 9am-1pm** – compulsory for all Year 12 and 13 students

Please note – Sixth Form students should **not** book to attend a University Open day on **Saturday 15<sup>th</sup> June**. All Sixth Form students are expected to attend the LRGS Open Day as this is a very important day for the school.

Registers will be taken at these events and sanctions will be issued in the event of non-attendance without valid reason and exceptional circumstances.

## School Site Map





## **The Sixth Form Dress Code**

As Sixth Formers you will be required to dress in a manner that is, in the opinion of the school, formal and restrained. As senior students it is important that both your appearance and conduct set an appropriate tone for the younger pupils.

The Dress Code reflects the importance we attach to maintaining high standards whilst treating you as young adults. In joining the LRGS Sixth Form, you have opted to pursue academic qualifications, and your appearance should be business-like, tidy and modest to reflect the serious and formal nature of your Sixth Form studies.

**Suits:** Suits should be matching and of a formal style and cut. **All** Sixth Form students are required to wear a suit jacket or blazer as part of their uniform. Alternatively, you may opt for a tailored jacket and coordinating smart trousers, skirt or dress. Skirts and dresses should be no shorter than knee-length.

**Shirts:** A tailored shirt, accompanied by an LRGS Sixth Form tie, or a smart blouse is to be worn. If wearing a stiff-collared shirt, a tie must be worn. Shirts are to be tucked in and top buttons should be done up at all times. Sleeveless or vest tops may **not** be worn.

**Trousers:** They should not be brightly coloured and not skinny fitting. Jeans, chinos and other fashion trousers are **not** acceptable. Belts, if worn, should be plain and with a modest buckle. Leggings may **not** be substituted for formal trousers.

**Ties and badges:** All Sixth Form students must wear either a Sixth Form tie **or** pin badge (or you may choose to wear both). Sixth Form ties and pin badges are available from our uniform supplier Uniform and Leisurewear and from Mrs. Haywood at the beginning of each academic year. Any other school ties that have been approved by the Sixth Form Team may also be worn.

**Shoes:** Dark or tan coloured, formal, low-heeled and closed-toe shoes should be worn - trainers, sandals or boots are **not** permitted. Dark socks should be worn.

**Coats:** Smart coats may be worn around the school site but should be removed upon entering classrooms. Denim or leather jackets may **not** be worn. Hoodies or waterproof coats are **not** permitted as a replacement for a tailored jacket/blazer.

**Jumpers/cardigans:** Smart V-neck jumpers or cardigans may be worn in cold weather but should be plain and without obvious branding. Plain, non-branded jumpers with a zip collar are permitted, providing that the zip is down and that your shirt and tie are visible at all times. Jumpers and cardigans are **not** permitted as a replacement for a tailored jacket/blazer.

**Hair and jewellery:** Hair should be of a natural colour. For safety reasons, long hair must be tied up and off the collar (using discreet hair clips and ties) in situations such as during science practicals, P.E. and Games lessons and in the Technology block. Tidy facial hair is permitted. Modest ear-studs may be worn. Other jewellery, facial piercings and visible tattoos are **not** permitted.

**Make-up:** Only natural make-up and nails are allowed.

***The Sixth Form Team reserve the right to make any decisions about suitability in terms of dress.***

***If a student is inappropriately dressed, they can expect to be asked to return home/to the boarding house to change where it is safe and appropriate to do so***



## 6<sup>th</sup> Form Attendance and Signing in and out of school



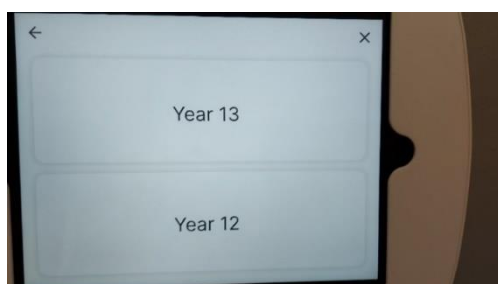
In General: We want to give students increasing freedom and responsibility as their time in Sixth Form goes on. Equally, we want Sixth Form students to be fully involved in school life in and out of the classroom. This requires Sixth Formers to be on site for lessons and extracurricular activities. Furthermore, students starting their A Levels need time to acclimatise to this new type of independent study and we believe that initially students should be in school to use study periods and school resources appropriately.

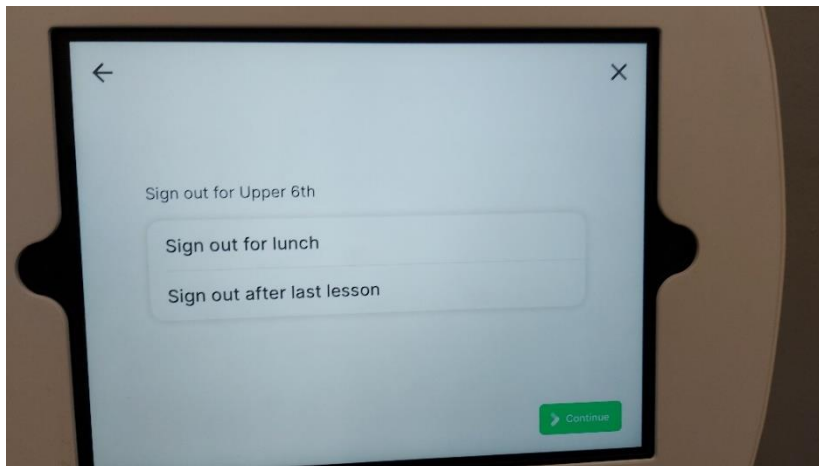
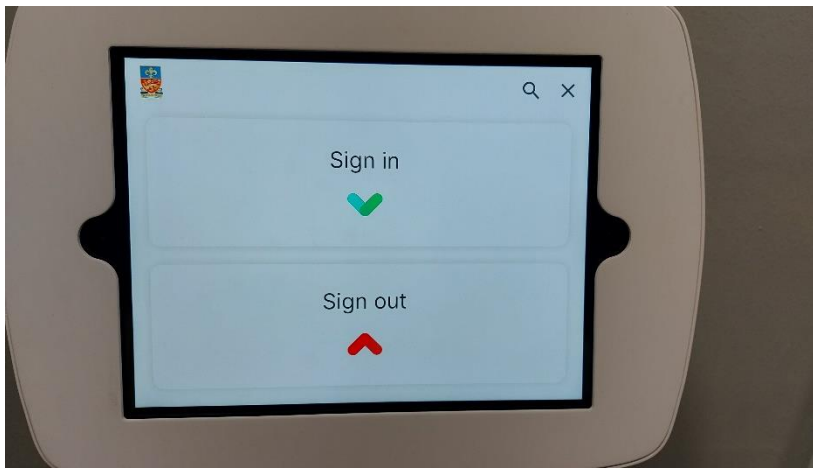
### Policy:

- Year 12 Students are expected to be in school all day up to the end of the Michaelmas term, (this does not include students with permissions for work experience or volunteering that have completed the required paper work)
- From Lent term onwards, Year 12 will be able to go out of school for lunch over the normal lunchbreak (1:05-2:05). They cannot leave early or return late, even if they have study periods before or after lunch. Please note that students need to be back in school for a prompt 2:05 start.
- From the start of the Michaelmas term, Year 13 students will continue to be allowed out at lunch and can also leave site early to go home and study after their last timetabled lesson of the afternoon. If their last lesson is Period 5, they can sign out and leave at the beginning of lunch (1:05) and not come back to school that day. **No student should be using the signing out machines before 1.05.**
- Year 13 students signing out for lunch only and planning to return to school, must be back in school and have signed back in by 2:05, even if they are not in a lesson until Period 7.
- Year 13 students that are free all afternoon, but want to return to school to work after going out for lunch, must return and have signed back in by the end of lunch (2:05).
- Students in Year 13 should not assume a lesson has been cancelled and that they are able to go home for the afternoon unless they have specific written permission from either the teacher of the lesson or Head of Department.
- Signing out (and back in) for any other reason, for example illness or appointments, must still be done at Wyresdale House with Mrs Pybus.

### Signing in and out:

- Students signing out for lunch (Year 12 and Year 13) or to go home in the afternoon (Year 13) must use one of the machines around school to do so. There is one outside Mr Martin's Office, one in the Science Library and one in Wyresdale House.
- These machines will give you different options depending on what year you are in. The first screen asks if you are signing in or out.
- Depending on your answer to this, you will then be asked to either enter your name directly or choose your Year Group.





- In both cases, the system is predictive and your name should appear. Depending on what school year you are in, you will be given a variety of options at the signing out stage. Year 13 for example will see this:
- Simply follow the further instructions. The final stage that must be completed is that your photo is taken by the system. This is essential as it confirms the identity of the person signing in/out at that moment.

#### Finally:

- The electronic registers will be checked regularly, as will the timings of students signing in and out. If students misuse or ignore the guidelines or machines, their privileges to leave site will be removed.
- Behaviour of LRGS students in town must be impeccable and consistent with the school rules that they would follow if they were on site. This includes consumption of any banned substances or drinks. Again, failure to follow these guidelines will see off-site privileges removed.
- Students must be punctual when returning to school, whether it is to attend a lesson or not – they should be in school and ready for their period 6 lesson/study period by 2.05. Lateness will also see off-site privileges removed.
- Students with cars are not permitted to use them to leave the school site for lunch. They may only use them to return home





# **Mobile Devices**

The school permits users to bringing their own technologies such as phones, tablets, computers, smart watches, gaming devices and other similar devices to school.

However, the school has a differentiated approach to the use of these devices during the school day, the rules which apply to Sixth Form Students are as follows:

Students are only permitted to use their mobile devices during break and lunchtime, and with the permission of their teacher in lessons in order to support their learning.

**Sixth Formers may use their phones in the Sixth Form Cafés. They are not allowed in the downstairs study space but can be used for work purposes in the upstairs study space to support their learning.**

The following rules apply at all points in the school day:

- The use of a mobile device is prohibited when travelling around the site, and crossing roads.
- The use of a mobile devices is prohibited in toilets and changing rooms.
- At no point must any member of the school community use their device in a way which disrupts teaching and learning, brings the school into disrepute, or adversely affects the safety and wellbeing of members of the school community.
- The use of mobile devices must not contravene the school's behaviour, bullying or Acceptable Use Policy
- Personal mobile devices must not be used for the taking of photographs or video of members of the school community. Nor will these features be used by students for other purposes on the school site without the permission of a member of staff

## **Consequences for Students**

The devices of students who fail to maintain these principles will be confiscated by a member of staff. The school operates a next day return on confiscated devices; confiscated devices may be collected the following morning from City View.

Exceptions will be made for students with Health Care Plans who can pick up their phone at the end of the school day.

Students who've had their device confiscated and need to contact their parents or carers may do this from any of the school receptions. In exceptional circumstances a school phone may be loaned to a student in order to safeguard them on their journey home. This phone must only be used by the student for the purpose of keeping them safe on their journey home, it must be returned to school the next day. Students who have had their device confiscated on Friday may choose to collect their device from the member of staff leading Friday Detention at 4.45pm from City View, or to collect it the following Monday.

Before a confiscated device is returned the student will have to demonstrate their understanding of the rules. In some instances, parents may be asked to collect the device and the student may forfeit the right to use their device in school.

Mobile devices are allowed in school on the understanding that they are the responsibility of the individual. The school can take no liability for their loss or damage.



# Bring Your Own Device

At LRGS we're aiming to develop students who use digital devices and social media in a safe, confident, and informed manner, so that technology works for them, and they are connected with the world around them.

We operate a **Bring Your Own Device (BYOD)** policy which allows you to bring appropriate digital devices into school in order for them to support you in your learning and help you make the most of the digital world.

The following guidance is designed to help you use your device appropriately.

**Build resilience against digital distraction** – the device is for work and learning. Don't load apps onto your device which do not support your learning and you know will distract you. Games and social media apps shouldn't be on your school device.

**Connect to our Wi-Fi** which is filtered and monitored to keep you safe.

**Use the Office 365 apps** and log into them using your LRGS network credentials. Go to your app store and find: Word; PowerPoint; OneNote; Outlook; Office Lens; One Drive, Teams.

**Use your calendar function, Show My Homework app** and to-do-list apps to help with your personal organization.

Remember that **it's your teacher who decides** if you can use your device in their lesson. You must ask to use your device in a lesson unless it's clearly the established practice.

The use of your device is **covered by the school's Acceptable Use Policy**.

Remember that **you must not take pictures of or video members of the school community** on your device.

Your device must **only be used to support your learning**, it must not be used for activities which your teacher feels are disruptive or that are clearly not supporting your learning.

**You are fully responsible** for the use, care and upkeep of your own device.

If at any point your teacher decides that you are using apps or functions which are not directly linked to your learning **a teacher will confiscate your device** in accordance with school policy.

A **regular pattern of confiscations** may lead to sanctions such as **detentions**. If you cannot follow these rules your parents/carers may be contacted, and you may forfeit the right to bring your device to school.

The use of your device is also **covered in the school's Pupil Behaviour and Anti-Bullying policy**. The use of your device in a way which is judged to breach these rules and standards may lead to more serious consequences.



# LRGS Student Mobile Phone and Digital Device Acceptable Use Policy Agreement

## The Policy In Brief:

1. We expect you to be **kind and thoughtful** when using technology.
2. The school have a **balanced approach**: taking advantage of benefits of technology but having rules to protect pupils & staff and promote good behaviour.
3. Year 7-10 pupils are **not allowed to use their mobile phones or digital devices in school – they must be turned off and in your bag**. Your teacher may allow you to use your phone in lessons, it's their decision not yours.
4. Year 11-13 can use their devices **before 8.45am**, and at **break and lunch**, Sixth Formers may use their devices whenever they are in one of the Sixth Form Cafés, however your phone will be confiscated if you:
  - a. Use it around school outside permitted times e.g. in between lessons
  - b. Walk around school using it, including with headphones or buds, at any time;
  - c. Use your device in a device free zone (like the Grab & Go or Dining Hall);
  - d. Photograph, film, or record a pupil or member of staff;
  - e. Use your device in a way which causes issues or makes people feel uncomfortable.
5. If we confiscate your phone or device, **you get it back then next day** – you should go to one of the school offices and ring someone from home to **let them know you don't have your phone** – if this causes a real issue you should speak to someone in the pastoral team.
6. The school will take action if you post upsetting things about people at school online.
7. 'Unofficial' LRGS accounts and form/class groups can become spaces with harmful, upsetting or unkind content – please think **very carefully** before setting them up or contributing.
8. **The school network is monitored**. We try to give you some privacy, but if your username is flagged by the system we will have to look into what you've been doing. We also look at pupil email accounts if we think you've been using the system inappropriately.



## The Policy In Full:

### School Acceptable Use Policy Agreement

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe and appropriate internet access, however it is the school's desire to balance the benefits of technology with attitudes and rules conducive to good behaviour, mental health and social wellbeing.

This Acceptable Use Policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to ensure that students will have good access to ICT to enhance their learning and will, in return, expect the students to agree to be responsible users.

**The access to and use of the internet, school network and digital devices by students is on condition that they accept and uphold the following statements about their behaviour and use:**

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

For my own personal safety:

- I understand that the school will monitor my use of the ICT systems, email and other digital communications.
- I will treat my username and password like my toothbrush – I will not share it, nor will I try to use any other person's

username and password.

- I will be aware of danger presented by people that I do not know, when I am communicating on-line.
- I am aware that people with extreme views may use the internet to try to involve me in illegal or terrorist activity.
- I will not disclose or share personal information about myself or others when on-line.
- If I arrange to meet people off-line that I have communicated with on-line, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

I understand that the school have a differentiated approach towards the rights and permissions of users

and:

- I understand that this means that the rules relating to use are not the same for all students; differentiated rules will ensure all users use technology in a safe and appropriate way.

I understand that the school's ICT systems are primarily intended for educational use and:

- I will not use the systems for personal or recreational use unless I have permission to do so.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school ICT systems for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube), unless I have permission of a member of staff to do so.

I will act as I expect others to act toward me:

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:

- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any attachments to emails, unless I know and trust the person / organisation who sent the email, due to the risk of the attachment containing viruses or other harmful programmes.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I will only use chat and social networking sites with permission and at the times that are allowed.

When using the internet for research or recreation, I recognise that:

- I should ensure that I have permission to use the original work of others in my own work and that it is acknowledged and referenced appropriately.
- Where work is protected by copyright, I will not try to download copies (including music and videos).
- When I am using the internet to find information, I should take care to check that the information

that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).
- I understand that the school's behaviour of pupils, anti-bullying, and pupil relationships policies may apply to my online actions out of school.
- I understand that the school provide platforms for groups and teams to communicate digitally and as such do not

endorse any 'unofficial' groups or accounts. I understand that labelling something 'unofficial' does not remove its connection to the school. I understand that I do not have permission to create online groups linked to the membership of the school without permission from a member of staff.

- I understand that creating parody, fake or unofficial accounts linked to LRGS or members of its community is potentially harmful or upsetting and the school may take action against those who do so.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I will be subject to disciplinary action. This may include loss of access to the school network / internet, detentions, exclusions, contact with parents and, in the event of illegal activities, involvement of the police.

I understand that the school operate a 'Bring Your Own Device' policy which means I may bring my own technology to school and use it under the following terms:

- In terms of this policy 'devices' are defined as an electronic technology which may have internet connectivity, including
- but not limited to: phones, tablets, computers, smart watches, gaming devices and other similar devices.
- All users must adhere to this policy regardless of who owns the device being used.
  - The school has a set of clear expectations and responsibilities for all users, detailed in this policy.
  - The school adheres to the Data Protection Act principles.

- All users are provided with and must act within this Acceptable Use Policy.
- Where possible these devices will be covered by the school's normal filtering and monitoring systems, while connected

to the school's network.

- The educational opportunities offered by mobile technologies are being expanded as a wide range of devices, software and online services become available for teaching and learning, within and beyond the classroom. The school permits users to bringing their own technologies to school in order to provide a greater freedom of choice and usability. However, the school has a differentiated approach to the use of these devices during the school day as follows:

- **Pupils in Year 7, 8, 9 & 10:** are not permitted to use their devices during the school day, nor on the school site, **their devices must be switched off and in their bags at these points**. A teacher may give permission for these students to use their devices in lessons for a purpose which supports their learning.
- **Pupils in Years 11 to 13:** are only permitted to use their mobile devices **before 8.45am**, and **during break and lunchtime**, and with the permission of their teacher in lessons in order to support their learning. The following rules apply at **all points** in the school day:
  - The use of a mobile device is prohibited when travelling around the site and crossing roads – this includes using headphones or buds.
  - The use of a mobile device is prohibited in toilets and changing rooms.
  - The use of a mobile device is prohibited in the Dining Hall and Grab and Go which are designated device free zones.
  - At no point must any member of the school community use their device in a way which disrupts teaching and learning, brings the school into disrepute, or adversely affects the safety and wellbeing of members of the school community.
  - The use of mobile devices must not contravene the school's behaviour of pupils, anti-bullying, pupil relationships policies or this Acceptable Use Policy.
  - Personal mobile devices must not be used for the taking of photographs, video or recordings of members of the school community. Nor will these features be used by students for other purposes on the school site without the permission of a member of staff.
- Sixth Formers may use their phones in the Sixth Form Cafés. They are not allowed in the downstairs study space but can be used for work purposes in the upstairs study space to support their learning.

I understand and accept the consequences for students who misuse technology in school and that:

- The devices of students who fail to maintain these principles will be **confiscated** by a member of staff.
- The school operate a **next day return on confiscated devices**; confiscated devices may be collected the following morning from City View.
- Exceptions will be made for students with Health Care Plans who can pick up their phone at the end of the school day. Students who've had their device confiscated and need to contact their parents or carers may do this from any of the school receptions.
- In **exceptional circumstances**, a senior member of the pastoral team (such as a Head of Year) may decide that the confiscated phone may be returned to a student in order to safeguard them on their journey home. An equivalent consequence will be agreed.
- Students who have had their phone confiscated on Friday may choose to collect their phone from the City View reception at the end of school on Friday on the understanding that it is returned on Monday morning before registration, it can be collected on the following Tuesday.
- Before a confiscated phone is returned the student will have to demonstrate their understanding of the rules. In some instances, parents may be asked to collect the device and the student may



forfeit the right to use their phone in school.

- Mobile devices are allowed in school on the understanding that they are the responsibility of the individual. The school can take no liability for their loss or damage. If a member of staff confiscates a device, they must take measures to protect the student's device and ensure its safe return at an appropriate point



## Lancaster Royal Grammar School

### Permission for voluntary work to be undertaken

The online form can be found in the Sixth Form induction area of the school website and by clicking on this link: [Permission for Voluntary Work form](#)

**Name of pupil:**

**Form:**

**Type of voluntary work to be undertaken:**

**Contact Details: (of the placement)**

**Dates and times attending: (only during study periods agreed)**

#### Parental Consent:

I hereby give permission for my son/daughter to attend the above on the dates and times shown during school hours.

Signed ..... (Parent/Guardian)

Date.....

**NOTE: EMAIL PERMISSION FROM A PARENT/GUARDIAN IS ALSO REQUIRED TO ACCOMPANY THIS FORM.**

Please return this form, completed and signed to Mrs Haywood at [chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk). with a copy to Mrs Pybus at [hpybus@lrgs.org.uk](mailto:hpybus@lrgs.org.uk).



## REQUEST FOR LEAVE OF ABSENCE FOR A UNIVERSITY OPEN DAY

One of these forms must be completed for each of the **3 Open Days** you are permitted to attend during school term time in the duration of your Sixth Form at LRGs. (Years 12 & 13)

Parents should email this completed form to:

the **Form Teacher, Mrs Pybus** ([hpybus@lrgs.org.uk](mailto:hpybus@lrgs.org.uk)), and **Mrs Haywood** ([chaywood@lrgs.org.uk](mailto:chaywood@lrgs.org.uk)), as far in advance of the requested date as possible, and at the latest 7 days before the absence.

**PLEASE ASSUME THAT PERMISSION HAS BEEN GRANTED  
UNLESS YOU HEAR BACK FROM ANY OF THE STAFF ABOVE.**

Please remember that many universities and departments hold Open Days on Saturdays and in holiday time. It is preferable for you to attend these so that your education in school is disrupted as little as possible.

**PLEASE ENSURE THAT STUDENTS DO NOT BOOK OPEN DAYS  
THAT CLASH WITH THEIR SUMMER ASSESSMENTS.**

Name: ..... Form: .....

Proposed subject/subject area of study at university: .....

I request permission for my son/daughter to attend the Open Day at:

..... (name of university/college)

on ..... (date)

to visit the department of

.....

Please confirm if this is your **First, Second or Third** Open Day

.....

Additional Information:

## SIXTH FORM PERMISSION TO DRIVE FORM



This Microsoft form can be found in the Sixth Form Induction area of the school website.

It can also be found here: [Sixth Form Permission to Drive form](#)

Please submit the form electronically.

A screenshot of the form can be seen below:

# Permission to drive to and from LRGS

My son/daughter wishes to drive him/herself to and from school and agrees to abide by the school rules summarised below.

He/she understands that the car is not to be used at all between his/her arrival for morning registration and his/her departure after his/her last commitment of the day.

He/she understands that there is nowhere on the school premises for him/her to park, and that he/she will be considerate to local residents at all times when parking.

He/she will not use the drive up to Christ Church Primary School by the memo field at any time.

He/she understands that the school can accept no responsibility or liability for the vehicle or any passengers, and that it is totally his/her responsibility to ensure that the vehicle insurance is valid and covers all possible contingencies.

He/she will drive with due care and attention at all times.

\* Required

1. Surname of son/daughter \*

2. First name of son/daughter \*





# Attitude to Learning Grade Descriptors



|  |  |
|--|--|
| <p><b>1</b></p> <p><b>Exemplary</b></p> <p>Your attitude has a positive and encouraging effect on lessons; you are an excellent example to your peers.</p> <p>You use your initiative, and are keen to help; you contribute to group activities, and support other students in their learning.</p> <p>You take responsibility for extending your own learning.</p> | <p><b>2</b></p> <p><b>Good</b></p> <p>You try your best. You accept challenges, get involved in lessons, and have high aspirations.</p> <p>You ask for help when you need it; you are well prepared and organized; you bring the right equipment to lessons, and meet deadlines.</p>   |
| <p><b>3</b></p> <p><b>Coasting</b></p> <p>You do not always try your best. You do not meet challenges with a positive attitude.</p> <p>You should get involved in lessons, and set yourself higher aspirations.</p> <p>You need to ask for help when you need it, and organize yourself because you can be poorly prepared, and sometimes miss deadlines.</p>      | <p><b>4</b></p> <p><b>Unacceptable</b></p> <p>Your attitude can have a detrimental effect on lessons; you can be a poor example to your peers.</p> <p>You can be reluctant to engage with lessons, and you often need prompting to work.</p> <p>You are not taking responsibility for your own progress and learning, and will underperform.</p> |

Each L6 student will be given an ALPS target based on GCSE performance. Your teachers will award an attainment grade at each grades period. This will be based on the average level of work produced during the grades period - a combination of classwork, homework and tests. Comparing your ALPS target with your attainment grades will help to track if you are on target academically.



## Grades Tracker



At each grades period, write your grades in this table so that you can track them over the course of your A-levels.

Write your grade on the left of the cell; on the right denote the trend as follows:

↑ 'the grade is higher than last time'; = 'the grade is the same as last time'; ↓ 'the grade is lower than last time'.

|                        |                  |                |   |          |              |            |                                  |
|------------------------|------------------|----------------|---|----------|--------------|------------|----------------------------------|
| UCAS predicted grades: |                  |                | Grades Required for Universities/<br>Apprenticeships: |          |              |            |                                  |
| YEAR 12                |                  |                |   |          |              |            |                                  |
| Subject                | Michaelmas Grade | Michaelmas AtL | Lent Grade  | Lent AtL | Summer Grade | Summer AtL | Summer Exam Grade                |
|                        |                  |                |   |          |              |            |                                  |
|                        |                  |                |   |          |              |            |                                  |
|                        |                  |                |   |          |              |            |                                  |
|                        |                  |                |   |          |              |            |                                  |
| YEAR 13                |                  |                |   |          |              |            |                                  |
| Subject                | Michaelmas Grade | Michaelmas AtL | Mock Grade  |          | Lent Grade   | Lent AtL   | <u>Confirmed</u> Required Grades |
|                        |                  |                |   |          |              |            |                                  |
|                        |                  |                |   |          |              |            |                                  |
|                        |                  |                |   |          |              |            |                                  |
|                        |                  |                |   |          |              |            |                                  |



# Reflection: Reviewing the Year 12 Michaelmas Term



Being able to reflect and review are important skills. These tasks aim to help you think about the academic term, to find the successes, and recognise where you need to go next.

## **1. Grades**

Summarise here how you feel about your Michaelmas attainment and ATL grades.

## **2. Accomplishments**

Think about the things you accomplished last term. They can be academic successes, social highlights, new experiences, and/or attitudes or skills you developed.

## **3. Obstacles**

Ask yourself what obstacles got in the way at times last term. Was there anything that held you back from higher grades or better performance? How did you / could you overcome them?

## **4. Engagement & Enrichment**

Think about how much you got involved in school life. Which clubs, societies, activities and events did you take part in?

## **7. Post-18 Options & Careers**

How well have you engaged with planning for life beyond school? Which workshops / webinars have you attended?

## **8. Attendance & Punctuality**

What was your attendance record last term? Were you always on time?

### 9. Commendations

How many commendations have you received? What were they for?

### 10. Misdemeanours

Have you received any misdemeanours? If so, what for? How was your behaviour last term?

### 11. PuP award

Please evaluate how well you are progressing towards the PuP award.

### 12. Health & Well-being

Please evaluate how healthy and happy you are. What could you be doing to improve in these areas? How could others help?

### 13. Target-setting

Set yourself three SMART, (Specific, Measurable, Achievable, Relevant, Time-bound) targets for the Lent term. Avoid making them all subject-specific and try to focus on different categories from this review for each:

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

**Pupil** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Tutor** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Parent / HM / Guardian** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

To be returned to form tutors.



# Reflection: Reviewing the Year 12

## Lent Term



Being able to reflect and review are important skills. These tasks aim to help you think about the academic term, to find the successes, and recognise where you need to go next.

### **1. Grades**

Summarise here how you feel about your Lent attainment and ATL grades.

### **2. Accomplishments**

Think about the things you accomplished last term. They can be academic successes, social highlights, new experiences, and/or attitudes or skills you developed.

### **3. Obstacles**

Ask yourself what obstacles got in the way at times last term. Was there anything that held you back from higher grades or better performance? How did you / could you overcome them?

### **4. Engagement & Enrichment**

Think about how much you got involved in school life. Which clubs, societies, activities and events did you take part in?

### **7. Post-18 Options & Careers**

How well have you engaged with planning for life beyond school? Which workshops / webinars have you attended?

### **8. Attendance & Punctuality**

What was your attendance record last term? Were you always on time?

### **9. Commendations**

How many commendations have you received? What were they for?

### **10. Misdemeanours**

Have you received any misdemeanours? If so, what for? How was your behaviour last term?

### 11. PuP award

Please evaluate how well you are progressing towards the PuP award.

### 12. Health & Well-being

Please evaluate how healthy and happy you are. What could you be doing to improve in these areas? How could others help?

### 13. Target-setting

Set yourself three SMART, (Specific, Measurable, Achievable, Relevant, Time-bound) targets for the Summer term and your upcoming summer exams. Avoid making them all subject-specific and try to focus on different categories from this review for each:

- 4) \_\_\_\_\_  
\_\_\_\_\_
- 5) \_\_\_\_\_  
\_\_\_\_\_
- 6) \_\_\_\_\_  
\_\_\_\_\_

**Pupil** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Tutor** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Parent / HM / Guardian** Signed: \_\_\_\_\_

Date: \_\_\_\_\_

To be returned to form tutors.





# Reflection: Reviewing Year 12

Being able to reflect and review are important skills. These questions aim to help you think about the academic year, to appreciate your successes, and recognise where you need to go next.

1) What results have you achieved in your summer exams?

2) What is your target grade, (generated from your GCSE results)? Is this realistic?

3) What is your plan for after A Levels? What grades are you likely to need for your first choice of university / apprenticeship?

4) If your grades aren't currently on track, what can you do to close the gap? Do you have a back-up plan?

5) What have been your biggest achievements and accomplishments this year?

6) Which skills and competencies have you developed this year? How? How might these new skills be useful to you in the future?

7) Have you had any setbacks? If so, how have you tackled these / how are you tackling these?

8) What three targets would you like to set yourself for the coming year?



# **Reflection: Year 13 January Review**



Being able to reflect and review are important skills. These questions aim to help you think about your academic journey so far in Year 13, to find the successes and recognise where you need to go next.

## **1. December Grades**

Summarise here how you feel about your Michaelmas attainment and ATL grades:

Subject 1:

Subject 2:

Subject 3:

Subject 4 (if applicable):

## **2. January Mocks Performance**

Summarise here how you feel about your performance and results in the recent Mock exams:

Subject 1:

Subject 2:

Subject 3:

Subject 4 (if applicable):

## **3. Accomplishments**

Think about the things you have accomplished in Year 13 so far. They can be academic successes, social highlights, new experiences, and/or attitudes or skills you developed.

## **4. Obstacles**

Ask yourself what obstacles got in the way at times last term or in your preparation for the Mocks.  
Was there anything that held you back from higher grades or better performance in the January Mocks?  
How did you or how could you overcome them next time?

|   |   |
|---|---|
| <p><b>5. Engagement &amp; Enrichment</b></p> <p>Think about how much you have got involved in school life. Which clubs, societies, activities and events have you taken part in this year so far?</p>   | <p><b>6. Service</b></p> <p>A key purpose of leadership is to serve. How have you have served the school and / or the community in Year 13?</p>                     |
| <p><b>7. Post-18 Options &amp; Careers</b></p> <p>Reflect on your preparation for next year. What are your plans currently? Have you heard of any outcomes from university or apprenticeship applications so far? Is there anything you need to be doing this term or need support with?</p>  | <p><b>8. Attendance &amp; Punctuality</b></p> <p>What is your attendance record like? Were you always on time? If needed, how can you work to improve on these?</p> |
| <p><b>9. Commendations</b></p> <p>How many commendations have you received this year? What were they for?</p>   | <p><b>10. Misdemeanours</b></p> <p>Have you received any misdemeanours? If so, what for? How has your behaviour been?</p>   |
| <p><b>12. Health &amp; Well-being</b></p> <p>Please evaluate how healthy and happy you are. What could you be doing to improve in these areas? How could others and/or the Sixth Form Team help?</p>  |   |
| <p><b>13. Target-setting</b></p> <p>Set yourself three SMART, (Specific, Measurable, Achievable, Relevant, Time-bound) targets for your remaining time in Year 13 and as you get nearer to the A-Level exams in the summer:</p> <p>7) _____</p> <p>8) _____</p> <p>9) _____</p>   |   |
| <p><b>Pupil</b>                      Signed: _____                      Date: _____</p> <p><b>Tutor</b>                      Signed: _____                      Date: _____</p> <p><b>Parent / Housemaster / Guardian</b>                      Signed: _____                      Date: _____</p> <p><u>To be returned to form tutors</u></p> |   |

## PRAESIS UT PROSIS AWARD



*Lead in order to serve*

This document is designed to help you keep a record of your progress towards the Praesis Ut Prosit Award.

Name:

Form:

## The Praesis ut Prosis Award

The Praesis ut Prosis Award seeks to embody the school motto (Lead In Order To Serve), encouraging students to lead and serve within the school and wider community.

In preparation for Post-18 options, the Praesis ut Prosis Award will seek to recognise, develop and enhance experience and achievement in a work-related environment through a variety of activities from the following categories:

|                                 |   |
|---------------------------------|---|
| <b><i>Work Experience</i></b>   | <b><i>Community Volunteering</i></b>                            |
| <b><i>In-school Service</i></b> | <b><i>Attendance of Careers and Employability Workshops</i></b> |

These activities will take place over the course of Year 12, will be assessed in the Michaelmas Term of Year 13 and will be certificated at Bronze, Silver and Gold level in the Lent Term of Year 13.

The Praesis ut Prosis Award will recognise:

|   |   |
|---|---|
| <p><b>1. <u>Examples of Work Experience</u></b></p> <ul style="list-style-type: none"> <li>- A work experience placement</li> <li>- A Headstart course (or similar)</li> </ul> <p><b>Bronze</b> - 20 hours<br/> <b>Silver</b> - 40 hours<br/> <b>Gold</b> - 60 hours</p>  | <p><b>2. <u>Examples of Community Volunteering</u></b></p> <ul style="list-style-type: none"> <li>- Unpaid work which benefits the community, for example in charity shops, schools, hospitals, hospices, nursing homes etc.</li> <li>- National Citizenship Service</li> </ul> <p><b>Bronze</b> - 10 hours<br/> <b>Silver</b> - 20 hours<br/> <b>Gold</b> - 30 hours</p>   |
| <p><b>3. <u>Examples of In-school service</u></b></p> <p><b>Sustained</b> leadership in;</p> <ul style="list-style-type: none"> <li>- Prefect roles</li> <li>- Charity fundraising</li> <li>- InspirUs</li> <li>- Peer mentoring</li> <li>- Leading Assemblies</li> <li>- Presentations at societies and clubs</li> <li>- Running a club / society</li> <li>- Sport, music, drama</li> <li>- CCF</li> <li>- Seward Committee</li> </ul> <p><b>Bronze</b> - 2 activities<br/> <b>Silver</b> - 3 activities<br/> <b>Gold</b> - 4 activities</p> | <p><b>4. <u>Attendance of Careers and Employability Workshops</u></b></p> <ul style="list-style-type: none"> <li>- University visits</li> <li>- Employer visits</li> <li>- Lunchtime/ evening talks given in school</li> <li>- University Summer Schools</li> <li>- Taster Days</li> <li>- Careers workshops (CV, applications, UCAS etc)</li> <li>- Appointment with Independent Careers Advisor</li> </ul> <p><b>Bronze</b> - 4 activities<br/> <b>Silver</b> - 8 activities<br/> <b>Gold</b> - 12 activities</p> |

\*Additional activities may be counted after consultation with Mr Martin, Mr Fisher and Mrs Gibson.

Our expectation is that all Year 12 students will engage with the Praesis ut Prosis Award. Through involvement with this award, students will develop their leadership skills, independence and key transferable, employability skills such as

- communication
- collaboration
- interpersonal skills
- time management
- problem solving
- decision making
- creativity
- reflection
- community and global awareness

Activities and hours should be logged and signed by the activity leader (eg. employer / supervising teacher) and then countersigned by the form teacher, Mrs Hope or member of the Sixth Form team. It is the student's responsibility to reflect on the specific skills developed and to collate relevant and clear evidence in order to achieve the Bronze, Silver or Gold award.

#### **Evidence accepted**

- Confirmation on letter-headed paper from employer / organisation or email from the organisation's official email address, alongside reflections logged by the student in the log book.
- Teacher signatures for lunchtime and evening talk / clubs / societies etc
- Reflective comments on activities undertaken.

#### **Helpful websites**

<https://vinspired.com/>

<https://www.ncsyes.co.uk/>

<https://nationalcareersservice.direct.gov.uk/>

<https://www.ucas.com/>

<https://www.getingofar.gov.uk/>

<https://icould.com/>

<https://www.notgoingtouni.co.uk/>

<https://www.prospects.ac.uk/>

<https://www.allaboutschoolleavers.co.uk/>

<https://www.getmyfirstjob.co.uk/>



**Section 1 - Work Experience**

| <u>Place</u> | <u>Dates</u> | <u>Hours</u> | <u>Verified</u> | <u>Reflections/comments</u> |
|--------------|--------------|--------------|-----------------|-----------------------------|
|              |              |              |                 |                             |
|              |              |              |                 |                             |
|              |              |              |                 |                             |
|              |              |              |                 |                             |

**Section 2 – Community Volunteering**

| <u>Place</u> | <u>Dates</u> | <u>Hours</u> | <u>Verified</u> | <u>Reflections/comments</u> |
|--------------|--------------|--------------|-----------------|-----------------------------|
|              |              |              |                 |                             |
|              |              |              |                 |                             |
|              |              |              |                 |                             |
|              |              |              |                 |                             |

**Section 3 – In School Service**

| <u>Place</u> | <u>Dates</u> | <u>Hours</u> | <u>Verified</u> | <u>Reflections/comments</u> |
|--------------|--------------|--------------|-----------------|-----------------------------|
|              |              |              |                 |                             |
|              |              |              |                 |                             |
|              |              |              |                 |                             |
|              |              |              |                 |                             |
|              |              |              |                 |                             |

**Section 4 – Careers and Employability Workshops/Talks**

| <u>Place</u> | <u>Dates</u> | <u>Hours</u> | <u>Verified</u> | <u>Reflections/comments</u> |
|--------------|--------------|--------------|-----------------|-----------------------------|
|              |              |              |                 |                             |
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## This image shows a full page of blank handwriting practice paper. It features approximately 28 evenly spaced horizontal black lines across the entire page, providing a guide for letter height and placement. The lines are uniform in thickness and extend from the left edge to the right edge of the page. There are no margins, text, or other markings present.

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## **PREFECTS: 2023- 2024**

**Head of School – Ishmael Wadee**

**Deputy – Welfare – Matt Whittle**

**Year 7 structure**

**Year 7 Lead Prefect – Aidan Davies**

**Year 7 Deputy Lead Prefect- Matthew Nickson**

**Year 8 Lead Prefect – Zafeera Abdoola**

**Year 9 Lead Prefect – Zara Bruce**

**Year 10 Lead Prefect – Sam Stoneham**

**Year 11 Lead Prefect – Ernie Collinson**

**Deputy – Operations – Marnie Lusardi**

**Grab & Go Lead prefect – Omar Elgengehy**

**Duty Grab & Go prefects (18)** – Woody Gilliat, Bryant Wong, Thomas Woolfitt, Jack Brown, Charles Hall, Jake Lloyd, Nishan Singh, Thomas Johnson, Leo Paul Gadoud, Dilan Patel, Oscar Lee, Dylan Priestley Payne, Alexander Mann, Connor Passenger, Rishab Shah, Melvin Biju, Matej Stuchlik, James Halliday

**Dining Hall Lead Prefect – James Cross**

**Duty Dining Hall prefects (18)** – Finlay Kiersey, Benjamin Willott, James Twigg, Yasin Mohamed, Jonathan Matibenga, Owain Heathcote-Jones, Daksh Raoul Kakkar, Jack Towers, Ravi Mall, Ilias Nikolopoulos, Ben Rogers, Bailey Wright, Ryan Armstrong, Harry Billington, Max Lukas, Ben Nelson, Leo Scott, Harold Madunagu

**Lost Property Prefects – Nandakishore Brijesh & Alfred Brennand**

**Lead Bell Room and Library prefect- Ben Granell**

**Bell Room and Library Prefects(8)** - Ursula Chan, Ting Yee Wong, Zoe Leung, Seth Ogundairo, Sandy George, Kasim Rasool, Freya Hesketh, Wesley Shaw

**Tours Lead Prefect – Jad Ghazal**

**Tours prefects (11) -Boarding-** Anthony Wang, Martha Milburn, Fenella Birtles, Alex Roe  
**Day-** Archie Honeysett, Seb Arthurs, Luke McConnell, Clara Heim, Dara Adebayo, Isabel Carter, Oliver Dent





## **Deputy – Events and Charities – Joe Pearson**

**Events and Charities Prefects (20)** – Keaton Mar, Luca Stoneham, Bethany Armer, Cara Wallbank, Jonty Lentell, Lewis Taylor, Joel Ngute-Daniel, Charlie Bowen, Ella Cornwall, Cara Formby-Barker, Adelaida Banchemo, Oliver Chan, Kyara Surtani, William Statham, Kiran Bose-Miller, Ben Nelson, Henry Hickman, Fabian Schiller, Marcus Chappell, Tyler Lee

### **Form prefects. Years 8-11 (24)**

| <b>Year 8</b>      | <b>Year 9</b>             | <b>Year 10</b>       | <b>Year 11</b>       |
|--------------------|---------------------------|----------------------|----------------------|
| Rebecca Raine      | Olivia Cliff              | Sam Farnworth        | Frances Park         |
| Michael Aderohunmu | Henry Ibison              | Abhinav Sharma       | Charlotte Robertshaw |
| Joe Niland         | James Parker              | Ashton Kasam-Sharple | Florence Wood        |
| Emily Tunstall     | Alfie Armour              | Dylan Blackwell      | Ahmed Ali            |
| Aaron Bleasdale    | Victoria Vincent-Hejirika | Hollie Bilsborough   | Henry Coates         |
| Katie Thomas       | Oliver Dingle             | Mia Aspinwall        | Ben Walker           |

# Head of School and Deputy Heads of School

This document aims to outline the roles of the Head of School and the Deputy Heads of School at LRGS. It must be noted that these roles are very substantial and as such no succinct document could give an exhaustive description of their roles or an exhaustive list of their duties, not only because of the scale of the roles but also because of their nature that they change year to year depending on the strengths of the pupils selected and the developing needs of the school. These duties can be divided up into two categories; those duties that are general and apply to all members of the team and those that are specific to each member.

| Position                                       | Specific Responsibilities   | General Responsibilities  |
|--|---|---|
| <b>Head of School</b>                          | <ul style="list-style-type: none"> <li>• Oversight of the entire perfecting system</li> <li>• Managing and leading the Deputy Heads of School, delegating work as necessary and required</li> <li>• Meeting regularly with Head of Sixth Form and Deputies and supporting them in their work.</li> <li>• As the lead student of the sixth form, addressing students both in assemblies and Sixth Form Council and responding to their questions and concerns.</li> <li>• Strategic overview of sixth form life and operations with capacity to propose reform and change in co-operation with Sixth Form Staff Team</li> <li>• Helping JPH chair Seward Committee</li> </ul>            | <ul style="list-style-type: none"> <li>• The Head of School and the Deputy Heads of School are the figureheads of the pupil body in the school and therefore must represent the school at numerous school events throughout the year.</li> <li>• The Head of School along with the three Deputy Heads of School will form the Senior Leadership Team of the prefects. Collectively they will be charged with ensuring that the prefect team runs efficiently, dealing with any problems that may arise from within the prefect team and organising the prefect team's involvement in all school events.</li> <li>• The Head of School, and by extension, the Deputy Heads of School will need to organise prefect involvement in the following: <ul style="list-style-type: none"> <li>○ Founders' Day</li> <li>○ Speech Day</li> <li>○ Carol Service</li> <li>○ All live parents evenings (attend L6th and U6th)</li> <li>○ Year 7 taster days for each form</li> <li>○ Year 7 parents' welcome evenings for each form</li> <li>○ Sixth form taster day</li> <li>○ Induction day (Year 7 and L6th) on the first day of term</li> <li>○ Open day</li> <li>○ Sixth form open evening</li> <li>○ 11+ entrance exams</li> </ul> </li> <li>• The Senior Leadership Prefect Team will meet with Dr Pyle for breakfast/ lunch fortnightly to discuss school business and to maintain good communication between the senior staff and the prefect team.</li> <li>• The Head of School and the Deputy Heads of School will carry out several assemblies throughout the year to different year groups, either on an assigned topic or a chosen topic. It is expected that each Deputy will do one</li> </ul> |
| <b>Deputy Head of School- Operations</b>       | <ul style="list-style-type: none"> <li>• Oversight and leadership of the Operations Perfecting Team with regular monitoring of that team.</li> <li>• Responding to staff/student concerns about the Operations Perfecting Team.</li> <li>• Chairing of the Sixth Form Council, including the creation of agendas and minutes</li> <li>• Meeting regularly with Head of Sixth Form and Deputies and supporting them in their work.</li> <li>• Focus on day to day running of the school, health and safety and school environment.</li> </ul>  |   |
| <b>Deputy Head of School- Student Welfare</b>  | <ul style="list-style-type: none"> <li>• Oversight and leadership of the Student Welfare Perfecting Team with regular monitoring of that team.</li> <li>• Responding to staff/student concerns about the Student Welfare Perfecting Team.</li> <li>• Meeting with and representing the key Student Welfare Organisations (Green Team, Anti Discrimination, Pride, Women's Forum)</li> <li>• Curating and updating the Health and Wellbeing Notice Board</li> <li>• Working with the Head of Sixth Form to issue, analyse and respond to the termly mental health survey</li> <li>• Meeting regularly with Head of Sixth Form and Deputies and supporting them in their work.</li> </ul> |   |
| <b>Deputy Head of School- Events/Charities</b> | <ul style="list-style-type: none"> <li>• Oversight and leadership of the Events/Charities Perfecting Team.</li> <li>• Creating and maintaining a diary/calendar of all sixth form events and working with their team to plan events where appropriate.</li> <li>• Responding to and organising tours prefects on staff request</li> <li>• Organising all Levers events including Leaver's Ball, Yearbook and Leavers Hoodies.</li> </ul>  |   |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Planning and leading assemblies before and during Lenten Charities Term</li><li>• Meeting regularly with Head of Sixth Form and Deputies and supporting them in their work.</li><li>• Co-ordinate prefect involvement in whole school events when needed.</li></ul> | <p>series of assemblies on their specific area of responsibility.</p> <ul style="list-style-type: none"><li>• The Team will attend the Sixth Form Council half termly and will be accountable to that council.</li></ul> |
|--|---|--|



## Specific Prefect Roles 2023-4

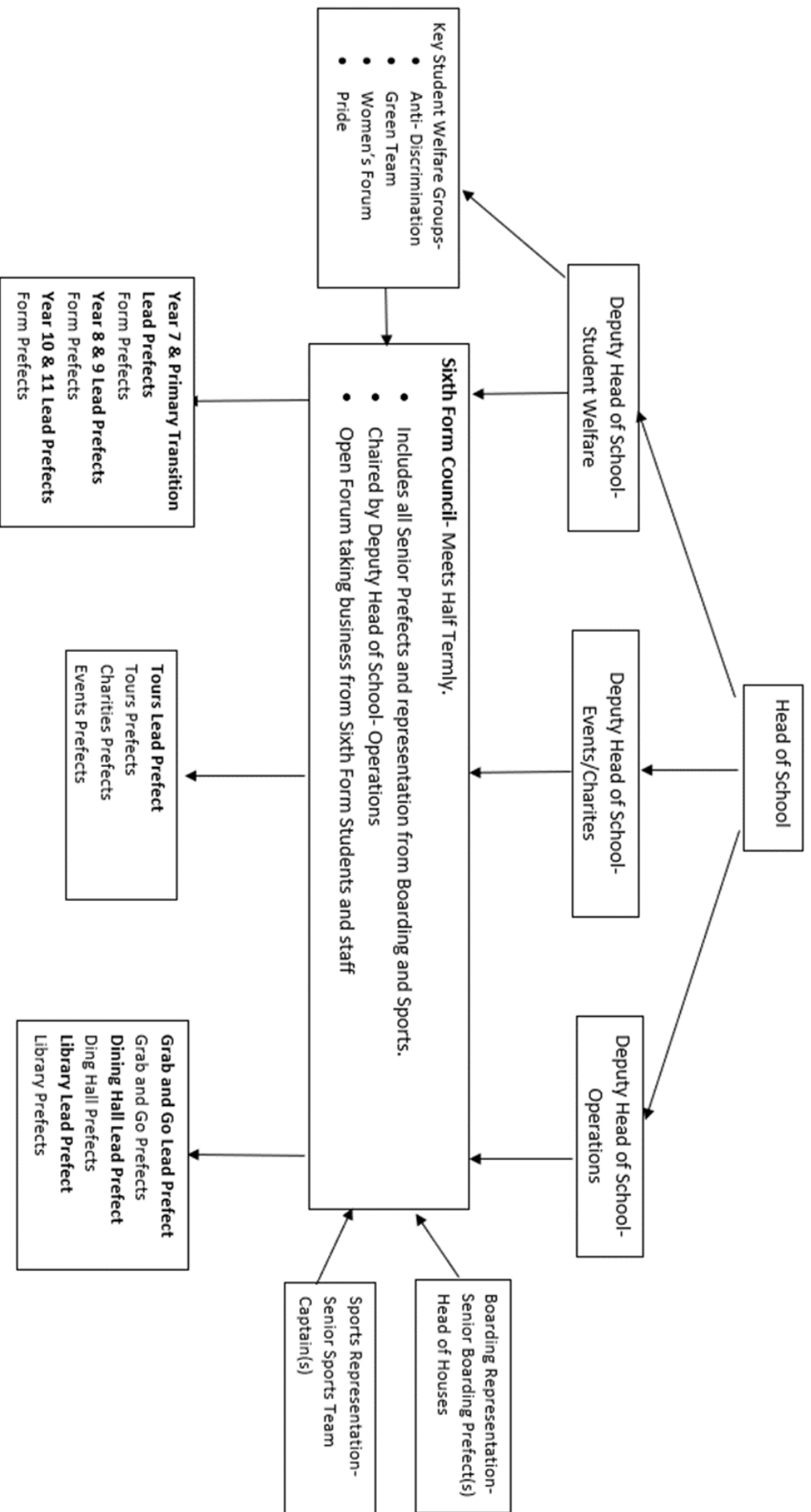
| Role                               | Regular Duties   |
|------------------------------------|--|
| Dining Hall Prefect                | To supervise in the Dining Hall according to a rota and to cover duties caused by prefect absence. This is likely to be <b>one lunch time and one break time per week</b> (not necessarily the same day) but may be more. This includes controlling the queue at the start of break/lunch and supervising in the Dining Hall once the queue has died down, ensuring pupils are behaving sensibly, picking up their litter and treating the Dining Hall with respect. It also means liaising with the member of staff on duty.  |
| Lead Dining Hall Prefect           | To supervise in the Dining Hall according to a rota and to cover duties caused by prefect absence. This is likely to be at least <b>one lunch time and one break time per week</b> (not necessarily the same day). Furthermore, to create the rota to organise the rest of the Dining Hall prefects. This includes ensuring the efficient running of the Dining Hall prefect rota and filling in for any of the Dining Hall prefects (or organising for another prefect to do so), carrying out the duties listed above, <b>on any day</b> that one of the Dining Hall prefects is absent from school or otherwise cannot do their regular shift. It also means liaising with the member of staff on duty. |
| Grab and Go Prefect                | To supervise in the Grab and Go according to a rota and to cover duties caused by prefect absence. This is likely to be during <b>one lunch time and one break time per week</b> (not necessarily the same day) but may be more. This includes controlling the queue at the start of break/lunch and supervising in the Grab and Go once the queue has died down, ensuring people are behaving sensibly, picking up their litter and treating the Grab and Go with respect. It also means liaising with the member of staff on duty.   |
| Lead Grab and Go Prefect           | To supervise in the Grab and Go according to a rota and to cover duties caused by prefect absence. This is likely to be during <b>one lunch time and one break time per week</b> (not necessarily the same day). Furthermore, to create the rota to organise the rest of the Grab and Go prefects. This includes ensuring the efficient running of the Grab and Go prefect rota (or organising for another prefect to do so) and filling in for any of the Grab and Go prefects, carrying out the duties listed above, <b>on any day</b> that one of the Grab and Go prefects is absent from school or otherwise cannot do their regular shift. It also means liaising with the member of staff on duty.   |
| Library and Bell Room Prefect      | To help Mrs Rogan with the efficient running of the library. There are many individual jobs that this entails; what you do will be at Mrs Rogan's discretion. The time commitment is flexible but substantial; it is generally expected that you will help in the library <b>during your free periods and at lunchtimes and break times</b> , whenever you have no other commitments.  |
| Lead Library and Bell Room Prefect | All the duties listed under <i>Library Prefect</i> . Furthermore, the Lead Library Prefect will act as the intermediary between the library prefects and the more senior prefects and staff if any problems arise. The Lead Library Prefect will also be in charge of book requests that Sixth Formers would like purchasing for the library.  |
| Tours Prefect                      | To conduct tours of the school by liaising with Mrs Jones, (boarding) Mrs Simmill (day junior and middle school) and Mrs Haywood (Sixth Form). The frequency of tours will vary in line with demand throughout the year but in general each tour prefect will do <b>at least one tour a fortnight during free periods</b> .  |
| Lead Tours Prefect                 | All the duties listed under <i>Tours Prefect</i> . Furthermore, the <i>Lead Tours Prefect</i> will act as the intermediary between the tours prefects and the Head of School team. The Lead Tours Prefect for boarding will be given a matrix by Mrs Jones which will list the availability of the boarding tour prefects. Mrs Jones will advise the Lead Tour Prefect when a tour is required and he/she will allocate a guide, advise Mrs Jones of who the guide will be and also keep a record of who has done tours so that boarding tours are shared out equally throughout the year.   |
| Charity Prefect                    | To promote charity in school, mainly in the Lent Term but also during other charitable events and periods throughout the year (e.g. Movember, Christmas Jumper day etc.) This will include doing   |

|                |   |
|----------------|---|
|                | assemblies to promote the charity drive, providing help and resources for the other pupils in the school in their charitable efforts and meeting with delegates from our chosen charities. It will also entail administering the process for selecting the Lenten Charities in December. The time commitment for this role is substantial, especially in the Lent term, but very flexible. The role allows for a lot of creativity in coming up with new and unique ideas to promote charity at LRGS.   |
| Events Prefect | To organise Leavers Event(s) and to organise and coordinate events in school, with a specific focus on the traditional Sixth Form events (e.g. the annual L6th and U6th charity quizzes, the charity concert, drama performances, musical events etc.) and any charity events raising money for Lenten Charities. The time commitment for this role is substantial especially in the Lent term but very flexible. The role allows for a lot of creativity in coming up with fun and unique events in school, generally with a focus on raising money for charity.   |
| Year Prefect   | To be the principal prefect with oversight over a certain year group(s). These positions are primarily ones concerned with looking after the welfare of pupils in the year you oversee. You should be helpful, approachable and visible to the entire year group as you are their year prefect who they should feel comfortable to turn to if they feel the need. These positions include attending any events associated with your year group, including parents' evenings, charity events, welcome evenings, taster days, etc., and attending all assemblies for your year group. These positions also include having direct oversight over all the form prefects of forms in your year group, ensuring they are doing their jobs well and providing them with support if needed. Positions available: <i>Head of Year 7 and Primary Transition; Head of Year 8; Head of Year 9; Head of Year 10 and Head of Year 11.</i> |
| Form Prefect   | To provide support to an individual form in the lower school by attending <b>at least one of their form periods per week</b> – preparing and doing activities with the boys, getting to know the boys well (names, interests), being on hand to answer any questions, helping / leading their charity drive in the Lent Term etc. Form prefects should help the form tutor prepare for the class assembly and be able to attend year-relevant school events such as Carol Service and Founder's Day. These positions are primarily ones concerned with looking after the welfare of pupils in the form you oversee. You should be helpful, approachable and visible to the entire form as you are their prefect who they should feel comfortable to turn to if they feel the need. You will be expected to show initiative and take an active role in form times.   |

## General Prefect Role and Expected Duties

- Set a good example to the other pupils in the school at all times by using appropriate and courteous behaviour and language. The prefects are the leading pupils of the school and must act as such.
- Be on hand to help at various school events throughout the year for which a large prefect presence is necessary; this includes attending Open Day, Sixth Form Open Evening and other events the Head of School asks you to attend.
- Always be punctual to carry out your roles effectively. This means not going on your phone when on duty (unless in an emergency), not standing around chatting and always informing the relevant prefect (Head of School, Deputy Head of School or Lead Prefect) if you are unable to carry out your duties.
- Any prefect should be willing and able to lead a tour of the school if called upon and interact with visitors to the school.
- All prefects are required to complete safeguarding training.

## Prefect Structure





## Apprenticeship Information

Some LRGS students will choose to follow the apprenticeship route after school. Mrs Hope, our School Careers Adviser is always happy to meet with and support these students. She has kindly prepared the information below for both Year 12 and Year 13 students.

At our Careers Event, we invite a company called ASK who oversee and promote apprenticeships in the UK.

The main points to remember about an apprenticeships are:

- The training and skills you gain as an apprentice are focused on one specific industry. Whereas a university degree can lend itself to a broader range of careers by teaching more general skills.
- Doing an apprenticeship, you will immediately enter the world of work and have a contract of employment with terms and conditions of employment. Usually there is a more practical approach to learning and you will gain a variety of qualifications including HNCs, HNDs and then Degrees along the way
- There aren't any set dates that start the process of application therefore, it is important that if you are applying for an apprenticeship that you treat it as job search and sign up to both the websites below but also on company websites
- It's important that you meet closing dates as if your application is late, it will be disregarded.

Where to find listings of apprenticeships:

<https://www.notgoingtouni.co.uk/>

<https://www.jobmanji.com/>

<https://www.studentladder.co.uk/>

<https://www.getmyfirstjob.co.uk/>

<https://careerfinder.ucas.com/>

<https://www.ratemyapprenticeship.co.uk/degree-apprenticeships>

<https://www.allaboutschooleavers.co.uk/jobs/degree-apprenticeships>

Some other useful sites and resources:

- [www.gradcracker.com](http://www.gradcracker.com)
- indigo.careers 'degree apprenticeships: the lowdown
- Prospects.ac.uk 'should I go to university or do an apprenticeship'
- <https://apprenticeship.news>
- The Complete Guide to Higher and Degree Apprenticeship
- <https://www.ucas.com/apprenticeships>
- <https://apprenticeship.news>

If you have any questions about apprenticeships or you need any help or support with any part of the process of applying for them, please contact either Mrs Hope or a member of the Sixth Form Team.



# Information and Advice



Your health, your choices...  
<https://www.nhs.uk/>

Brook, the young people's sexual health & wellbeing charity  
<https://www.brook.org.uk/>



Sex etc. by teens, for teens.  
<https://sexetc.org>

Global information and advice on HIV & AIDS  
<https://avert.info/>



I want to quit...  
the day you start to stop  
[British Heart Foundation](https://www.bhf.org.uk/)

Compassionate specialist drug, alcohol and mental health treatment charity.  
<https://www.wearewithyou.org.uk/>



**WASTED LIVES** CHANGING ATTITUDES  
INFLUENCING BEHAVIOUR  
SAVING LIVES  
*Lancashire's award winning young driver education programme*



Exams. We all have to do them. Working towards exams can make us feel a lot of pressure. We might not have that much choice over whether or not we actually do exams, but there are definitely things we can do to help deal with the stress we're feeling. Here are some tips on dealing with exam stress!

1

### Keep it in perspective

Exams aren't everything; exam success doesn't define you as a person. Think about how far you've come already.

Once you've done an exam, try to forget about it.

2

### Get that organised feeling

Picture your exams as a time-bound project.

Work out the basics: which exams you have, how the marks are allocated, and how much you have to learn for each one.

Break your revision down into small chunks, and form a plan.

Schedule in plenty of free time to unwind, and protect this time. Nobody can work all day every day.

Equally, don't panic if you go slightly off schedule - tomorrow is another day.

3

### Get into some good habits

Take frequent breaks; eat well; drink lots of water. Think about when and where you work best.

Keep active; sleep!

Find activities that help you relax.

4

### Avoid these habits

Don't set yourself ridiculous goals.

Don't cut out all the enjoyment from your life. Avoid stimulants.

5

### Get support from family and friends

Don't be put off by peers saying they're doing huge amounts of revision.

If you can, discuss with your parents what they're expecting you to achieve. If you're feeling really worried or anxious, chat to a good friend, family member, or tutor.

## Self Help Stress Tips

Short periods of stress are normal and can often be resolved by something as simple as completing a task (and thus reducing your workload), or by talking to others and taking time to relax. One or more of the following suggestions might help:

- Assess exactly what in your life is making you anxious. For example, is it exams, money or relationship problems? See if you can change your circumstances to ease the pressure you're under.
- Try to have a more healthy lifestyle. Eat well, get enough sleep, exercise regularly, cut down on alcohol and spend some time socialising as well as working and studying.
- Try not to worry about the future or compare yourself with others.
- Learn to relax. If you have a panic attack or are in a stressful situation, try to focus on something outside yourself, or switch off by watching TV or chatting to someone.
- Relaxation and breathing exercises may help.
- Try to resolve personal problems by talking to a friend, tutor or someone in your family.
- Read about how to cope with the stress of exams.

[NHS moodzone](#)

*NHS Choices Moodzone has a series of eight mental wellbeing podcasts or audio guides that you can listen to in your own time, in private, and that may help you through times when your mood is low or you're facing an anxious time in your life.*