



# STUDENT HANDBOOK

SIR GEORGE MONOUX COLLEGE

2026 / 2027



## About the handbook

The handbook provides information and guidance for new and existing students, and their parents & carers, on college services.

Also, the handbook is an introduction to the culture of the college with detail about daily life and expectations. It is, however, only an introduction and readers are encouraged to read the full policies and guides that are referred to in the handbook. These are all available on our network.



## 1. Shape of the Day

Our time with us is about more than just lessons. We expect you to be on site for at least four and a half days each week, taking part in a balanced programme of taught sessions, independent study, and Talent Lab extracurricular activities. This structure is designed to help you build excellent study habits, develop your skills, and discover new interests beyond the classroom. By fully engaging in your timetable, you will be putting yourself in the strongest possible position to apply for top destinations – whether that is university, an apprenticeship, or skilled employment. Every session, every activity, and every hour of focused study brings you one step closer to the future you want. Make the most of it!



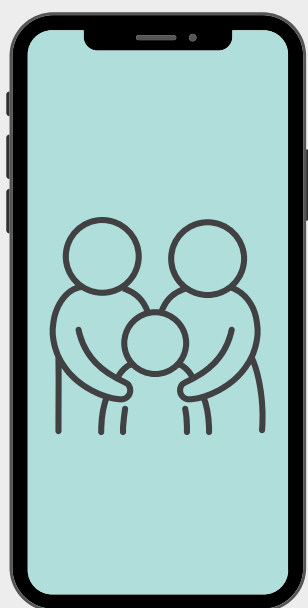
## 2. Monoux App for Students

The Monoux App allows students to check their timetable and view their attendance data, both in real time. The app keeps students informed of key dates and important messages, upcoming opportunities and travel-to-college guidance. Students can track their academic progress via the app by accessing their current working grade(s) for each qualification.



## 3. Parent/Carer App

The Monoux parent/carer app allows parents and carers to check student timetables and follow real-time attendance data. They can use the app to confirm their young person's absence due to illness. The app ensures parents receive important messages and key dates directly from the college. Additionally, parents can stay informed about their young person's key assessment results and academic progress. Our Learning Enhancement Officers serve as the first line of support for technical issues.



## 4. Enrolment - for new students

Main enrolment takes place on **Thursday 20<sup>th</sup> August to Wednesday 26<sup>th</sup> August**. Students who have applied, attended an interview, and received an offer will receive a priority invitation letter in July. During main enrolment, popular courses fill quickly so we advise students to arrive on time to secure their choices. Many young people enrol directly after receiving their GCSE results.

You can expect enrolment to take approximately 2 hours, and we request that parents/carers also attend. We will take time to understand your wishes, suggest the best course to help you fulfil your future ambition, and talk to you about any support you need. **Late enrolment starts on Thursday 27<sup>th</sup> August and continues until Friday 4<sup>th</sup> September.** Check the website for opening times.

For enrolment to be complete, students must:

- Confirm a correct email and telephone number
- Sign the Learner Agreement and IT Policy
- Ensure that parent/carer contact details are correct and the Parent/Carer contract is signed
- Let the college know of any support needs

Within 24 hours after enrolment, students receive their IT log-in details. This allows students to view their timetable, reading lists and engage in online activities before induction. Induction week starts on **Tuesday 1<sup>st</sup> September 2026** and includes activities such as introductory lessons, a fair promoting extra activities, welcome talks, and opportunities to get to know new people. Students should be aware that failure to attend induction can lead to the cancellation of enrolment.

## 5. Your learner agreement

All students sign a Learner Agreement at the start of their course. The agreement will include course programme hours, our IT user agreement, privacy notice, the college's data policy and our attendance policy. If a student does not sign their Learner Agreement they will be not be able to start their course.

Parents and carers must also sign the college's Parent/Carer Agreement as a condition of enrolment of a young person.



## 6. Guidance Curriculum

The Guidance Curriculum is our statement of ambition for all students. It is a guide to how we plan to support and develop students.

**A.** We aim for **rigorous academic work** by teaching students to be experts, to have academic skill, solve problems etc.

**B.** We aim to build **a community that is optimistic**, by promoting curiosity, open-mindedness, appreciation of self and others and good health.

**C.** We help students acquire **self-mastery and agency** through planning for future study and careers, understanding workplaces, improving literacy and having good time management.



At SGM C, we believe that wellbeing and academic achievement go hand in hand. Our Guidance Curriculum is designed to help every student build the confidence, motivation, and life skills they need to thrive, both in their studies and beyond.

Aligned with our mission, “*Learn with Skill, Feel Connected, Design your Future*,” the curriculum provides a clear and structured approach to personal development, focusing on key skills that support independence, resilience, and future planning.

Students engage with seven key areas of learning, alongside a strong induction and tutorial programme:

1. Building self-confidence
2. Developing motivation and ambition
3. Decision-making, goal setting, and problem-solving
4. Strengthening interpersonal skills
5. Effective communication
6. Cross-cultural awareness
7. Encouraging responsible behaviour



Our approach ensures every student receives meaningful, consistent guidance that empowers them to take ownership of their learning and future.

The Personal Development Model at Sir George Monoux College is designed to support students in becoming confident, resilient, and successful young adults who are prepared for higher education, employment, and adult life. Through the Guidance Curriculum, students develop the personal, social, and professional skills needed to thrive both inside and outside the classroom.

The Guidance Curriculum focuses on the following key areas:

- **Self-awareness and confidence** - recognising strengths, managing emotions, and developing resilience and wellbeing.
- **Motivation and ambition**- encouraging positive attitudes towards learning, independence, leadership, and future aspirations.
- **Decision-making and problem-solving** -developing the ability to set goals, manage time, solve challenges, and make informed choices.
- **Interpersonal and communication skills** - building respectful relationships, teamwork, active listening, and confident communication.
- **Cross-cultural understanding** - promoting equality, inclusion, respect for diversity, and appreciation of different perspectives and backgrounds.
- **Personal responsibility and accountability** - encouraging self-discipline, positive behaviour, reflection, and contribution to the wider community.
- **Preparation for future pathways** - supporting students with career planning, employability skills, progression routes, and lifelong learning.

The curriculum is embedded throughout college life and aims to equip students with the knowledge, values, and practical skills needed to become active, responsible citizens who can adapt positively to change and contribute successfully to society.





## 7. Talent Lab

Talent Lab is the name that we give to all of the valuable activities and opportunities that students undertake outside of the classroom in order to develop “talent” and “experiment” with new approaches. Talent Lab includes participation in optional activities that we schedule (including sport) but also our programme of music & drama, art, films, talks, workshops, tutorials, short courses, assemblies, independent study, work experience, trips and opportunities under the Monoux Academics Society umbrella. For many students you will be able to enrol directly on to Talent Lab activities at enrolment, and with the option to try new activities each term.

## Senior Leadership Team

Students will be able to raise questions etc about their course with teachers and their Pathway Leader. The college has a Senior Leadership Team that is very accessible to students:



**DAVID VASSE**  
PRINCIPAL



**NAZIA SHAH**  
DEPUTY PRINCIPAL

There are 2 Assistant Principals who report to the Deputy Principal:



**BARBARA NEARCHOU**  
ASSISTANT  
PRINCIPAL



**DANIEL CONWAY**  
ASSISTANT  
PRINCIPAL

The “Principalship” is an office that students visit when they need to talk to SLT members. Admin support for the senior team, and a good place for enquiries, is located in room 7.

## 8. The Corporation of the college

The college has a board of Governors, known as the Corporation, which meets regularly as a whole board and through committees. The Corporation is a legal entity for the college as a public organisation. It has 20 members, including a Parent Governor and 2 student Governors. Student Governors are selected to serve for 1 year from January to January. Governors have a range of professional backgrounds, experience and expertise.

## 9. “The Monoux Academics Society” : our programme for advanced learners

The Monoux Academics Society is designed for students aiming for the most competitive university courses and degree apprenticeships, including Oxford, Cambridge, medicine, and engineering. While high prior achievement (such as GCSE Grades 9–7) is considered, selection is based on more than just grades. Students who demonstrate a strong work ethic, excellent organisational skills, and outstanding academic progress during their time at Monoux will be invited to join the Academy.

The programme offers a rich set of opportunities from the start of Year 12, including cultural and academic enrichment, oracy and literacy development, leadership experience, and tailored support for competitive university applications. Students with strong GCSE results may express interest in joining at enrolment, but places are awarded based on sustained commitment and performance. Application process open in October.



Students in the Society benefit from enhanced academic mentoring and personalised guidance from experienced Academic Leads linked to their chosen progression pathways. This provides students with expert support in subject mastery, university preparation, career planning, and competitive applications

The programme offers a wide range of enrichment opportunities from the start of Year 12, including:

- Academic and cultural enrichment activities
- International educational visits and trips
- Development of critical thinking, research, and independent learning skills
- Advanced revision and study techniques to support high achievement
- Oracy, literacy, and academic writing development
- Leadership opportunities and wider personal development
- Tailored preparation for competitive university and apprenticeship applications



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## 10. College Charter for Showing Up: our expectations of students

At the start of the year, we will introduce all students to the Charter for Showing Up. The charter outlines the college's expectations of students and explains the importance that we place on oracy, community, self-mastery and agency. The college charter also includes information on dress code and limitations on the use of smartphones, airpods etc. Students must follow all aspects of the charter.

The charter also outlines the ways in which we will support students to make academic and personal progress whilst at Monoux. Students can expect the college to work with them to overcome challenges and support all aspects of their progress.

## 11. College dress code

The college does not have a set uniform but we expect students to adhere to the college dress code. No unprofessional attire is permitted – this means not wearing clothes and footwear that wouldn't be acceptable in a modern office/indoor workplace. Our dress code reflects our ethos as an academic environment where students adapt and grow. Students will have considerable choice about dress but will notice that some clothing or footwear is not allowed e.g. tracksuit bottoms, crop tops, slides and crocs. Students should follow our advice as the details are important. The dress code also applies to all college trips and visits to employers.



## 12. I.D. cards and access

All students are issued with an identity (I.D.) card and pathway-specific lanyard at the point of enrolment. The I.D. card is used to access the college and as a means of registering for events and timetabled activities in large spaces such as the Zone (e.g. for assemblies). Students must wear their lanyard and I.D. around their neck for the entire time that they are on site, before entering through our front entrance barriers and until the end of their college day. In this way, we maintain security. I.D. cards can be blocked if necessary and remain the property of the college.

## 13. What to bring to college

We expect students to organise themselves for their day at college as they would for the workplace or university study. In addition to excellent timekeeping, students should ensure that they have the correct materials and equipment for the day (e.g. pens, notepads and sketchbooks) as well as any relevant class textbook and current documentation (including homework). We expect all students to carry the previously listed materials in an appropriate bag or backpack.



## 14. Trips and Visits

Students will have the opportunity to participate in a range of trips, visits, and enrichment activities as part of their curriculum and wider college experience. These may include educational visits related to their course, employer engagement activities, industry events, and networking opportunities.

The College works closely with a variety of employers and industry partners to provide students with valuable experiences that support their learning, career development, and progression opportunities.

Students are expected to represent the College positively at all times while attending trips and visits. The College dress code applies unless alternative clothing requirements are specified for a particular activity.



## 15. Your attendance

We expect all students to exceed 95% attendance across every term to all sessions on their timetable. Students who do not reach a minimum level of 85% attendance can only keep their place at the discretion of the college. On the Monoux App, attendance data is re-set to 100% at the start of each half-term, encouraging students to make improvements and maintain high levels of attendance.

Students who arrive at late to a lesson may not be permitted entry.



## 16. Unavoidable absence

There may be circumstances beyond a student's control that results in an absence from college. If students can't come to college, they must inform us by completing the Student Absence Reporting form on the Monoux App, then have their parent/carer approve it via the Parent App.

If students feel ill at home, they should arrange to see a doctor. If students get sick at college, they should contact a First Aider (any staff member can help). If students are too ill to go home alone, we'll arrange for a family member to pick them up. Students may be required to present evidence of any medical conditions or treatment in order for extended absences to be authorised.

For illness during exams or if you miss an exam, students must inform the Exams Team directly. They can apply for 'Special Consideration'.

## 17. Disciplinary policy and procedures

The college has a very clear and comprehensive policy and process for maintaining a high level of discipline, behaviour and engagement by students. All students and parents/carers can access the full document. Behaviour at the college is exceptionally good and any breaches of discipline are addressed promptly. We aim to maintain standards and, for example, we do not tolerate:

- Bullying
- Aggression or threat
- Possession or use of prohibited substances (e.g. cannabis, alcohol)
- Involvement in antisocial behaviour offsite/in the community
- Use of filming/online posting without permission
- Vaping or smoking other than in the college's designated area at breaks
- Persistent absence or lateness
- Foul or discriminatory language

The college has a very clear and comprehensive policy and process for maintaining a high level of discipline, behaviour and engagement by students. All students and parents/carers can access the full document. Behaviour at the college is exceptionally good and any breaches of discipline are addressed promptly. We aim to maintain standards and, for example, we do not tolerate:

## 18. Graduation Points

Throughout the academic year, we assess students' performance at three key points to determine their eligibility to continue at the college. Students at risk of not graduating may have attendance below 85% or have failed to complete required work. Graduation points occur in October, January and June. Progress is monitored throughout the year, not just at these checkpoints. If a student is identified as being at risk, we will communicate this directly and take early steps to provide support.

We ensure that we try to engage with parents/carers to highlight concerns in advance and we ensure that support is in place to guide students' success.



## 19. Online Resources (Microsoft Teams)

Students have access to online learning via Microsoft Teams, with a dedicated learning space for each qualification they are enrolled in. Microsoft Teams facilitates communication with study groups, teachers and support staff, and additionally, students will have access to a wide range of electronic and web-based resources to support their studies. Assignments can be submitted easily and efficiently. Students can access Teams via computers or mobile devices through the Teams app. Students will also receive general college messages via the Monoux Hub channel on Teams.



## 20. Deadlines

Students will be set deadlines on their course. This will include homework, flip learning (e.g. reading and notetaking ahead of a lesson) and internally assessed coursework. The college follows the guidance of awarding bodies so if a student misses a deadline this may have an impact on their overall grade.



## 21. Late Submissions

If a student hands in work past the internal submission date they will miss the opportunity to receive feedback on how to improve their work and this may impact on their overall grade.

## 22. Missing Exams

If a student misses their exam including scheduled mocks they will receive a fail mark. If there are any extenuating circumstances for absence, then medical evidence will need to be submitted. Students and families must familiarise themselves with the college term dates and plan accordingly as mocks are scheduled in the October half term.

## 23. Paid Employment

The college recommends that students do not undertake more than 10 hours per week of paid work so that they can balance academic progress and personal well-being. Teachers and personal mentors can offer guidance on managing work and studies effectively. Students in the 2<sup>nd</sup> year of an A Level course should reduce their paid work hours to 6 per week as a maximum.



## 24. Term Dates 2026/27

These are the college's term dates for 2026/27. It is imperative that parents/carers do not arrange holidays or visits to family etc. during the term time.

| Event                                                                               | From Date               | To Date                |
|-------------------------------------------------------------------------------------|-------------------------|------------------------|
| <b>Autumn Term 2026</b>                                                             |                         |                        |
| Induction Programme/<br>Normal Timetable                                            | <b>Tues 1 September</b> | <b>Fri 23 October</b>  |
| <b>HALF TERM BREAK</b><br>(note: this is a 2-week break<br>but includes mock exams) | <b>Mon 26 October</b>   | <b>Fri 30 October</b>  |
| Normal timetable                                                                    | <b>Mon 9 November</b>   | <b>Fri 18 December</b> |
| <b>CHRISTMAS BREAK</b><br>(Fri & Mon 28 Dec & Fri 1<br>Jan – Bank Holidays)         | <b>Mon 21 December</b>  | <b>Fri 1 January</b>   |
| <b>Spring Term 2027</b>                                                             |                         |                        |
| Normal Timetable                                                                    | <b>Mon 4 January</b>    | <b>Fri 12 February</b> |
| <b>HALF TERM BREAK</b>                                                              | <b>Mon 15 February</b>  | <b>Fri 19 February</b> |
| Normal Timetable<br>(College closed on 9 <sup>th</sup> Mar<br>for EID)              | <b>Mon 22 February</b>  | <b>Thu 25 Mar</b>      |
| <b>EASTER BREAK</b><br>(Fri 26 Mar & Mon 29 Mar – Bank<br>Holidays)                 | <b>Mon 26 Mar</b>       | <b>Fri 9 April</b>     |

| Event                                                  | From Date           | To Date            |
|--------------------------------------------------------|---------------------|--------------------|
| <b>Summer Term 2026</b>                                |                     |                    |
| Normal timetable/examination period                    | <b>Mon 12 April</b> | <b>Fri 28 May</b>  |
| <b>HALF TERM BREAK (Mon 31 May – Bank Holiday)</b>     | <b>Mon 31 May</b>   | <b>Fri 4 June</b>  |
| Normal timetable/examination period/student graduation | <b>Mon 7 June</b>   | <b>Wed 30 June</b> |

## 25. Understanding your timetable

We believe that academic progress is best achieved at a pace: learning in challenging and focused lessons, within a dynamic and energising setting. The timetable reflects this philosophy, with lessons lasting 60 minutes separated by short gaps. The earliest lessons start at 9.10, and we provide a punctuality service via the Monoux app that uses Google map technology to advise you on when to leave home to ensure you are not late.

To ensure that all students benefit from learning experiences outside of lessons, the college employs a 2-week timetable and the timetable is different in Week A and Week B. Students can quickly familiarise themselves with their schedule by checking the Monoux App at any time and making the necessary adjustments to their travel routines.

Students' timetables will indicate times and rooms for lessons, entry periods, tutorials, assemblies, workshops and independent study. All activities are mandatory parts of the timetable.

## 26. The college day: entrance and exit

Entry Periods are designed to welcome you into the college at the start of your day in a positive way. They are timetabled for students before Periods 1 and 2 lessons and are recorded as part of overall attendance. During the Entry Period, you can enjoy a healthy free breakfast, check in with support staff and pick up information; this is one means by which we communicate key messages re: opportunities, deadlines and updates too every student as they come in to college. There are also opportunities at the end of the day to see Guidance Officers or Learning Support staff. The study centre is also open until 6:00 pm on weekdays to help students revise and complete assignments.

Students are permitted to leave the college site during the lunch break. Students cannot exit during other breaks

## 27. Independent Study

Independent study is timetabled, supervised and supported. Independent study is scheduled to take place in our Learning Resource Centre (LRC) or in the zone where students will work quietly, independently and without accessing smartphones. Support for study is on hand and students may use laptops or PC stations.

Independent study safeguards space and time for students to progress and enhances concentration, memory retention, and cognitive processing. We aim for our to be a rewarding, focused and calm place to work.



## 28. Read to Succeed (Year 1 A Level)

All Year 1 A Level students are timetabled once per week to read fiction silently. This is called Read to Succeed. We believe in the power of fiction to extend students' understanding of self, others, issues, values and problems. Reading fiction improves students' sleep patterns and health, strengthens relationships and enhances creativity, alongside expanding vocabulary and improving literacy. For this reason, Read to Succeed is a vital element of A Level study.



## 29. Assemblies

Students attend assemblies every other week. Our assembly programme includes a range of important topics such as study skills, personal development, university applications and wellbeing. Assemblies often include external speakers as part of our Alumni Week, Academic Lecture Series and themed weeks.

## FINDING HELP

### 30. Medical Conditions

It is imperative that the college is aware of how best to support student progress, considering any medical conditions that could impact on attendance or the ability to complete and submit work. Ensuring Personal Mentors have evidence of a medical need/condition, as soon as possible, will enable them to create bespoke support plans that will empower students to access all aspects of their education and college life.

### 31. Guidance Support

Our dedicated Guidance Team plays a vital role in supporting students throughout their college journey. As the key facilitators of the Guidance Curriculum, they provide expert support, encouragement, and practical strategies to help students navigate the challenges of college life and growing up. From building confidence and managing stress to setting goals, making informed decisions and organising your time, the Guidance team is here to ensure that every student feels supported, understood, and equipped for success. Regular engagement with the Guidance Team enhances your personal growth, academic progress, and overall wellbeing, helping all students get the most out of their college experience and prepare for a confident and purposeful future.



## 32. Academic support

The college supports students who may need help to improve their study skills. Teachers offer extra sessions for those students who require a boost to improve their grade, including through timetabled intervention short courses.

Specialised support is provided for students diagnosed with Dyslexia, Dyscalculia, Dyspraxia, or those with medical conditions or disabilities affecting learning. For confidential advice, students can visit the SEND team and they are located in the Brockman building.

## 33. Careers and “next steps” guidance

Our dedicated team of Guidance Advisors work closely with teachers to help students make informed, ambitious choices, providing tailored support to help them achieve their higher education and career goals. Through a proactive tutorial system and our unique Guidance Curriculum, students design their futures in an environment of high expectation and support. At key points in the academic year, students take part in sessions on bespoke progression routes, receive one-to-one careers guidance, and are supported in developing strong, personalised applications for university, apprenticeships, or employment. This includes highlighting academic strengths, skill acquisition and personal achievements.

Students are exposed to a rich variety of developmental opportunities, which form the basis of a process of personal reflection, as they log their steps and progress. They produce a record of the enriching, extra-curricular activities they've participated in, all of which showcase their academic ability, emotional intelligence, and wider personal development.

## 34. UCAS points explained

UCAS points quantify academic achievement, aiding UK universities in selecting candidates. For instance, an individual A-level grade at A\* will earn 56 UCAS points (48 for an A, 40 for a B etc.) while a full BTEC qualification, like a Level 3 Extended Diploma, is comprised of 3 grades and could accrue up to 168 UCAS points for achieving the highest grade (i.e. 3 x 56). Understanding UCAS points is crucial for students, helping them assess their eligibility for courses by comparing their grades to entry requirements.

## 35. Transferring courses

Transferring from your chosen course or subject is a crucial decision driven by the need for a more aligned academic or vocational path. The new choice should better suit your career aspirations. If in the event you decide to change your course you have the option to do this in the first 3 weeks after joining the college. This will also depend on availability on the new course you have chosen.





## 36. Disability support

The College is committed to providing an inclusive and supportive environment in which all students can access and fully participate in education, guidance, work experience and enrichment opportunities, regardless of any additional learning needs or disabilities. A wide range of support is available and tailored to individual need, including Exam Access Arrangements (EAA), modified or reduced timetables, personalised support plans, trial-and-review interventions, Fitness to Study arrangements, lift access, hidden disability lanyards, and targeted learning support. The College also works closely with parents, carers and external professionals to ensure support is coordinated, responsive and effective. Through this holistic and student-centred approach, the College seeks to remove barriers to learning, promote independence, and empower all students to achieve their full potential both during their time at College and in their future aspirations.

## 37. Exams access requirements

The College is committed to ensuring that students with disabilities, learning differences and additional needs are able to access examinations fairly and demonstrate their knowledge and skills without being substantially disadvantaged. Through its Exam Access Arrangements (EAA) provision, the College identifies and assesses eligible students in accordance with Joint Council for Qualifications (JCQ) regulations and awarding body requirements. Support may include arrangements such as extra time, rest breaks, a reader, scribe, assistive technology, modified examination materials or other reasonable adjustments, depending on a student's individual needs and normal way of working.

The College works closely with students, parents/carers, previous educational settings and specialist professionals to gather appropriate evidence and ensure that arrangements are both suitable and compliant. Through a robust assessment, application and review process, the College seeks to remove barriers to assessment, promote equality of opportunity and ensure that all students are able to participate in examinations with confidence and achieve outcomes that accurately reflect their abilities.

## **38. Financial Support**

We understand the financial challenges that students may face during their studies and offer a range of financial support options. Eligible students can access bursaries to help with the costs of travel or other essentials. Additionally, we provide free college meals for qualifying students (based on household income) and have additional financial support available for some categories of student, such as those that are 'Looked After', or those that require emergency financial aid when facing hardship or unexpected financial difficulties. Students can talk to a mentor to understand how the application processes work.

## **39. Food and nutrition**

The college has a range of healthy and nutritious foods available throughout the day. Food outlets include a Notes coffee shop, deli bar, pasta bar and a main meal counter. We do not sell drinks with a high sugar content. We work proactively to create a healthy food environment and do not allow food from local fast-food outlets onsite. The main focus of our policy is to reduce the use of ultra-processed food in our main meals. Students can of course bring their lunch from home.



## STAYING SAFE

### 40. Healthy relationships

We deliver healthy relationship interventions through a combination of one-to-one or small group mentoring and counselling services, as well as through wider college initiatives such as assemblies, guest speakers, external professionals and charity groups, aimed at promoting respectful and positive behaviours within the college community. The college has a healthy relationships charter that we share with all students, with the expectation this is reflected in student attitudes, conduct and interactions.



## 41. How we work to ensure your health & safety

The College is committed to providing a safe, welcoming and inclusive environment in which all students can learn, develop and thrive. A college team of Campus Officers help to keep students safe around the campus and when leaving at the end of the day. The team also carry out non-intrusive random searches of students to ensure that no prohibited items are onsite. Prohibited items include illegal substances and unregulated vape products. Combined with our state-of-the-art CCTV system and visible leaders across the campus, we can quickly identify and deal with any suspected bullying or inappropriate behaviour. The college has a close partnership with our Designated Ward Officer for Children and Young people (DWO-CYP), who provides advice and support on issues such as online safety, exploitation, community safety and crime prevention.

Any involvement in anti-social behaviour inside and outside the college (including online) is dealt with firmly through our clear disciplinary policy. If the college suspects that a student may be involved in illegal activity, bullying or serious misconduct, a senior manager will lead an investigation into the allegation. If serious misconduct is found, or if there is any risk to the well-being and safety of others, students will lose their place at college.

## 42. Tackling exploitation

The college protects students from exploitation through a framework of policies, education, and support, implementing strict codes of conduct and reporting systems to address any instances of, or concerns around child exploitation. We are committed to ensuring swift and



and appropriate action is taken to identify and support students that are vulnerable to exploitation and deliver assemblies, host guest speakers and deliver interventions to students and staff on themes such as consent, healthy relationships, online safety, coercion, grooming and recognising the signs of exploitation. Staff receive regular safeguarding training to help them recognise the indicators of exploitation and respond appropriately to emerging concerns, whilst students are supported to understand risks through tutorials, assemblies, guest speakers and awareness campaigns covering topics such as consent, healthy relationships, online safety, coercion, grooming and recognising the signs of exploitation.

### 43. Raising concerns

Virtually all concerns can be addressed and resolved by talking to staff, including managers. Staff are committed to helping students and families. However, if progress cannot be made, the college has a Complaints Procedure. Complaints can be made by students and complaints cannot be investigated without the permission of the student. Complaints are administered by the Personal Assistant to the Principal.

### 44. Religion and belief

The college celebrates the diversity of faith and belonging in our community through regular events such as cultural days, student affinity groups, a prayer room, and our enrichment programme. The college has a much-valued Islamic Society, with well-attended Friday prayers and an annual international interfaith trip. The college closes for Eid al-Fitr if it falls on a weekday.

## 45. Using the library

The college provides a central space for independent study in its library, which is calm, focused, and purposeful. In preparing students for higher education, the college offers access to tailored online study and revision packages and ensures that students benefit from weekly timetabled study sessions. Students are guided to develop and perfect their study routines and skills, receiving one-on-one support upon request. There is also access to both fiction and non-fiction, and to our online e-library.. All students and staff are automatically members of the library.



## 46. Developing your academic and research skills

At Monoux we will support you to develop your academic and research skills which will be a transformative journey, to succeed at college and beyond. Our Guidance Curriculum is designed to help every student build the self-led behaviours and competencies required for academic ambition and personal wellbeing.

. Through structured activities such as 1:1 guidance, tutorials, and targeted interventions, you will learn how to plan your studies, manage time effectively, and reflect on your progress. The curriculum will support you in developing critical thinking, resilience, and confidence as you take greater ownership of your learning. These skills are not just for passing exams, but for designing your future with purpose and clarity. By engaging with this curriculum, you will gain the tools to become a reflective, independent learner—ready to thrive in a changing world.

## 47. Literacy Strategy

. At Monoux our teachers will challenge learners to think deeply: to know, to reason, and to communicate with skill. Our teachers will support your ability to read, absorb and understand complex material; become skilled and expressive speakers and ultimately develop the ability to write accurately and precisely. The college places significant emphasis on oracy and spoken discourse. Teachers use a framework of Talk Tactics to build students' confidence in talking in class.



## 48. Using IT systems and other learning resources

Students have access to free wi-fi for use with personal devices and can enjoy access to computers and laptops in multiple locations. They are kept safe online through specific guidance and the e-Safe system. Additionally, students have access to online resources, including textbooks, web-based journals, and multimedia applications, supporting learning. All students sign an IT User Agreement prior to gaining access to our network.



## 49. Use of your personal data and cybersecurity

We value the protection of personal information and ensure student data is handled securely, following relevant laws and regulations. Students will be able to access our Privacy Policy. Networks and systems are highly secure, using tools such as Multi-Factor Authentication. We also raise awareness through our assembly programme of how to avoid being a victim of financial fraud online.



## 50. Work experience, industry placements and visits

During their time at college, students will engage with a number of employers and organisations, including through work experience. Students are expected to demonstrate responsiveness, commitment and inquisitiveness on work experience and on all visits. Students must also maintain excellent behaviour and punctuality whilst on visits. Students must follow the dress code during all off-site visits etc.



## 51. Sport

The college offers a range of recreational sports activities during each week in the Sports Hall and gym, as well as making use of our playing fields and the nearby leisure centre. Table tennis is popular and a good way to make friends. Some gym sessions are female-only. In addition, students represent the college in a range of team sports.

## TRAVEL AND PUBLIC TRANSPORT

### 52. Public transport

The college is served by multiple bus routes: 34, 215, 97, 357. All of these routes connect with Walthamstow Central bus and rail hub for overground and underground lines (Victoria Line). We are close to a connection with the 123 bus to Enfield.

### 53. Other ways of getting to and from college

The college is a 15-minute walk from Walthamstow Central. We provide bike shelter space and encourage cycling. Students can park mopeds. There is only very limited parking space for students who drive and we do not encourage car users.

### 54. Policy on e-scooters

Students are not permitted to bring e-scooters on site.

## ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

### 55. What counts as academic misconduct?

This refers to any behaviour that violates academic integrity. This includes plagiarism, using someone's else's work, ideas, or expressions without proper acknowledgment. This also includes cheating – using unauthorised materials, information or devices when not permitted. Students who misuse Artificial Intelligence (AI) such that the work they submit for assessment is not their own will have committed malpractice in accordance with the Joint Council for Qualifications (JCQ) regulations and may attract severe sanctions.

### 56. AI usage policy

AI can enhance your understanding of a subject by providing valuable information from various sources, including the internet and AI-generated content.

Students should keep in mind that they must use this material responsibly—they cannot copy it and present it as their own work. Students must always provide proper references when using AI-generated content, otherwise work and assignments may be disqualified.

To support students we offer information and guidance, to ensure that students are equipped to use AI technology in an increasingly entrepreneurial workplace, but are confident to do so responsibly, ethically and in a manner that promotes deeper thinking.

## **57. What if I am found guilty of academic misconduct**

In line with JCQ regulations, any students found in possession of unauthorised materials e.g. electronic devices, including phones & smart watches, or notes will receive a disqualification. If a student plagiarises in the internally assessed units, they will not receive a grade and they will be given a new assignment to complete.

The college is unable to change decisions made by awarding bodies.

## **58. Giving feedback**

We seek student feedback through focus groups, termly surveys, pop-up polls, and an open-door policy. We actively listen to and act on constructive suggestions and progressive ideas. A well-established characteristic of the college is the accessibility and visibility of senior leaders. Students frequently raise ideas and questions with leaders, including senior leaders.





MONOUX  
SIXTH FORM