



The Ferrers
Sixth Form



Student Handbook

2025-2026

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Key Information

Key staff

Sixth Form Centre Manager	Debra Holland	dholland@theferrers.org
Form Tutor – P1	Kribashni Govender	kgovender@theferrers.org
Form Tutor – P2	Richard Sadler	rsadler@theferrers.org
Form Tutor – P3	Ranbir Punian	rpunian@theferrers.org
Form Tutor – P4	Richard Downs	rdowns@theferrers.org
Head of Sixth Form	Helen Prince	hprince@theferrers.org

Key dates

Activity	Date
GCSE Results Day	21st August 2025
Year 12 start	TBC
Year 13 start	TBC
Subject lock-in	26 th September 2025
Sixth Form Open Evening	Thursday 6 th November 2025
Reward/activity day	17 th December 2025
Futures Events	5 th , 6 th & 7 th February 2026
Year 11 Offer Holders Days	24 th – 26 th June 2026
Sixth Form reward trip	26 th June 2026
Year 12 Work Experience Week	W/C 13 th July 2026

Statement of Intention:

We aim to treat our students as young adults, capable of making the right decisions to benefit you and your education. We will occasionally need to nudge you in the right direction, but we intend to support you by giving you freedoms first, only removing these if you prove incapable of making adult/appropriate decisions. Every concern raised will be made with you first to allow you to adjust your choices. If you do not comply/make the right decision, this is when we involve parents/carers.

Attendance Procedures

Objective: All post-16 students are expected to attend school for 100% of taught lesson, tutorial sessions, mentoring meetings, employability activities, assemblies and dedicated study periods.

Our attendance procedures are underpinned by the [Meridian Trust Post-16 Attendance Policy](#).

Where attendance falls below 100%, it is recognised that a risk is posed to a student's achievement in line with their potential. Attendance below 96% will trigger intervention, as outlined in the Meridian Trust Post-16 Attendance Policy. Parents and students are additionally reminded that frequent periods of unexplained absence can give rise to safeguarding concerns.

Planned Absences

For planned absences, for example to celebrate a religious festival or to attend a university open day, students are required to complete an **Absence Request** form, three weeks prior to the event, where possible, or as soon as you can if three weeks' notice is not achievable.

The following may be considered acceptable reasons for planned absences, subject to reasonable limits:

- Driving Test (practical and theory)
- Emergency clinical appointments
- Hospital appointments
- Orthodontist appointments
- Apprenticeship/University/ Post-18 job interviews
- Representing the school in sport
- University open days
- Religious observations

As far as possible requests for planned absence should be supported by evidence, which should be attached to the **Absence Request** form, e.g. an appointment letter

Routine medical and dental appointments and driving lessons must not be scheduled during timetabled contact times i.e. mentoring sessions, assemblies, lessons, tutor time or directed learning. Requests may be made to the Head of Sixth Form to take driving lessons during non-contact sessions.

Unplanned Absences

Short-term absences (1 – 3 days), must be reported by email to dholland@theferrers.org or by phone on 01933 313411, before 8.30am. Students may confirm their own short-term absences via email, but they must cc their parents' email address so we can confirm that parents are aware of absences.

If we have not received notification of an absence, the student and listed contact(s) will be called to seek an explanation. Wherever possible, we will make parental and student contact by phone for safeguarding purposes. However, we may also make contact via email or other means.

Students returning to school following an extended period of sickness or other unplanned absence (3 days or longer), will be required to attend a 'Return to School' meeting with their tutor, discussing the reasons for absence and to develop a catch-up plan for missed learning. This meeting must take place within 1 week of returning to school.

In the case where there is a pattern or a frequency of absence which is giving cause for concern, 'Return to School' meetings will be held with the Head of Sixth Form. This will allow for a greater understanding of the reasons for absences and potential barriers to learning, so that support can be provided as necessary.

If students are in school and need to leave due to illness etc., they must report to the Sixth Form Centre Manager, who will inform parents/carers. If we are concerned about a student leaving site due to illness, we will keep them onsite until parents/carers is able to collect them. If a student leaves site without signing out with the Sixth Form Centre Manager, the absence will not be authorised.

Sharing attendance information

Fortnightly, we will provide parents/carers the details of any absences that have occurred during the preceding two weeks. An explanation will again be sought for any absences where an explanation has not been provided. Any absences that remain unexplained following this notification will be marked as unauthorised.

In line with the Meridian Trust Post-16 Attendance Policy, letters will be sent to parents/carers where we have concerns regarding regular non-attendance, whether an explanation has been provided or not. Where necessary, parents/carers will be invited to attend a meeting to discuss the reasons for absence further. This procedure is to promote positive attendance and to ensure that reasons for regular absence can be thoroughly understood and support can be provided where necessary.

The partnership between the school, students and parents/carers is important for the benefit of the student's progress and welfare. Therefore, the sixth form's approach is that parents and carers will continue to be kept informed of progress, attendance and all other relevant matter, and we will expect that parents/carers will continue to be involved in the partnership throughout their son/daughter's time with us at The Ferrers Sixth Form.

Accessing and leaving site

As part of our school [safeguarding policy](#), sixth form students must always wear their lanyards when on site. Their student cards must be used to 'tap' in to school as they arrive. This will provide us with an accurate fire-register when students are on-site but not in a timetabled lesson. If a student forgets or loses their lanyard, they must 'sign in' using the system in the sixth form and collect a temporary lanyard from the Sixth Form Centre Manager. When leaving site, students must 'tap out'. In the case of lost lanyards/cards, students must replace this as soon as possible at a cost of £3.

All students have two sessions of 'home study' per week provided on their timetable. At these times students are not expected to be on site but may use the study centre if they wish to. Students must be on site at all other times.

Punctuality

Punctuality to lessons and form time is just as important as attendance. Persistent lateness will impact on your learning and outcomes and may be addressed via Supervised Study to make up for lost learning and contact time.

Non-contacts

Lessons will be timetabled with:

8 lessons per fortnight, plus 1 Directed Learning Time session per subject.

4 lessons per fortnight for an additional course.

1 session per week will be dedicated to Core Studies/sport and MT interschool activities

Example TT (please note these are not the actual blocks/Times):

Week A

Day/Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	EPQ	Maths	Community Leadership	Biology
2	Chemistry			Maths	Biology
Break					
3	EPQ	Maths			Maths DLT
4	Silent Study	Maths	Chemistry	Biology	
Lunch					
5	Biology		Sports		Chemistry

Week B

Day/Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	EPQ	Maths	Community Leadership	Biology
2	Chemistry	Biology DLT		Maths	Biology
Break					
3	EPQ	Maths		Chemistry DLT	
4	Silent Study	Maths	Chemistry	Biology	
Lunch					
5	Biology		Sports		Chemistry

To encourage excellent attendance, we will provide all students with home-study from the start of Year 12. The periods in which you are not expected to be on site will be shaded on your timetable. In the case of the example above, this will be Tuesday and Thursday period 5.

The times will not be negotiable as they have been balanced so that we retain regulated numbers of students within the sixth form centre.

Driving lessons

We will allow you to book driving lessons during non-contacts – this is an essential life skill. Lessons must not interfere with any planned school activities, including Directed Learning Time, additional subjects, tutor time, core studies, Community Leadership and Sport and Recreation. Driving tests and theory tests can be taken at any time. Please complete Absence Request Forms for both lessons and tests.

Ethos and Culture

C.L.A.S.S.

Everything that do in the Sixth Form stems from the values of C.L.A.S.S:

- Community
- Leadership
- Agency
- Service
- Support

These are values that we believe will set our students apart and will allow you to become successful, rounded and independent individuals.

Dress Code

When students join The Ferrers Sixth Form they become role models for their peers and for our younger students in the main school. They are leaders and are often asked to take visitors on tours or represent the school in other ways. In light of this, we expect our sixth form students to have a smart appearance and dress in an appropriate way for a school environment.

However, we recognise that the workplace our students are preparing for has changed in recent years, with fewer restrictions and greater opportunity to express individuality. Please remember that we are a diverse community, and we have a responsibility to consider the sensibilities of all members. We feel that it is therefore fitting for students to have an element of personal choice and judgement in what they wear, but with this privilege comes a responsibility to dress in an appropriate way.

We do not feel it is necessary to provide an extensive list of expectations and rules, however we have provided some guidance below to support our students to make informed and appropriate choices as part of our sixth form dress code. This is not an exhaustive list, and **we reserve the right to challenge students about their choices where required.**

- Footwear should be appropriate
- No caps or hats
- No hoodies
- No bodycon tube dresses or skirts
- No slogans
- No ripped jeans
- No fishnet tights
- No underwear should be visible
- No cropped, skinny strap or backless tops
- No beachwear (including sliders or flips flops)
- One discrete nose piercing only
- Smart, tailored shorts may be worn in hot weather

As a sixth form team, we make a commitment to be led by the following guiding principles: **clean, comfortable, appropriate.** We ask that students agree to the dress code, as outlined in their initial home-school agreement.

If students arrive to school wearing clothes that do not meet the expectations outlined above, they will be asked to go home and change. Any ongoing issues with the dress code will be addressed by the tutor in the first instance and then in partnership with parents and the sixth form team.

Folder expectations

Students should:

- Ensure that folders are maintained and organised throughout the duration of the course.
- Store all assessments and evidence of feedback in the relevant section.

- Organise revision and lesson notes and resources in the appropriate place.
- Bring folders to lessons.
- Be prepared for folders to be looked at by class teachers, Curriculum Leaders, Tutors and Sixth Form Leaders, as required.

Community leadership

All students are expected to take part in Community Leadership. Students could choose to:

- work within a classroom setting
- support younger students
- work with house teams
- work within curriculum areas
- work with the sixth form centre manager

Students are expected to engage in Community Leadership for a minimum of 1 hour per week. Students will be expected to have their Community Leadership card signed after each hour and hand this card in to Mrs Holland.

Code of Conduct and Conduct Procedures

These procedures are underpinned by the relevant [Meridian Trust policies](#).

Our expectation

We expect that students entering the sixth form will become role models for all younger students, and each other, in The Ferrers Sixth Form. As students mature into independent learners, our expectation is the incidents of poor behaviour and the need for intervention will be minimal. As we are preparing students for adult life, the world of work and/or high education, we expect members of our community to be respectful of their fellow students and staff, and to contribute to creating an effective learning environment.

The following list details behaviours which do not meet our expectations of acceptable conduct. This list is not exhaustive. We reserve the right to challenge students displaying any behaviours we deem unacceptable.

- Defiance/ refusal to follow the instructions of any member of TFS staff.
- Rudeness towards a member of the school community (staff or students).
- Inappropriate language or swearing.
- Racism, sexism, homophobia or any other form of prejudice.
- Disrupting the learning of others – both in lessons and in the sixth form centre.
- Persistent absence or lateness to timetabled lessons and sessions.
- Failure to visibly wear student lanyards/ID badges or temporary replacements.
- Dangerous behaviour/violent conduct towards other.
- Bullying behaviours.
- Bringing age restricted substances into school, including alcohol and caffeine-based energy drinks.
- Plagiarism and inappropriate use of AI/Chat GPT or similar academic misconduct.
- Dropping or deliberately leaving litter, food waste, drink or similar.

- Using personal devices (laptops, tablet, phone etc.) in taught lessons or tutorial groups without the consent of the teacher or supervisor.
- Using phones and headphones around the main school. Use of phones and headphones are restricted to sixth form dedicated spaces.

Responses to unacceptable behaviours

Initial responses

Our initial responses to unacceptable behaviours may include:

- Reminders of expectations.
- Intervention through a supportive discussion.
- Referral to curriculum leaders for discussion.
- Requirement to repeat or improve work to an acceptable standard.
- Attendance at additional sessions organised by departments/curriculum areas.
- Removal from lesson/session for unacceptable learning behaviours.
- Contact home to share concerns and discuss arrangements to address.
- Referral for supervised study – this is conducted on an *ad hoc* basis and can continue for as long as is deemed necessary.

Responses to persistent or serious breaches

Our response to persistent or serious breaches of the Code of Conduct will take a stepped approach, though stages may be taken together where poor conduct is considered by the head of sixth form to be persistent or of a serious nature.

Our response may include:

1. Support plan, including a contract of improvement, which will include associated conditions appropriate to the situation.
2. A verbal warning.
3. A written warning.
4. Suspension.
5. Final warning.
6. In the most extreme cases, permanent exclusion by the principal.

Suspension and permanent exclusion are implemented in line with the appropriate policy which can be found here (add a link to the policy).

Contract of improvement

Recorded through the support plan and subject to regular reviews of no more than three weeks.

Verbal warning

A verbal warning may be given once in each academic year; further instances will be escalated to a subsequent stage. A verbal warning note is placed on the student file and the student interaction logged.

First written warning

A first written warning may be given once during a student's period of enrolment; further instances where a first written warning would be given will be escalated to a subsequent stage. A first written warning will be discussed and explained in a meeting between the student and a member of the sixth form leadership team; the warning will be

formally communicated by letter from the head of sixth form, provided to the student, copied to their parent / carer and retained on file. A student support plan must be considered again. The need to issue a first written warning may be reflected in references provided by the school during the student's period of enrolment.

Suspension

Suspension is implemented in response to a single serious incident or as an escalation in persistent behaviour incidences. Suspension would usually be for a period of up to five days. Instances of more than one suspension during a student's period of enrolment will lead to a second or further suspension of longer duration. An excluded student and their parent/carer will be invited to attend a reintegration meeting at the school. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. In addition, a Support Plan may be implemented as a supplement to the provisions made in the reintegration meeting. The need to issue a suspension may be reflected in references provided by the school.

Final written warning

A final written warning may be given once during a student's period of enrolment. The nature and implications of a final written warning will be explained in a meeting between the student, their parent/carer and a member of the Sixth Form Leadership Team. The warning will be formally communicated by letter from the Head of Sixth Form, provided to the student, copied to their parent/carer and retained on file. A Support Plan must be implemented. The need to issue a final written warning will be reflected in references provided by the school.

Supervised Study

Silent Study is additional monitoring during non-contact periods. These sessions are monitored by the Sixth Form Centre Manager and will be organised on an *ad hoc* basis, depending on need/requirements. Students can be placed into Silent Study for failing to complete home-learning, flipped learning or for non-attendance to lessons or Directed Learning Time without a valid excuse.

Assessment and monitoring

Assessment

There will be three points through the academic year when we will be sharing data about your studies with your parents/carers:

Year 12:

Assessment point	Due Week Commencing:
MTG/ATL	20 th October 2025
PR1 – Teacher assessment	16 th March 2026
PR2 – PPE/Mock	13 th July 2026

Year 13:

Assessment point	Due Week Commencing:
PR1 – PPE and UCAS Predicted Grades	29 th September 2025
PR2 – PPE	9 th February 2026

Following each assessment point, you will complete academic mentoring, including an opportunity for you to self-evaluate. Academic Mentoring will be recorded and shared in the same way as it is in the main school and shared with parents/carers.

UCAS predictions

Your predicted grades for UCAS and apprenticeship applications will be based on the end of Year 12 assessments and evidenced throughout the year in teacher assessed work. A teacher decision for a UCAS grade will not be negotiated. However, there are rare occasions when a slightly altered grade may be required. If this occurs, it will always be through discussion with the Head of Sixth Form, the parents/carers and the teacher, and parents/carers will be expected to sign an agreement that they understand that the predicted grade is not guaranteed.

Others

Open days

We actively encourage students to attend Open Days for universities as this helps to support your decision making. We will authorise absence for formal, advertised open days due to their benefit. However, you need to complete an absence request form.

Cars

Once you have passed your driving test, you are permitted to apply to bring a car onto site. Applications forms are available from the Sixth Form Centre Manager. Before you bring your car into school, you need to present the following documentation to the Sixth Form Centre Manager:

- Drivers' licence or pass certificate
- MOT (if relevant)
- Insurance

We will not keep copies of these documents, but the SFCM will need to check these and sign the application to confirm they have seen them.

Bursary

Post-16, students are entitled to apply for educational support funding, if the family income does not exceed £25k per annum. This is funding that you may be entitled to access, so please request a bursary application form from the Sixth Form Centre Manager and complete the form as soon as you can at the start of term.

Part-time jobs

Whilst we understand that as young people, earning your own wages is important to you. Part-time jobs must not impact on your learning or your personal wellbeing. It is for the reason that we strongly recommend that you do not commit to more than 12 hours per week.