

SIXTH FORM

at Tadcaster Grammar School

We are delighted to welcome you into our Sixth Form.

The transition from GCSE to post-16 study is an exciting step towards greater independence, academic challenge and future career opportunities. Whether students are planning to progress to university, an apprenticeship or employment, our aim is to help them develop the knowledge, skills and confidence needed to succeed.

Sixth Form is different from lower school. Students are expected to take increasing responsibility for their learning, attendance and organisation, while continuing to benefit from the guidance of experienced staff and the support of parents and carers.

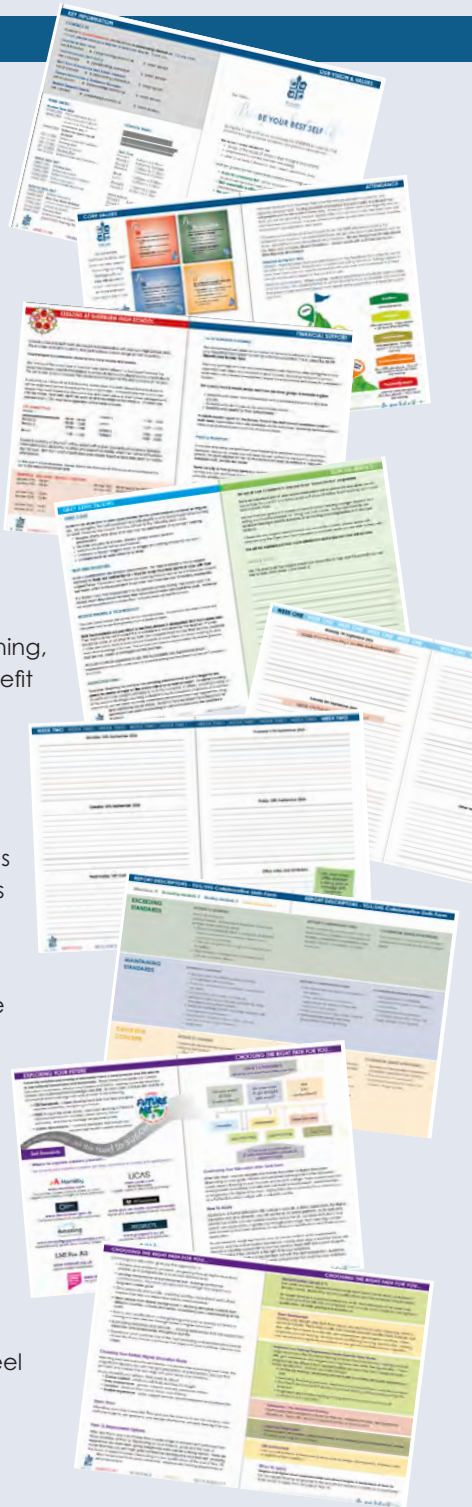
The new Sixth Form planner has been designed specifically for you - it is very different to the planners of lower school. We have taken the views and opinions of students on board and created a planner that offers more flexibility and provides relevant information for you as Sixth Form students.

We have retained the space for your timetables on the inside front and back covers, however the traditional planner sections of the diary pages have been removed leaving you clear space to write your own notes and reminders about homework or key events.

You will also see that the key information pages are tailored to support you - there is outline information relating to learning to drive, UCAS, career support, and more.

We hope you find this planner useful however, it is an evolving document so if there is any information you feel would be useful, please share with the Sixth Form team and we will make a note for future planners.

Thank you.



Be your best self

KEY INFORMATION

CONTACT US

To report a **student absence**, please email: m.dawson@tgs.starmat.uk. For any other matters, **please email your teacher or form tutor directly**. Thank you.

Director of Sixth Form:

Mrs R Knapton **e:** r.knapton@tgs.starmat.uk **t:** 01937 837623

Pastoral Leader (Sixth Form):

Mrs J Gadsby **e:** j.gadsby@tgs.starmat.uk **t:** 01937 837639

Sixth Form Attendance and Admin Assistant:

Mrs M Dawson **e:** m.dawson@tgs.starmat.uk **t:** 01937 837691

Careers Information & Guidance Manager:

Mrs H Lawson **e:** h.lawson@tgs.starmat.uk **t:** 01937 837679

Student Support Coach:

Mrs J Walker **e:** j.walker@tgs.starmat.uk **t:** 01937 833466

TERM DATES:

Autumn Term 2026

07/09/2026 Y12 enrolment day 1
08/09/2026 School re-opens for Y7 students & Y12 student enrolment day 2
09/09/2026 **School re-opens for all students**
22/10/2026 School closes for half term
23/10/2026 **Training Day**
02/11/2026 School re-opens
27/11/2026 **Training Day**
18/12/2026 School closes for Christmas

Spring Term 2027

04/01/2027 **Training Day**
05/01/2027 School re-opens
05/02/2027 School closes for half term
15/02/2027 School re-opens
19/03/2027 School closes for Easter

Summer Term 2027

05/04/2027 School re-opens
03/05/2027 **May Day Bank Holiday**
28/05/2027 School closes for half term
07/06/2027 School re-opens
23/06/2027 **Training Day**
23/07/2027 School closes for Summer (26/07/2027 **Training Day**)

SCHOOL TIMES

(32.5 weekly hours in school, plus extra curricular time after school/weekends)

There is an 8.20am bell indicating all mobile and electronic devices should be off and put away until the end of the school day

Sixth Form

Period 1	8.40am to 9.05am
Period 2	9.05am to 10.05am
Period 3	10.05am to 11.05am
Period 4	11.05am to 12.05pm
Break	12.05pm to 12.30pm
Lunch	12.30pm to 1.10pm
Period 5	1.10pm to 2.10pm
Period 6	2.10pm to 3.10pm

Main School

Period 1	8.40am to 9.05am
Period 2	9.05am to 10.05am
Period 3	10.05am to 11.05am
Break	11.05am to 11.30am
Period 4	11.30am to 12.30pm
Lunch	12.30pm to 1.10pm
Period 5	1.10pm to 2.10pm
Period 6	2.10pm to 3.10pm





Our vision...

Be **your BEST SELF**

During the 7 years with us we encourage ALL STUDENTS to maximise their potential through excellent academic and personal development.

We expect every student to be:

- aware of the needs of others in their thoughts and actions;
- empowered to control their own well-being;
- able to achieve fulfilment in their current, and future, lives.

Staff are guided by the values that underpin everything we do - every day:

- **students considered first:** all our decisions put the needs of students first - all students will be known well, included, valued and heard;
- **high expectations without limits:** we do not prejudice potential by preconceptions about individuals or groups of students;
- **the optimum curriculum experience for every student:** we respond to the aspirations and needs of individuals with a broad and balanced curriculum as well as a diverse co-curricular offer;
- **the best support for each student:** students are individuals with their own unique needs and requirements - our care and pastoral support systems reflect this.

Tadcaster Grammar School is proud to be a part of the



CORE VALUES



As our school continues to thrive and grow, we take pride in honouring our long heritage with our **core values** which in turn, will help you **BE YOUR BEST SELF** now and in the future:



Be...
Ambitious

Have a desire to achieve success:

- be **fully focussed** and ready to work;
- **actively listen** to your teacher, and others;
- **participate fully** in your learning: ask and answer questions.

Be your best self

Be...
Responsible

Take ownership for your actions and work - In AND out of school:

- **arrive on time** with all necessary equipment to your lessons;
- **hand in all work on time**;
- always **behave and act in a safe manner** for yourself and others.

Be your best self

Be...
Resilient

Show determination to achieve success:

- **give everything a go** - see any mistakes as an opportunity to improve;
- show **maximum effort** and focus on a **positive attitude** at all times;
- **respond positively** to feedback and use it to improve.

Be your best self

Be...
Respectful

Be considerate to yourself, others and the environment around you:

- **take pride** in your appearance and the presentation of your work;
- **follow instructions** and be considerate, polite and tolerant;
- look after your school environment.

Be your best self

Be your best self

KEY EXPECTATIONS

ATTENDANCE

Target 96%+ for all students

LANYARDS

MUST be worn visibly at all times

EMAIL CHECK

Check your emails daily for updates, information, homework, feedback and guidance

PUNCTUALITY

Be on time and ready to learn

SIGN IN/OUT

Every time you arrive or leave

CONDUCT

Maintain professional and mature attitude and approach to work and communication with staff and students



We want all students to maximise their potential through excellent academic and personal development. **Having excellent attendance and punctuality is a life skill that will prepare you for the future in every way.** When you attend Sixth Form regularly and on time, you will be accessing the best opportunities that our school can offer, learn new skills and increase your chances to leave school with better qualifications and access to better employment opportunities in their future.

Of course we would like all of our students to aim for 100% attendance during the academic year, however, we understand there are genuine reasons for absence such as illness, appointments and exceptional circumstances. **We are always here to help should you have any concerns about attendance - please speak with us if there are issues affecting your attendance.**

Absence during term time

Holidays: Parents/carers must seek permission from the Headteacher in order for you to be taken out of school. Holidays are not permitted during term time. Taking holidays in term time means you can quickly fall behind with your work and could result in a Fixed Penalty Notice being issued by the Local Authority.

Medical appointments: Where possible, medical appointments should be taken outside of school hours. We understand that in certain situations this is not possible and would ask that parent/carers email Mrs Dawson with details of the appointment at least 24 hours in advance.



Excellent

100% attendance

Very good

98% attendance: 4 days absent
= 26 hours of lost learning

Could be better

95% attendance: 9.5 days
absent = 47.5 hours of lost
learning

Improvement required

86 to 90% attendance: 19 to 27
days absent = 95 to 135 hours
lost learning

Persistently absent

Less than 85% attendance:
28.5 days absent = 142.5 hours
lost learning

Our Attendance Policy can
be viewed on our website:



PASTORAL SUPPORT

Every student is assigned a Sixth Form Tutor who will meet with them during Period 1 sessions to deliver a programme of relevant post 16 and 18 information, advice, guidance and mentoring to help support them with their pastoral and academic progress, throughout their two years in Sixth form. Tutors should be your first point of contact in school.

The emotional wellbeing of our students has always been a priority here at Tadcaster Grammar School, and we are continually investing in it. Further pastoral support and advice is available from the KS5 Pastoral Leader who can also signpost to outside agencies when required. At Tadcaster Grammar School we are fortunate to have the support of the Just B Counselling Service, and the Wellbeing in Mind Team, who are in school throughout the week to work with our students on their mental health and wellbeing needs if required.

ACADEMIC MONITORING AND ASSESSMENT

Assessment

Assessment in Sixth Form takes place regularly in the form of classwork, homework, independent practice sessions and mock assessments.

Students spend an hour per subject, per fortnight undertaking supervised independent practice sessions. Work for these sessions is set and marked by the subject teachers and may include exam practice, essay writing, further research or directed revision, helping to better prepare students for examinations.

Mock examinations take place in January and June of Year 12 and December of Year 13.

Parents Evening

Making appointments for Parents' Evenings is completed electronically. The 'Parents' link on the school website leads to an online booking system where parents can select the teachers they wish to see and a time to do so.

Parents will be notified in advance of the date and time of each evening.

Communication

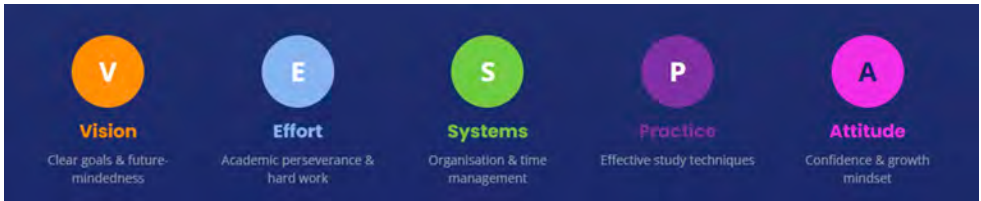
Students must check their email daily (at least) as essential information will be communicated in this way. Students should only use their school email to send appropriate emails between themselves and members of staff. Students are unable to receive emails from non-school email addresses.

Correspondence/letters home: All correspondence is sent in email format and via the Class Charts app. Please make sure we have an up-to-date email address for all contacts.



VESPA

Vespa is a research-driven framework that develops the essential non-cognitive skills every student needs for academic success. The VESPA framework is built on 5 core pillars: each pillar represents a crucial dimension that predicts student achievement.



SUPER CURRICULAR LEARNING

Super curricular activities will have an impact and significance for all students, but especially those applying to highly competitive universities such as Oxford, Cambridge, and the other Russell Group Universities.

When applying to study at university, admissions tutors will want to see students' passion for the subject they are applying for. They do this by looking at students' super-curricular activities. These are activities that take students beyond the A-Level curriculum in the subject they are planning to study, beyond what school subject teachers are teaching, demonstrating a passion for their chosen subject.

The range of super-curricular activities is huge; with the internet, students have plenty of opportunity to go that extra mile and show their passion for the subject. Above all, super-curricular activity must be something the student is interested in and thought of as building a case to support the student's university or apprenticeship application.



LESSONS AT SHERBURN HIGH SCHOOL

Several subjects in Sixth Form are taught in collaboration with Sherburn High School (SHS). This enables us to offer students from both schools a wider range of Post 16 options.

Free transport is provided for students who have lessons at Sherburn.

The timings of the school day at Sherburn are slightly different to Tadcaster however the buses have been carefully timetabled to ensure students can attend lessons at both sites in the same day and can access their usual school transport at the start and end of the day.

Buses pick up / drop off at TGS from the barrier near the main Reception and students will be registered before boarding the bus at both sites. If students miss the bus for any reason they must inform Mrs Dawson in the Sixth Form office so that further arrangements can be made. *Seat belts MUST be worn at all times whilst on the minibus. Students are advised that CCTV may be in operation in the minibus cabin.*

SHS Lesson Times

Period 1		Period 4	11:20 – 12:20
(Mentoring / Assembly time)	08:30 – 09:00	Lunch	12:20 – 13:00
Period 2	09:00 – 10:00		
Period 3	10:00 – 11:00	Period 5	13:00 – 14:00
Break	11:00 – 11:20	Period 6	14:00 – 15:00

Students studying at Sherburn will be issued with a door pass and will receive a detailed information pack about the facilities and support available when they arrive at Sherburn High School. Sixth Form staff at both sites work closely together and liaise daily to monitor attendance.

In the event of an absence, please inform Mrs Dawson at TGS as usual who will pass this on to the relevant Sherburn staff.

TIMETABLE: Tadcaster / Sherburn Sixth Form

Leaves SHS: 08:20	Arrives TGS: 08:40 ready for 09:05 lesson
Leaves TGS: 08:40	Arrives SHS: 09:00 for 09:00 lesson
Leaves SHS: 12:20	Arrives TGS: 12:40
Leaves TGS: 12:40	Arrives SHS: 13:00
Leaves SHS: 14:50	Arrives TGS: 15:10
Leaves TGS: 15:15	Arrives SHS: 15:35



16-19 BURSARY FUNDING

The Government sets aside some money for Schools to allocate to young people who need financial support to stay on in further education. This is called the **16-19 Discretionary Bursary Fund**.

This fund can help with any education-related costs that may arise during the school year which are linked to a student's A level Courses, including transport to school, extra help to buy books or equipment or pay for educational visits linked to a student's courses.

The Bursary Fund is means tested and there are three groups of students eligible:

- Students who come from a household with a combined income of less than £32,000
- Students who are in care or are recent care leavers
- Students who qualify for Free School Meals

Students need to apply for the Bursary Fund at the start of each academic year in Sixth Form. Application forms are available on the Tadcaster Grammar School website: <https://tgs.starmat.uk/sixth-form/16-19-bursary-fund/>

POST-16 TRANSPORT

If you are attending our Sixth Form and travelling to and from school using school transport, please be aware you will need to pay for Post-16 transport to and from school. Students eligible for the 16-19 Bursary Fund may be entitled to help with transport costs, please see below.

Travel on City of York school services is managed directly by York Pullman. Information on how you can purchase a bus pass and an application form is available on their web-site at <https://www.yorkpullmanbus.co.uk/school-services>

Travel on North Yorkshire County Council services is managed directly by the Council. You can purchase a bus pass by submitting an application online at <https://www.northyorks.gov.uk/transport-sixth-form-or-college>.

Students are welcome to bring their own vehicles and park on the school site provided they complete a parking registration form. Students should drive carefully with regards for the safety of others. Reckless driving on the school site or in its immediate vicinity will lead to the withdrawal of permission to bring a vehicle on site and parents will be informed accordingly. Any vehicle damage that occurs on school site should be reported to a member of the Sixth form team.

DAILY EXPECTATIONS

DRESS CODE

Students are expected to dress appropriately for the professional educational setting we are. We recognise that self-expression and individuality is an important part of becoming an adult, however, we request that you adhere to the following dress code:

- Trousers, shorts, skirts, dress and tops must be appropriate for a school / working environment
- Sensible and practical shoes, trainers, pumps should be worn
- Hats/hoods should not be worn indoors
- Offensive or explicit slogans and / or images on clothing should not be worn
- Lanyards must be worn visibly at all times

PART-TIME WORKING

Level 3 qualifications are a major commitment. The typical format is that a student will need to **study self-sufficiently for 1 hour for every hour they spend in class with their subject tutors**. This means they should be studying independently for 4-5 hours per subject per week, which is the equivalent to just over two hours per day (including weekends).

If a student uses their independent study periods sensibly during their school day, this should mean they would still have time for social activities and part-time work. However, we would recommend no more than 10 hours/week of part-time work.

MOBILE PHONES & TECHNOLOGY

The Sixth Form follows the whole school mobile policy. Students in the main school are not permitted to use their phones from 8.20am-3.10pm.

Sixth Form students are permitted to use their phones in designated Sixth Form areas only.

They must only be out in class if it is to complete a task given by the teacher. Phones should be away at all other times. Sixth form students must not use their phones / earbuds / other devices in front of Main school students or have them out when walking to and from other buildings in School. *The school can take no responsibility for mobile phones that are lost, stolen or damaged on the premises.*

All students will be expected to sign the Acceptable Use Agreement (AUA).

Inappropriate use of IT could lead to students being banned from the use of IT provision in school.

RESTRICTED ITEMS

Tadcaster Grammar School is a non-smoking establishment and it is illegal for any person to smoke or vape on the school site or on school transport. Incidents involving students who are caught partaking in, or in the company of others, smoking/vaping or in the event of finding/suspecting a student to be in possession of alcohol or a banned substance, we will follow a clearly understood procedure which will support the Drug and Substance Misuse Policy. Students may be subject to a fixed term or permanent exclusion depending on circumstances and the substance involved.



We ask all year 12 students to take part in our 'School Service' programme.

This is an important part of your social involvement within school life and gives you an advantage for your CV and future goals as it shows initiative, team leading, team work and so much more.

We ask that you give just a couple of hours to school helping younger students and setting a wonderful example by 'living' our core values. Many opportunities are available helping in practical lessons or becoming a reading buddy with younger students.

If there are any subject areas in which you would like to help, please speak with teachers and the Curriculum Team Leaders to establish what you are able to help with.

You will be surprised just how much satisfaction and enjoyment you will receive.

MAKE A NOTE...

Use this area to list the subject area/s you would like to help and the periods you are free to help (both week 1 and week 2).

Monday 7th September 2026

NOTE: Y12s Induction Day 1 (no other students in school)

Tuesday 8th September 2026

NOTE: Y7s first day, Y12s Induction Day 2

Wednesday 9th September 2026

NOTE: All students in school 🍌🍌🍌



[illegible][illegible][illegible]

Monday 14th September 2026

Lined area for writing on Monday 14th September 2026.

Tuesday 15th September 2026

Lined area for writing on Tuesday 15th September 2026.

Wednesday 16th September 2026

Lined area for writing on Wednesday 16th September 2026.



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Blank lined paper for writing.

**TGS whole school
OPEN MORNING**
is taking place on
Saturday 26th
September
from 9.00am
until 12.30pm

Monday 21st September 2026

Internal early entry UCAS
deadline 5th October

Tuesday 22nd September 2026

Wednesday 23rd September 2026



Thursday 24th September 2026

Friday 25th September 2026

Students finish school at 12.25pm to allow for the preparation of our OPEN MORNING

Other notes and reminders

TGS whole school
OPEN MORNING
is taking place on
Saturday 26th
September
from 9.00am
until 12.30pm

Monday 28th September 2026

Internal early entry UCAS
deadline 5th October

Tuesday 29th September 2026

Wednesday 30th September 2026

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The Sixth Form at
TGS OPEN EVENING
is taking place on
Thursday 8th
October
from 6.00pm
until 8.00pm

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Monday 5th October 2026

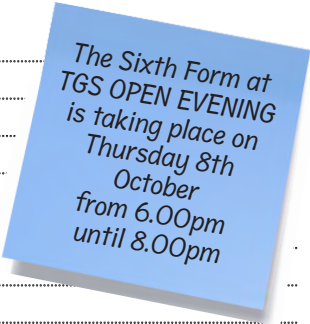
Internal early entry UCAS
deadline 5th October

Tuesday 6th October 2026

Wednesday 7th October 2026



Thursday 8th October 2026



Friday 9th October 2026

Other notes and reminders

Monday 12th October 2026

Tuesday 13th October 2026

Wednesday 14th October 2026



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The Sixth Form at
TGS OPEN EVENING
is taking place on
Thursday 8th
October
from 6.00pm
until 8.00pm

The Sixth Form at
TGS OPEN EVENING
is taking place on
Thursday 8th
October
from 6.00pm
until 8.00pm

Monday 19th October 2026

Lined writing area for Monday 19th October 2026.

Tuesday 20th October 2026

Lined writing area for Tuesday 20th October 2026.

Wednesday 21st October 2026

Lined writing area for Wednesday 21st October 2026.

Thursday 22nd October 2026

Last day of term - students return 2/11/2026

Friday 23rd October 2026

NOTE: Training Day - no students in school

Other notes and reminders

Monday 2nd November 2026

Tuesday 3rd November 2026

Wednesday 4th November 2026



Thursday 5th November 2026

[illegible]

Friday 6th November 2026

[illegible]

Other notes and reminders

[illegible]

[illegible][illegible]

To honour those who gave their lives for our tomorrow, we will be holding a 2 minute silence today



1557
Tadcaster
Grammar School

Thursday 12th November 2026

Friday 13th November 2026



Other notes and reminders

Monday 16th November 2026

Tuesday 17th November 2026

Wednesday 18th November 2026



Thursday 19th November 2026

Friday 20th November 2026

Other notes and reminders

Monday 23rd November 2026

Tuesday 24th November 2026

Wednesday 25th November 2026



Thursday 26th November r 2026

Internal UCAS entry deadline
Thursday 26th November

Friday 27th November 2026

NOTE: Training Day - no students in school

Other notes and reminders

Monday 30th November 2026

Tuesday 1st December r 2026

Wednesday 2nd December 2026



[illegible][illegible][illegible]

Thursday 10th December 2026

[illegible]

Friday 11th December 2026

[illegible]

Other notes and reminders

[illegible]

Monday 14th December 2026

Lined area for Monday 14th December 2026.

Tuesday 15th December 2026

Lined area for Tuesday 15th December 2026.

Wednesday 16th December 2026

Lined area for Wednesday 16th December 2026.

Thursday 17th December 2026

Friday 18th December 2026

Last day of term - students return 5/1/2027

Other notes and reminders

Wishing everyone
a very merry
Christmas-time
and a happy, healthy
and fun new year!

We look forward to welcoming you back to school on 5th January!

Monday 4th January 2027

NOTE: Training Day - no students in school

HAPPY NEW YEAR
& welcome back to
school. We hope
2027 is a good year
for you..

Have you set any new
years' resolutions?

Tuesday 5th January 2027

Wednesday 6th January 2027



Thursday 7th January 2027

Friday 8th January 2027

Other notes and reminders

[illegible][illegible]

Thursday 14th January 2027

[illegible]

Friday 15th January 2027

[illegible]

Other notes and reminders

[illegible]

Monday 18th January 2027

Lined area for Monday 18th January 2027.

Tuesday 19th January 2027

Lined area for Tuesday 19th January 2027.

Wednesday 20th January 2027

Lined area for Wednesday 20th January 2027.

Thursday 21st January 2027

Friday 22nd January 2027

Other notes and reminders

Monday 25th January 2027

Lined area for writing on Monday 25th January 2027.

Tuesday 26th January 2027

Lined area for writing on Tuesday 26th January 2027.

Wednesday 27th January 2027

Lined area for writing on Wednesday 27th January 2027.



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Monday 1st February 2027

Lined area for writing on Monday 1st February 2027.

Tuesday 2nd February 2027

Lined area for writing on Tuesday 2nd February 2027.

Wednesday 3rd February 2027

Lined area for writing on Wednesday 3rd February 2027.



Thursday 4th February 2027

Friday 5th February 2027

Last day of term - students return 15/2/2027

Other notes and reminders

Monday 15th February 2027

Tuesday 16th February 2027

Wednesday 17th February 2027



Thursday 18th February 2027

[illegible]

Friday 19th February 2027

[illegible]

Other notes and reminders

[illegible]

Monday 22nd February 2027

Tuesday 23rd February 2027

Wednesday 24th February 2027



Thursday 25th February 2027

[illegible]

Friday 26th February 2027

[illegible]

Other notes and reminders

[illegible]

Monday 1st March 2027

Lined writing area for Monday 1st March 2027.

Tuesday 2nd March 2027

Lined writing area for Tuesday 2nd March 2027.

Wednesday 3rd March 2027

Lined writing area for Wednesday 3rd March 2027.



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Tuesday 9th March 2027

Wednesday 10th March 2027



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[illegible][illegible][illegible]

Thursday 18th March 2027

Friday 19th March 2027

Last day of term - students return 5/4/2027

Other notes and reminders

Monday 5th April 2027

Tuesday 6th April 2027

Wednesday 7th April 2027



[illegible][illegible][illegible]

Monday 12th April 2027

Tuesday 13th April 2027

Wednesday 14th April 2027



[illegible][illegible][illegible]

[illegible][illegible][illegible]

[illegible]

Monday 26th April 2027

Tuesday 27th April 2027

Wednesday 28th April 2027



[illegible][illegible][illegible]

Monday 3rd May 2027

BANK HOLIDAY - students return Tuesday 4/5/2027

Tuesday 4th May 2027

Wednesday 5th May 2027

Thursday 6th May 2027

Friday 7th May 2027

Other notes and reminders

Monday 10th May 2027

Tuesday 11th May 2027

Wednesday 12th May 2027



Thursday 13th May 2027

[illegible]

Friday 14th May 2027

[illegible]

Other notes and reminders

[illegible]

Monday 17th May 2027

Lined area for Monday 17th May 2027.

Tuesday 18th May 2027

Lined area for Tuesday 18th May 2027.

Wednesday 19th May 2027

Lined area for Wednesday 19th May 2027.



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Monday 24th May 2027

Tuesday 25th May 2027

Wednesday 26th May 2027



[illegible]

Last day of term - students return 7/6/2027

[illegible]

Monday 7th June 2027

Lined area for Monday 7th June 2027.

Tuesday 8th June 2027

Lined area for Tuesday 8th June 2027.

Wednesday 9th June 2027

Lined area for Wednesday 9th June 2027.

Thursday 10th June 2027

[illegible]

Friday 11th June 2027

[illegible]

Other notes and reminders

[illegible]

Monday 14th June 2027

Tuesday 15th June 2027

Wednesday 16th June 2027



Thursday 17th June 2027

[illegible]

Friday 18th June 2027

[illegible]

Other notes and reminders

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Monday 21st June 2027

Tuesday 22nd June 2027

Wednesday 23rd June 2027

NOTE: Training Day - no students in school



[illegible][illegible][illegible]

Monday 28th June 2027

Lined writing area for Monday 28th June 2027.

Tuesday 29th June 2027

Lined writing area for Tuesday 29th June 2027.

Wednesday 30th June 2027

Lined writing area for Wednesday 30th June 2027.



Thursday 1st July 2027

Friday 2nd July 2027

Other notes and reminders

Monday 5th July 2027

Lined writing area for Monday 5th July 2027.

Tuesday 6th July 2027

Lined writing area for Tuesday 6th July 2027.

Wednesday 7th July 2027

Lined writing area for Wednesday 7th July 2027.

Thursday 8th July 2027

[illegible]

Friday 9h July 2027

[illegible]

Other notes and reminders

[illegible]

Monday 12th July 2027

Tuesday 13th July 2027

Wednesday 14th July 2027



Thursday 15th July 2027

[illegible]

Friday 16th July 2027

[illegible]

Other notes and reminders

[illegible]

Monday 19th July 2027

Tuesday 20th July 2027

Wednesday 21st July 2027



Thursday 22nd July 2027

Friday 23rd July 2027

Last day of term (26th July Training Day)
We hope you enjoy your summer break!

Other notes and reminders

REPORT DESCRIPTORS - TGS/SHS Collaborative Sixth Form

Attendance: % Exceeding standards: 3 Meeting standards: 2 Cause for concern: 1

EXCEEDING STANDARDS

ATTITUDE TO LEARNING

Meets all standards outlined below, and exceeds standards in any one or more of the following areas:

- Shows considerable effort in classwork at all times and has a positive, committed, diligent and conscientious attitude.
- Tasks are completed to a high standard (relative to ability).
- Demonstrates an eagerness to improve and acts upon advice offered.

MAINTAINING STANDARDS

ATTITUDE TO LEARNING

- Always shows the effort required; at times considerable effort is shown.
- Tasks are completed to a standard appropriate for ability
- Conscientious and seeks to improve.
- Behaviour and focus in lessons consistently helps themselves and others to learn.
- Treats all members of staff and other students with consideration and respect.
- Responds to feedback from staff in a timely manner and to a high standard
- Equipment

CAUSE FOR CONCERN

ATTITUDE TO LEARNING

Consistently demonstrates any one or more of the following behaviours:

- Effort shown is below that which is required to maximise performance; underachievement is likely as a result.
- Some tasks are completed to a standard appropriate to the students' level of ability; at times this standard is not met.
- Requires frequent reminders in order to correct behaviours and focus on learning.
- Poor or inappropriate behaviour on a number of occasions inhibits progress.
- May have been impolite; shown a lack of consideration and respect for others.

REPORT DESCRIPTORS - TGS/SHS Collaborative Sixth Form

ATTITUDE TO INDEPENDENT STUDY

Work consistently goes beyond what was expected (e.g. evidence of background reading, completions of extensions tasks, research topics, completion of online resources).

COURSEWORK (WHERE APPROPRIATE)

The standard of coursework / controlled assessment exceeds the student's target grade.

ATTITUDE TO INDEPENDENT STUDY

- All homework has been completed to deadlines.
- Work submitted is of a standard appropriate for ability; at times this standard is exceeded.
- Work demonstrates high levels of effort.
- Works independently and takes responsibility for own learning.

COURSEWORK (WHERE APPROPRIATE)

- * All coursework / controlled assessment has been completed to deadlines.
- The standard of coursework / controlled assessment meets the target grade of the student.

ATTITUDE TO INDEPENDENT STUDY

- There are gaps in the homework record and/or homework is sometimes handed in late.
- Some tasks are completed to a level below the student's level of ability.
- Effort shown in homework is below that which is required.
- Does not always take responsibility for their own learning; needs support to improve focus when working independently.

COURSEWORK (WHERE APPROPRIATE)

- * Elements of the required coursework / controlled assessment are missing.
- The standard of coursework / controlled assessment is below the student's target grade.

SELF REFLECTION



You've received your report... do you honestly feel that you truly have been your best self? Take some time to reflect on your report...

Don't just take what your parents or teachers have said to you, really think about whether you can make a change to your effort or attitude to see an improvement in the future:

Which report are you reflecting upon? (eg Spring) _____

If you have achieved ALL 1s and 2s, WELL DONE! Remember 1s are reserved for going above and beyond, so those receiving 1s should be very proud of their achievement, please keep going! Are there any subjects where you have been given 3s, 4s or 5s for behaviour, attitude, homework or coursework? Here are a few ideas for trying to move towards 1s and 2s if you've not managed it this time.

Ask your teacher if there is anything else you can do to improve

**Go above and beyond with homework and coursework -
Revise hard for assessments**

Your politeness says a lot about you. Have you ever said 'thank you' to your teacher?

Give everything a go; see mistakes as an opportunity to improve

Contribute in lessons by asking questions, as well as answering them

Meet the CORE STANDARDS at all times: on time; fully equipped; ready to learn

Complete the table below for those subjects you feel you can improve:

SUBJECT	REASON (be really honest with yourself and don't blame your teacher)	ACTION FOR IMPROVEMENT (what are you going to change about your approach to learning?)

DISAPPOINTED WITH YOUR FORECAST GRADES?

Go and speak to your subject teacher(s)

- Speak to your teacher(s) and ask them what you can do to improve
- Copy the advice on to the subject advice page
- Act on the advice



SELF REFLECTION: SUBJECT ADVICE

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	WORKING AT (ES, MS or CC)
<p>Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.</p>		

Subject _____ Teacher _____ Which report? _____

STAFF TARGET	FORECAST GRADE	WORKING AT (ES, MS or CC)
<p>Speak to your class teacher (end of lesson or in your own time) and ask them what you can do to improve. Jot down the advice you are given in this space.</p>		

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Shaping your future pathway...

Your career journey... on the

Future Me is our school's programme for Careers Education, Information, Advice and Guidance (CEIAG). It's about exploring your interests, building your skills, and learning how your school subjects connect to real opportunities. **Future Me helps you learn more about yourself, your next-step education choices, and the world of work pathways, so you can make confident decisions about your future.** It begins in Year 7 and continues all the way to the end of Year 13.

Look out for the Future Me logo around school, in lessons and during Period 1.

Whenever you see it, it shows you're accessing Careers Education, Information, Advice and Guidance (CEIAG).

Key Stage 5 is about preparing for life after school, whether that's university, an apprenticeship, direct employment, specialist training, or a gap year. The Future Me programme is designed to support you in making informed and confident decisions about your Post-18 pathway.

You will receive personalised guidance, high-quality information, and opportunities to engage with Post-18 providers and employers, helping you to aim high and choose the route that best fits your strengths, interests, and future goals.

What you'll experience in Key Stage 5:

- **Future Me Spotlight** (weekly): post 18 pathways, degree options, apprenticeships, and industry insights.
- **National Apprenticeship Week and National Careers Week:** advanced workshops and employer panels.
- **Assemblies and Guest Speakers:** universities, employers and alumni.

Inclusive access to careers information:

All students' needs are taken into consideration to ensure full access to careers information, guidance, and support throughout the Future Me programme.

The careers websites and platforms you use include helpful accessibility features such as simplified text, videos, screen-reader compatibility, and step-by-step guidance, making it easier for everyone to fully explore future pathways confidentially.



road to success!

- **1:1 Careers Guidance Appointment:** personalised support with applications and planning.
- **Application Preparation:** personal statements, CVs and mock interviews..
- **Off-Timetable Events:** careers fairs, employer encounters, mock interviews.
- **Subject Career Links:** teachers highlight how their subject study connects to future pathways.

Choosing a Post-18 pathway for after Year 13:

As you progress through Sixth Form, you will shape your Post-18 plans and decide your next steps, choosing the pathway that best suits you and supports you in aiming high and achieving your ambitions.

In Year 12, you will explore a wide range of options; university degrees, higher and degree apprenticeships, specialist training, employment routes and gap year opportunities. You will also develop a clear understanding of entry requirements, application processes, the skills needed alongside your qualifications, and opportunities for lifelong learning. Alongside this, you will gain key insight into Labour Market Information (LMI) and workplace expectations, helping you make informed and ambitious choices.

By Year 13, you will be ready to select the pathway that aligns with your ambitions, strengths and long-term goals, enabling you to confidently submit your applications and continue striving to be your best self.

EXPLORING YOUR FUTURE

Future Me activities and sharing of information have a clear purpose and link directly to key national benchmarks and frameworks. These frameworks guide our Careers Education, Information, Advice and Guidance (CEIAG), helping you make informed choices and build essential knowledge and skills. In most cases, a Future Me activity or information shared will align with one or more of the following:

- **CDI Framework:** career development skills that help you grow, explore possibilities, and plan your future
- **PSHE:** living in the wider world - curriculum learning in Personal Development lesson covering career options, future pathways, and how to manage life beyond school
- **Gatsby Benchmarks** — national standards that ensure you receive high-quality careers education



Your career journey... on the road to success

Self-Research:

Where to explore careers yourself...

Use these trusted websites to explore job roles, school leaver courses and qualifications:



www.morrisby.com

Our partner careers platform where you can explore your interests, strengths & future pathways

UCAS

www.ucas.com

UCAS Discovery

- explore subjects and future pathways



www.discoveruni.gov.uk

Compare courses and student outcomes.



www.gov.uk/apply-apprenticeship

Higher and degree apprenticeship vacancies.



www.amazingapprenticeships.com

Apprenticeship guides and vacancy snapshots

PROSPECTS

www.prospects.ac.uk

Graduate careers and pathways.

LMI For All

www.lmiforall.org.uk

Labour market information



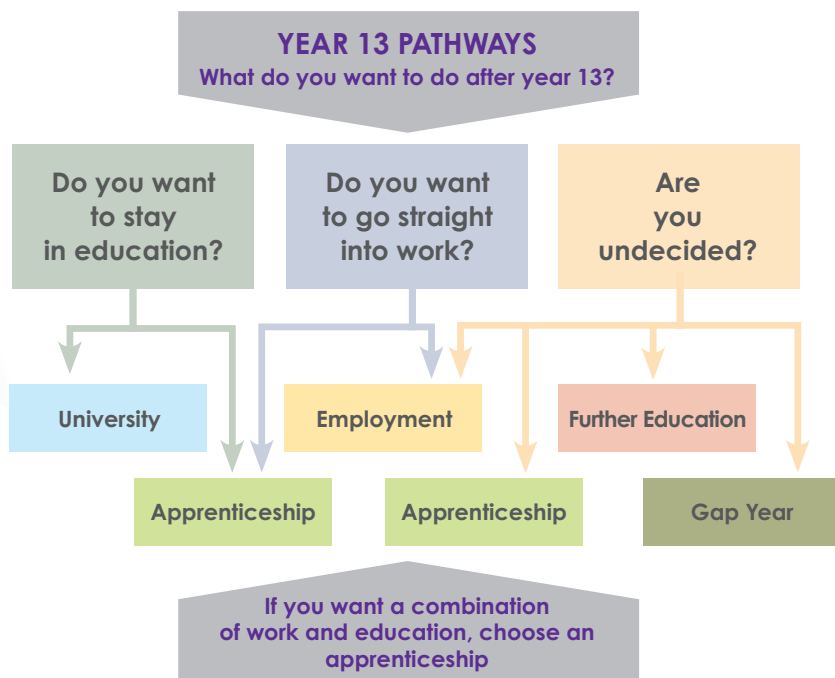
www.notgoingtouni.co.uk

Apprenticeships, training and employment routes.



www.nationalcareers.service.gov.uk/

For general career information and gap year advice



Continuing Your Education After Sixth Form

After Sixth Form, you can progress into Further Education or Higher Education depending on your goals, interests and preferred learning style. Further Education usually means studying a Level 3 course at a local FE college. These courses help you build specialist knowledge and skills and can lead to employment, apprenticeships, or progression into Higher Education. Higher Education is provided by a university or at a Further Education college with a university centre.

How to Apply

Applying to a Further Education (FE) college is typically a direct application. For Higher Education (HE) at a university, you will use the UCAS online platform. UCAS acts as a central hub where you can explore courses across the UK, compare institutions, and submit your applications. It guides you through every stage: from selecting courses and answering structured questions, to inputting your qualifications and finalising your application.

As you research, weigh key factors such as course content, entry requirements, location, and the overall student experience. Visiting open days is essential; these visits provide a valuable opportunity to tour the campus, meet staff and current students, and determine if the university is the right fit for your ambitions.

Choosing where to study is a big decision, but with the right preparation, guidance and exploration, you can find the course and provider that matches your ambitions and helps you become your best self.

CHOOSING THE RIGHT PATH FOR YOU...

Continuing your education gives you the opportunity to:

- Achieve your academic potential - *progressing through higher-level study, possibly up to postgraduate or even post-doctoral level.*
- Develop interpersonal and professional skills - *building confidence, communication, teamwork and specialist knowledge that support your long-term career goals.*
- Grow personally and socially - *exploring sporting, recreational and cultural interests that help you become a well-rounded individual.*
- Meet people from diverse backgrounds — studying alongside students from different countries, cultures and beliefs, broadening your understanding of the world.
- Add to your qualifications — strengthening what you've already achieved or moving in a new direction through further or higher education.
- Build lasting friendships and networks — forming relationships that can support you personally and professionally throughout your life.
- Experience what could be one of the most rewarding and transformative periods of your life, if you choose a pathway that aligns with your ambitions, interests and values.

Choosing Your Further/Higher Education Route

Selecting your next educational institution is a pivotal step in planning your future. It is a significant decision, but with the right preparation and exploration, you can find providers and courses that best align with your needs and ambitions.

As you research your options, think carefully about:

- **Course content** - *what you will study and how it is taught*
- **Entry requirements** - *grades, subjects and any additional criteria*
- **Location** - *distance from home, travel, cost of living*
- **Student experience** - *clubs, support services, accommodation and campus life*

Open Days

Attending open days is essential. They give you the chance to see the campus, meet staff and students, ask questions, and decide whether the university feels right for you.

Post-18 Employment Options

After Sixth Form, you can choose from a wider range of employment pathways than those available at Post-16. Depending on your interests, goals and the type of experience you want next, going straight into work can be a strong option. There are routes that help you aim high, build confidence and become your best self, including five levels of apprenticeships (depending on your qualifications at the end of Year 13), direct employment into early-career role, employer-led training programmes or self-employment.



Apprenticeships (Levels 2–7)

Earn while you learn. Apprenticeships range from Level 2 (entry level) up to Level 7 (Master's level), depending on your qualifications and the employer's requirements.

An apprenticeship is a paid job where you work, train and study at the same time. You learn practical skills with an employer, earn a wage, and complete a recognised qualification, all while gaining real experience.

Direct Employment

Starting work straight after Sixth Form means moving into an early-career role within a sector or industry. These roles usually don't require specialist qualifications to begin, but they offer the chance to build skills, gain experience and progress over time. Many employers provide training, development and lifelong learning opportunities, helping you advance into higher-level positions as you grow in confidence and capability.

Employer-Led Training Programmes: Sector-Specific Entry Routes

Large employers offer structured training schemes for school leavers, helping you build skills, gain experience and progress into long-term roles within the organisation. These programmes are different from apprenticeships because they don't always include a formal qualification. Instead, you learn through:

- On-the-job training: *Developing practical skills by working alongside experienced staff.*
- Mentoring: *Receiving guidance, feedback, and support from a workplace mentor.*
- Structured development: *Following a planned training pathway designed by the employer.*
- Progression opportunities: *Moving into higher-level roles once you've built confidence and capability.*

Traineeships / Pre-Employment Training

Short programmes designed to build confidence, employability skills, and workplace experience. These often lead into apprenticeships or employment.

Gap-Year Employment

Seasonal work, temp roles, paid placements or volunteering to build experience before choosing your long-term pathway.

Self-Employment

Start a small business or freelance in areas such as design, photography, tutoring, crafts or digital content creation.

When to apply

Degree and Higher-level apprenticeship recruitment begins in September of Year 13.

For non-apprenticeship employment, the recruitment window is shorter, so it is advisable to be ready to apply from January of Year 13.

CHOOSING THE RIGHT PATH FOR YOU...

Why Entering the Workplace at Post-18 Can Be a Great Choice

Starting work after Sixth Form offers valuable advantages that help you grow personally and professionally.

Key Points

- Gain real-world experience — learn how organisations operate and understand workplace expectations.
- Earn while you learn — begin earning a salary and managing your own finances.
- Develop transferable skills — communication, teamwork, time management and problem-solving skills that employers value.
- Build confidence and independence — take responsibility, make decisions and grow as a young adult.
- Explore career options — discover what kind of work suits you before committing to long-term study.
- Network and make connections — meet professionals who can guide and support your future career.
- Progress quickly — many employers offer structured training and promotion opportunities for motivated young staff.
- Keep future study open — you can still pursue higher education later, often with stronger direction and experience behind you.

ESSENTIAL INFORMATION ABOUT YOU

There are two key pieces of writing about you that are essential during Sixth Form: a personal statement and a CV. No matter which pathway you are considering; university, an apprenticeship, direct employment or a gap-year opportunity having both documents prepared will make applications quicker and easier.

Once you have these completed, you can adapt them for any future application you make. This is your opportunity to show to admission officers or employers the thought and consideration behind your application. Your academic achievements, personality, strengths, skills, hobbies and interests all help build a rounded picture of you as an applicant. To make sure you cover everything, write in short, focused paragraphs that explain your motivation, preparation, skills and future goals. It may take several drafts to refine your ideas and condense everything you want to say that's normal.

Personal Statement

A written summary explaining your interests, skills, experiences and future goals. It shows universities, employers or training providers who you are and why you're ready for the next step. We recommend that you follow the UCAS format for writing your personal statement. This means creating short, focused paragraphs that explain your motivation, your preparation, your skills and your future goals. Once completed, your UCAS personal statement can also be adapted for other applications including apprenticeships, employer programmes, gap-year opportunities and training routes. Guidance on how to produce your personal statement is provided towards the end of Year 12.



Curriculum Vitae (CV)

A clear record of your education, achievements, skills, work experience/history and activities. A CV is used for job applications, apprenticeships, volunteering roles and gap-year opportunities. With a ready to apply CV, you can respond quickly to new opportunities, complete application forms more easily and present yourself professionally whenever you need to submit an application.

The purpose of a CV is to get an interview so good preparation and presentation are vital. Information must be concise, have impact and be easy to read. All year 12 students are expected to have an up to date CV by the end of the Autumn term of Year 12.

WORK EXPERIENCE

All students undertake a one-week work experience placement during a nominated week in the final half-term of Year 12. Work experience provides an excellent opportunity to gain an insight into the working world and develop important skills that support your future pathway.

The objectives of our work experience programme are for you to:

- Gain experience in a workplace setting - *understanding how organisations operate day-to-day.*
- Build knowledge of a specific occupation or career sector - *seeing what a role is really like beyond the classroom.*
- Clarify your career goals and Post-18 pathway - *helping you make informed decisions about your next steps.*
- Increase awareness of key skills and competencies employers value — such as communication, teamwork, initiative and problem-solving.

Meaningful work experience is increasingly viewed as a key element of a strong Post-Sixth Form application. It is a mandatory activity week, and every student is expected to take part. You are responsible for finding your own placement, and the Sixth Form Team will provide guidance on how to do this. Information is shared at the start of the Year 12, including key timelines that must be met.

Work experience is a requirement for courses such as medicine, dentistry and veterinary science, and is highly desirable for degree apprenticeships and careers in teaching, nursing, performing arts, fine art and design. It demonstrates your commitment, skills and passion for the field you want to pursue.

By gaining relevant experience, you are not only strengthening your future applications but also developing valuable insights and practical knowledge that will support you throughout your academic and professional journey.

WORK EXPERIENCE

Why should you take part in work experience?

A carefully planned work experience placement can:

- give you a chance to experience working life
- help you discover more about your skills, abilities and talents
- give you the chance to see how to develop your potential through your choice of job and vocational training
- help to show you the link between Sixth Form learning and future employment
- help you to learn about personal presentation skills for interview
- help you to make better informed decisions about your future
- provide you with opportunities to work alongside adults, and to be treated as one.

What will your employer be looking for?

Personal skills and qualities are particularly important to employers. Employers will always be interested in people who can display the following:

- the ability to work as part of a team
- well-developed verbal and written communication skills
- initiative, self-motivation and independent working
- loyalty and integrity
- enthusiasm and a positive attitude
- flexibility and adaptability, including ability to accept constructive feedback
- punctuality and the ability to meet deadlines
- customer awareness
- honesty
- reliability
- responsibility

Benefits of volunteering - in or outside of school

Volunteering is a powerful way to build confidence, develop skills and show future employers or universities what you care about. It helps you aim high, become your best self, and stand out when applying for jobs, apprenticeships or university courses. Even a small amount of volunteering can make a big difference to your personal growth and your future opportunities.

Build Skills: *Communication, teamwork, leadership, problem-solving, and resilience—all highly valued by employers and universities.*

Gain Experience: *Real-world insight into workplaces, people, and responsibilities. Great for CVs, applications, and interviews.*

Support Your Community: *Make a positive difference locally and contribute to causes you care about.*

Strengthen Applications: *Shows commitment, initiative, and motivation, especially useful for competitive courses or apprenticeships.*

Explore Career Interests: *Try out roles or sectors before committing to a pathway after Sixth Form.*

Boost Wellbeing: *Helping others builds confidence, purpose, and a sense of achievement.*

For further Post 18 application information and links to online tools please visit the school's intranet where you can find links to the above.





For many people, learning to drive can be a milestones in our wish to become more independent and take on more responsibility.

Getting licensed

Before you can learn to drive, you will need to apply for a provisional driving license. You can apply for one online at www.gov.uk or fill in the D1 form from the Post Office.

You cannot learn to drive until you are 17 years old for cars, and 16 for mopeds.

When applying for a license you must tell the DVLA about any medical conditions or special needs that could affect your driving. These include things like heart conditions, diabetes, cancer/tumours and vision problems. For further details, visit the DVLA's website (www.dvla.gov.uk)

Learning

Once you've got your license, you will then have two options, learn with an accompanying driver or a driving instructor. The Government's Driving Standards Agency (DSA) strongly recommends learning to drive with a registered Approved Driving Instructor (ADI). There are thousands of driving schools and instructors around, ranging from small, independent instructors to national driving schools. It is best to ask older siblings or friends for recommendations.

If you do decide to practise with an accompanying driver, they must be over 21 years old and have held a full driving licence for at least three years. They also must put you, the learner, on their car insurance, ensure the car is safe and roadworthy - not forgetting to attach L plates on the car when you are driving.

Former TGS Geography Teacher Mr Kit Simpson is now a driving instructor - he can be contacted via a company called Just Drive (www.just-drive.co.uk or tel: 0800 368 9215). Request availability for Mr Kit Simpson - he will be delighted to hear from you!

Driving Tests

The theory test is a two part test conducted on a computer. The first part is a multiple-choice test where candidates need to answer 43 out of 50 questions correctly. The second part of the test is called a hazard perception test. This test consists of 14 video clips in which you must identify when hazards start to develop. Once you have passed your theory test, you have two years in which to pass your practical test.

Once you have taken enough lessons, you will then need to take a practical driving test. These are set by the DSA and you will need to book your test beforehand.

You can contact the national test booking line on 0300 200 1122 or book online via their website (www.gov.uk/book-driving-test). Practical tests normally take round 45 minutes and are designed to see if you can drive safely - demonstrating that you understand and can apply the Highway Code.

DRIVING ONCE YOU'VE PASSED YOUR TEST



Be aware

Any amount of alcohol affects your ability to drive. There is no foolproof way of driving and staying under the limit, or of knowing how much an individual person can drink and still drive safely.

Remember that everyone reacts differently to alcohol, so it is best not to drink and drive at all.

Driving while unfit due to drugs is against the law. This applies to prescribed medication or over the counter products as well as illegal substances. Driving while unfit through drugs is just as dangerous as drink driving and carries similar penalties.

Breaking the speed limit, or driving too fast for the conditions of the road, contributes to more than 850 deaths and 33,000 injuries every year. **Stick to the speed limit and drive as SAFELY (not as FAST) as you can!**

Legal obligations of drivers and keepers of vehicles

There are duties and obligations you must meet before driving or keeping a vehicle on the road. The vehicle must be registered with the DVLA, have valid vehicle tax and hold a current MOT test certificate (if the vehicle is 3 years or older). You must also have the minimum of third party insurance that covers your use of the vehicle.

If you change your name or address you MUST tell the DVLA. You are also required to inform the DVLA if you make any alterations to your vehicle, sell it and have, or develop a medical condition.

New Drivers Act

Your driving license is automatically revoked if you build up six or more penalty points within two years of passing your first driving test. You will then have to reapply for your driving license as a learner driver, and re-sit your driving test.

Pass Plus

Pass Plus is a training course that will build upon your existing skills and knowledge. It will teach you how to anticipate, plan for and deal with all kinds of hazards, and can help you to become a more confident driver. (www.gov.uk/pass-plus)

It is made up of modules which include driving in town, in all weathers, on rural roads, at night, on dual carriageways and on motorways. You will not have to take a test at the end of the course but you will be continuously assessed. (There may be discounts with certain insurance companies on completing this course.)

NOTES



Handwriting practice lines consisting of 25 sets of horizontal dotted lines on a white background.



If you would like to **report a concern** relating to **bullying** or any **safeguarding issue**, or have any concerns relating to **mental health** please tell us:



VERBALLY

Speak to your Tutor, Pastoral Leader or Year Leader who will listen, support, follow up and make sure the right people support you, OR, speak to **any trusted adult** in school who will be to make sure the best person to help will **meet with you and help solve the concern**.



DIGITALLY

Email **concern@tgs.starmat.uk** Your email will be read by one of our Pastoral Team during the next working day (8.30am to 4.00pm) in term time only - someone will get back to you within 3 working days.



HOW WE RESPOND

We work together as a school community in our commitment to developing a culture where bullying is not tolerated in any form. TGS, Students, Parents/Carers are asked to **RESPECT all members of our school community and their differences**

TGS will:

- take reports seriously & act
- through preventative & restorative work eliminate bullying
- through restorative justice, individual support & whole class teaching, support victims & perpetrators
- challenge victim blaming & support students to report peer on peer abuse
- support a school culture that acknowledges peer on peer abuse

Students will:

- report bullying or peer on peer abuse, avoid being a bystander or contributing to bullying behaviour
- support the investigating of bullying, accepting the consequences & be honest about your own, & others' behaviour
- avoid using social media to engage in behaviour which could cause distress or harm to others

Parents/Carers will:

- report any bullying issues to TGS & avoid taking action yourself
- support TGS investigating any issues of bullying, accepting consequences that TGS applies, & be honest/reflective about your children's behaviour
- monitor their children's use of social media, ensure appropriate use for age & developmental stage



FOR MORE INFORMATION & SUPPORT

There is additional information and support strategies on the **Wellbeing** page of our website: **www.tgs.starmat.uk/wellbeing**. For **urgent help** with your mental health, **call 111 or visit NHS 111 online** (www.111.nhs.uk), if you or someone else is in danger, call 999 or go to A & E.

Talk to **CHILDLINE on 0800 1111**, **chat online** (www.childline.org.uk) or call **The Samaritans on 116 123** and talk with their counsellors from any phone at any time.

