



CONTENTS

- Page 3 - HEADTEACHER'S INTRODUCTION/VISION STATEMENT/
COLLEGE PRIORITIES
- Page 3 - BACKGROUND INFORMATION
- Page 6 - A POSITIVE ATTITUDE
- Page 7 - HOME/COLLEGE PARTNERSHIP
- Page 8 - EXPECTATIONS OF STUDENTS
- Page 9 - HOME LEARNING
- Page 10/11 - MARKING & WRITTEN FEEDBACK/LITERACY & READING
- Page 12/13 - SPECIAL EDUCATIONAL NEEDS/HIGH ATTAINERS
- Page 14 - BEHAVIOUR FOR LEARNING
- Page 15 - SANCTIONS
- Page 16/17 - REFOCUS CENTRE/REWARDS
- Page 18/19 - HOUSE SYSTEM/ILLNESS, ACCIDENTS AND MEDICINES
- Page 19/20 - BULLYING/PEER MENTORS/RELATE/COMPASS/PCSO
- Page 20/21 - TERM AND HOLIDAY DATES 2016/2017/PARENTS' EVENINGS
- Page 21 - COMMUNICATION WITH PARENTS
- Page 22 - INSIGHT SOFTWARE
- Page 22 - ATTENDANCE
- Page 25 - THE COLLEGE DAY/ CLOSURE/ PARENT INFORMATION
- Page 25 - COLLEGE TRANSPORT
- Page 27 - TRAVELLING TO COLLEGE AND PARKING
- Page 28 - MUSIC TUITION
- Page 29 - EXTRA CURRICULAR SPORT
- Page 30 - UNIFORM
- Page 31 - PE UNIFORM
- Page 32 - TARGET SETTING
- Page 32 - REPORTING
- Page 33 - FREE SCHOOL MEALS
- Page 34 - PUPIL PREMIUM/YEAR 7 EARLY EXPENDITURE
- Page 35 - RESIDENTIAL TRIPS
- Page 36 - THE GOVERNING BODY
- Page 37 - USEFUL INFORMATION
- Page 38 - MAP
- Page 39 - LEARNING RESPONSIBILITIES
- Page 40 - COMMITMENT TO SAFEGUARDING



HEADTEACHER'S INTRODUCTION

Welcome to Southam College and thank you for entrusting your child's education with us. This is a responsibility that we take very seriously. We aim to ensure that by working in partnership with all parents and carers we can provide students at Southam College with a first class educational experience; an experience that allows students to succeed academically and gain the confidence and skills which will allow them to become outstanding 21st Century citizens. As parents and carers, I would like to state that this is your school, so please come and talk to us about any matter relating to your child. Finally, I hope that this guide reflects our commitment to your child and that it answers any questions you may have. I look forward to working with you.



VISION STATEMENT

Our vision is for all students to believe that anything is achievable by being the best they can be. We will constantly support them to reach new heights in academic success and in every aspect of college life.

COLLEGE PRIORITIES

- Raise achievement
- Develop learning and teaching
- Provide students with as wide a range of memorable experiences as possible.



BACKGROUND INFORMATION



Southam College is an 11 – 18 mixed comprehensive school which forms part of the Stowe Valley Multi Academy Trust. It occupies a pleasant, spacious and well-equipped site on the edge of the town. The most recent OfSTED report (March 2014) described the college as “outstanding”. OfSTED quotes appear in bold throughout this guide. This builds on the outstanding grading given to the school in its previous Ofsted report in 2011. In recent years the college has seen major improvements in student achievement and educational facilities and as a result of a constant drive to innovate and improve, students’ performances in external examinations are consistently well above the national averages. The 2016 results saw Southam College placed in the top 10% of state schools in the country for both progress and attainment.

The college enjoys a wonderful rural location and impressive playing fields. There are continual discussions on how to improve our well resourced accommodation even further. Superb tennis and Multi Sport Floodlit Courts

combined with the outstanding Artificial Football Pitch and accompanying changing room block to provide excellent sporting facilities. We have also added excellent new classrooms for English, Mathematics, Food Technology, and Physical Education. In addition, we have built a state of the art music facility which has created an outstanding 21st Century learning environment which will enable all our students to fulfil their huge potential.

Students appreciate the high quality teaching, personal support and guidance which they receive at the school.
Ofsted 2014

The college has a caring approach and a strong pastoral system which helps to foster a special community atmosphere. On entry, students are placed in house-based, mixed ability tutor groups with a tutor and head of year responsible for monitoring each student's progress and development. Close working relationships with primary schools ensure the ease of transfer for students.

Discipline is based on care, consideration and respect for others to ensure effective learning takes place. In the classroom it is underpinned by a five point classroom code of learning responsibilities consistently applied by all teachers with firm sanctions for non-compliance. A major drive of the college has been to further increase the percentage of lessons graded as outstanding so that learners of all abilities make outstanding progress. Uniform is compulsory and Homelearning is set for all students on a regular basis via an online platform 'Show my Homework'.

Students behave exceptionally well in class and around the school. They are polite, well-mannered and courteous.
Ofsted 2014

An extensive range of additional trips, visits and clubs, which are all extremely well attended, help students to develop their spiritual, moral, social and cultural understanding very well.
Ofsted 2014

There is ample opportunity for students to pursue individual interests and strengths through a wide variety of extra-curricular activities including music, drama, dance and sports.

The curriculum has been designed to encourage all students to achieve their full potential and to lay firm foundations for their future careers. Students are guided towards personal achievement targets from Year 7 onwards and these are monitored closely throughout their college career. Additional support is used flexibly to help those students experiencing special difficulties.

The curriculum makes a significant contribution to students' outstanding achievement and behaviour because it is well matched to students' interests and it promotes their personal development effectively.
Ofsted 2014

In years 7 and 8 all students follow a broad range of subjects. These courses are in English, Mathematics, Science, Philosophy and Ethics, History, Geography, Modern Languages (French, German and Spanish), Music,

Technology, Computing, Physical Education, Art, Drama and Life Skills. A small number of students have additional teaching for literacy as an alternative to a Modern Foreign Language.

In years 9, 10 and 11 all students study English Language, English Literature, Mathematics, Science, Philosophy and Ethics, Physical Education and Life Skills in addition to their option subjects. In their option choices students select four subjects from a range of Technology, Information Technology, Computing, Modern Languages, Humanities, Vocational and Arts based courses. Students are encouraged to select a balanced range of options and pursue the English Baccalaureate.

Teaching is often inspirational. As a result, students have outstanding attitudes to learning and are highly motivated to do their very best because they enjoy learning.

Ofsted 2014

The Sixth Form is a thriving part of the college and the local community. It has a well established record of high educational achievement and offers a wide range of post 16 courses which enable students to progress on into higher education, employment or further training. In recent years we have been delighted by students being accepted onto prestigious courses at Oxford University and St Martin's Art College.



At all key stages significant emphasis is placed on students developing 'Personal Learning and Thinking Skills'. These include independent enquiry, creative thinking, reflective learning, team working, self management and effective participation. We also want to foster social and emotional skills including self-awareness, managing feelings, motivation, empathy and social skills. We realise that education is far more than learning facts and figures. We want students to develop skills and character that will help them learn effectively throughout their life, making them more effective in the workplace and assist them in being responsible citizens.

The headteacher has high expectations of all staff and students. These expectations are shared by all leaders. Consequently, students have appropriately high expectations of themselves.

Ofsted 2014

The college values close communication with parents (Please see page 21) and aims to keep them fully informed about the college's activities and the work of their own children. Please review

our modern and regularly updated website and year group blogs at www.southamcollege.com to keep up to date with activities and achievements.

Parents' Evenings with subject teachers enable parents and students to review progress and agree targets for further improvement. Additional meetings are held to brief parents about curriculum developments, option choices and other special issues. Progress Reports are issued each term and meetings with individual teachers are arranged if it is felt that a student is not making appropriate progress. There is also a very active Parent Teacher and Student Association (PTSA) to which all parents automatically belong and it is hoped that parents will give this their full support. Please visit our PTSA page on the website <http://www.southamcollege.com/PTSA> for further information.

Southam College also takes seriously its role in the wider community and aims to be at the heart of the local community. We run a Community Education Programme for lifelong learning and welcome community bookings of our extensive facilities. The Southam Area School Association, involving ourselves and eight feeder primary schools, meeting every term to maximise educational provision in Southam and the surrounding area.

Teachers ensure that relationships with students are extremely positive and these relationships make a significant contribution to the outstanding achievement of students.

Ofsted 2014

A POSITIVE ATTITUDE

Experience shows that a positive attitude and regular attendance are most important in ensuring that progress is maintained - more important than how academically able someone is. For example, in recent years a number of students who entered the college with achievement levels in the bottom 10% of their intake year went on to achieve five or more higher (A*-C) GCSE grades including English and Maths.

The vast majority of students have outstanding attitudes to learning.

Ofsted 2014

We help students to develop and maintain a positive attitude in a number of ways:

- Through our Award for Character Education that aims to develop 'Intelligence with Character'. A series of Learning Challenges, Research Projects and Presentations, Records of Achievement, Charity and Volunteering Work, Physical Challenges, Attendance, Attitude to Learning and Commitment to Extra Curricular Activities records combine to give us an in-depth understanding of a child's character. We then look to harness these strengths to make them successful in school, their career and in society. In Years 9 and 10 this award is focused on developing employability skills.

- Through a tutorial/mentoring programme which helps students to appreciate the importance of setting themselves ambitious goals and pursuing these with full commitment.
- Through a careers education and guidance programme which helps students to decide on a vocational pathway and to understand the qualifications needed for its pursuit. At Southam College we employ a full time careers adviser - Andy Hughes. His main responsibilities include providing independent impartial careers information, advice and guidance for all Southam College students. Andy is also responsible for engaging with local employers to support and raise the aspirations of Southam College students.
- Through a house competition in which House Achievement Points are awarded for effort and for exceeding previous best performances in individual subjects.
- Through our setting arrangements which are carefully tailored to the demands of different subjects and which are regularly reviewed. Students in year 7 are placed in mixed ability groups for all subjects with the exception of Maths, Science, PE, Languages, Technology and Additional English where students are set, based on information from primary schools, KS2 SATs results and early assessment. Learning in mixed ability groups is differentiated to allow all students to achieve their full potential. Setting by ability is introduced for some other subjects at the start of year 8 and continues into years 9, 10 and 11.



HOME/COLLEGE PARTNERSHIP

Parents can have a very important influence on the attitude which their child brings to his/her work. We encourage you to ensure that yours is a very positive influence by:

- Ensuring that your child attends college regularly (Above 96%), on time, properly equipped and wearing their uniform correctly.
- Not taking family holidays during term time.
- Showing interest in your child's work and taking every opportunity to praise their efforts and to tell them how well they are doing.
- Helping your child to manage their time and providing the opportunity to research widely.
- Scrutinising your child's written work, reading 'FAR marking' comments and discussing these with your son/daughter.
- Encouraging your child to read regularly at home.
- Encouraging your child to set ambitious educational and career goals and to maintain them in the face of setbacks.

- Monitoring your child's homelearning by checking the 'Show my Homework' platform or app regularly.
- Making the college aware of any concerns or problems that might affect your child's work and/or behaviour.
- Supporting the college's policies and guidelines for behaviour and attendance.
- Making an appointment beforehand and attending meetings with staff as appropriate and generally maintaining close contact with the college.
- Keeping the college up-to-date with any medical conditions.
- Providing a suitable environment for the successful completion of Homelearning.
- Encouraging participation in the wide range of extra curricular activities that are available; and taking on appropriate roles and responsibilities.
- Ensuring that students do not bring expensive items or large sums of money to college. This includes personal entertainment equipment. The college can not accept responsibility for these items if students bring them onto the college site.
- Supporting the college policy on mobile phones

For its part, the college will endeavour to:

- Ensure that your child achieves his/her full potential as a valued member of the college community.
- Provide a balanced curriculum which meets the individual needs of your child.
- Help your child to enjoy their learning and achieve high standards of work and behaviour through building good relationships and making a positive contribution as a responsible citizen.
- Keep you informed about general college matters and about your child's progress in particular.
- Prepare your child for economic well being in the future.
- Be open and welcoming at all times and offer opportunities for you to become involved in the life of the college.
- Promote healthy living and care for your child's safety and happiness.

EXPECTATIONS OF STUDENTS

Our Behaviour for Learning Policy is centred around every student taking responsibility for maximising their learning and enhancing the learning of others. It is expected that, in every lesson, students will meet the expected



Learning Responsibilities:

1. Always be equipped and ready to learn
2. Participate and listen to others
3. Be responsible for your learning and try to work things out yourself
4. Ask and answer questions about your learning
5. Respond to feedback and actions straight away

Students are also expected to bring the following items of equipment with them to college each day:

- black or blue ballpoint pens
- pencils
- pencil eraser
- ruler
- protractor
- calculator
- pencil sharpener
- pair of compasses
- reading book
- coloured pencils/fine fibre tips
- transparent pencil case
- student planner

Correction fluid/erasing pens are not allowed in college and must not be used in any written work.



Textbooks and items of specialised equipment are sometimes issued on loan and students will be required to pay for any loss or damage to college property.

Exercise books will be replaced when full. If they are lost, students will be expected to pay for a

replacement.

If students lose something, they should enquire at the Site Manager's office. If the item has not already been handed in they should inform their tutor. **It is important that all items of student's property (including uniform and textbooks) are clearly marked with the owner's name.** Lockers are available for students to hire.

HOMELEARNING

The purposes of homelearning are:

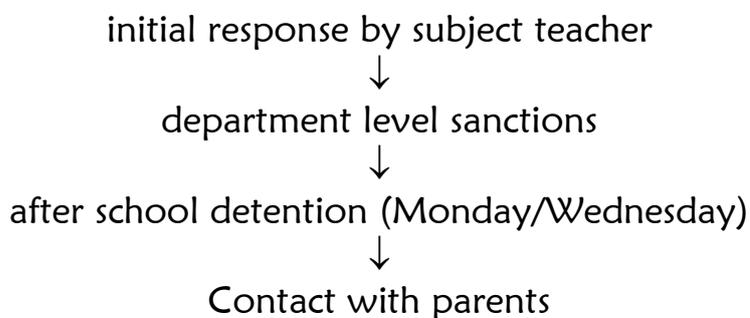
- improvement of skills
- promoting independent learning
- consolidation/practise
- preparation for assessment
- revision
- research
- completing learning activities
- controlled assessment research

Each subject has an amount of time given for homelearning based on the number of periods taught for each subject within the year group. Students will be given the homelearning and a date by which it is to be completed for each task. They will be able to access this via the 'Show my Homework' website/app at any time.

If a student is having difficulty completing homelearning or finding an environment that is conducive to carrying out homelearning, the Homelearning Club can be considered as an option on Monday, Wednesday and Thursday evenings from 3.30 pm. to 4.45 pm. This is based in the College Library and several members of staff are available to work with students. The college's computer network is also available at these times for students who wish to complete classlearning, homelearning or controlled assessments.

The college provides late buses on Monday, Wednesday and Thursday evenings in order to allow students to remain behind without having to make their own arrangements to get home safely. These buses are only for students who have remained in school during this time and will leave the college at 5.00pm

A system of progressive sanctions is implemented to ensure that all students complete their homelearning as instructed:



MARKING AND WRITTEN FEEDBACK

The 'FAR' approach is used by teachers across all subjects in marking to provide constructive written feedback and target areas for development:

Feedback – You will be able to read teacher comments as to how well your child achieved the success criteria for the task. Emphasis is placed on positive aspects to encourage and motivate but feedback is still analytical.

Action – Teachers then write specific, subject related targets to allow knowledge, understanding or skills to be developed further. This may be written in the form of a question for the student to answer.

Response – Next to the ‘R’ students will write back to the teacher answering any questions directly, telling them how they have completed their action, asking the teacher a question or responding in any appropriate way to the feedback given. Students must respond to all marking in this way in order for it to be meaningful and to allow it to further their learning.

In order to develop students’ literacy skills, teachers will use the following codes. Students need to correct these errors themselves.

Sp= Spelling error **G**= Grammar error **C**= Capital letter error

N.B. You might find that not every error will be corrected in your child’s books because teachers need to prioritise assessed pieces of work, subject specific keywords and obvious/repeated errors.

LITERACY AND READING

The FAR marking policy means that students will be expected to correct errors in punctuation and spelling in their work. However, students should take pride in their work and ensure they proof-read all they write before they hand it in for marking.

All Year 7 students are issued with the Southam College Literacy guide, a straightforward guide to many literacy issues. The guide is also downloadable from the school website.

How should students proof-read their work?

Students can proof-read in a different coloured pen to that of their original writing: this will show them and their teacher that they have improved their work. Reading aloud is an excellent way to check spelling and punctuation. If it is difficult to read out, then it probably needs more punctuation to help the writing make sense.

How can I help with spelling?

We all make mistakes in spelling – the English language is very tricky! However, the best ways to help with spelling are by modelling your own strategies for spelling. How do you correct your spelling? Show how you do it.

- Sound out words a syllable at a time: in-tro-duc-tion
- Write it down – does it look right?
- Type words into Word – use spell check.
- Do you use a dictionary? Most people don't, but if you do then show that you do.
- Use an app or website such as dictionary.com
- Be ambitious – don't dismiss a word because you can't spell it!

Reading

There is no doubt that reading for pleasure is a clear indicator of future academic success for a child, and so at Southam College we encourage a great deal of reading. Students have a dedicated tutor time once a fortnight for reading a book of their choice. Students should have a reading book in their bag as part of their everyday equipment for school. In addition, Year 7 and 8 also have a lesson once a fortnight where they will be reading with their English teacher in the Library.

All students in Years 7 and 8 take part in Accelerated Reader, where they will choose an appropriate book for their reading age from the large selection in the school's Library; students can also use their own books that they have at home. The Accelerated Reader Book Finder can be used to check that they have an Accelerated Reader Quiz attached to them. Students will then complete an online quiz about the book and progress through the system.

How can you support reading?

Ideally, students should be reading every day. Reading should be part of the everyday routine.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Teaching assistants provide very good support to students who they work with because they have a detailed and accurate understanding of the students' particular needs. Ofsted 2014

At Southam College our vision is to create a positive ethos which promotes inclusion of all students to achieve their full potential within a supportive, caring atmosphere. To achieve this, the following principles govern the inclusive way in which we work:

- All children are valued equally i.e. children of all abilities and disabilities, from all cultures and races, and of both sexes.
- All children have an entitlement to the full curriculum and, whenever possible, are integrated into mainstream classes.
- All teachers are committed in ensuring that the individual needs of children are met by adapting aspects of the curriculum and teaching styles to ensure all students achieve their full potential.
- All teachers accept and understand their responsibility within the overall college policy for meeting Special Educational Needs and Disabilities.

To meet the special educational needs of individual students:

- The SEND Code of Practice sets out stages for SEND provision and Southam College's strategies for meeting SEND are aligned to these stages.
- The needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Southam College has a team of Learning Support Assistants who support children in all curriculum areas in accessing the mainstream curriculum and working towards Pupil Passport targets.
- Additional support is available according to individual students' needs, including Homelearning support sessions, shared reading and mentoring.
- Southam College works in close partnership with parents/carers and other relevant agencies, as appropriate, in supporting students to reach their full potential.

The vast majority of students, including disabled students and those who have special educational needs and the most able, make outstanding progress in most subjects.

Ofsted 2014

HIGH ATTAINING STUDENTS

These students will receive additional activities to challenge them appropriately and are actively encouraged to complete stretch and challenge opportunities they are provided with in lessons. Departments are asked to ensure that these students receive suitably differentiated learning activities to develop this potential.

BEHAVIOUR FOR LEARNING

The primary purpose of Southam College is to help each student to achieve his/her full potential. Fulfilment of this purpose requires a calm, orderly, safe and co-operative environment that is supportive of high achievement.

The behaviour expected of students is set out in our Code of Conduct, Learning Responsibilities and College Rules. These rules are as follows:

- Students must wear full uniform and a high standard is expected at all times.
- The college only approves of conventional hairstyles in one natural colour.
- Make-up is not permitted.
- Only a single pair of earstuds should be worn. Facial or other body piercings must be removed for school and cannot be covered by a plaster. No other jewellery is allowed except for a watch.
- Illegal substances, alcohol and tobacco and offensive weapons are not allowed on the college site and their use is strictly forbidden. The use of such substances, supplying them to others or their repeated possession may lead to permanent exclusion. In addition, offensive weapons are also banned from the college site.
- Smoking is forbidden on college premises, on the way to and from college, when wearing college uniform and on college transport.
- Students should not bring expensive items or large sums of money to college. This includes personal entertainment equipment. The college can not accept responsibility for these items if students bring them onto the school site.
- Mobile phones are allowed in college **for approved use only** on the understanding that they remain turned off and are kept out of sight at all times. They should be handed in as valuables during practical lessons. Students **must ask for permission** if they need to use their mobile on school site. If a student uses the phone without permission it will be confiscated and handed to the student office. On the first occasion, during an academic year, the phone will be returned to the student. On the second, and any further occasions, Parents are required to collect the mobile phone. Students are responsible for informing parents of confiscation and any collection arrangements. Mobile phone enabled watches are not to be worn in school.
- Students must keep to the left in corridors, on stairs and on paths around the college site. Movement should be in single file and should always be in a quiet and orderly manner.
- Litter should always be placed in the bins provided.



- Students must not eat in classrooms during break or at lunchtimes except during examination periods when designated rooms in social areas may be used at lunchtimes only. Food may be consumed on the field, in the clearly designated area only. There are also designated picnic tables for eating outside.
- The chewing of sweets or chewing gum is not allowed during lessons. Chewing gum should **not** be brought to college.
- Students should always be punctual for lessons, registrations, appointments etc.
- Students must behave in a quiet and orderly manner whilst travelling on college transport. Failure to do this is likely to result in travel passes being withdrawn.
- Bad language should never be used and courteous behaviour is expected at all times.
- All property including textbooks, should be clearly marked with the owners name.
- Students must remain on the college site at all times during the school day, unless they have a lunch pass to return home for lunchtime.
- The code of conduct, which has been agreed by staff and students, must be followed at all times.

SANCTIONS

Failure to keep to the college rules could result in one of the following sanctions:

- **Extra work** - this may take the form of repeating work or writing an essay in order to extend students' learning.
- **Withdrawal of privileges** - this may take the form of a student being excluded from their social area during break and/or at lunchtimes.
- **Litter duty** - a student may be asked to do 'litter duty' during break, at lunchtime or after school.
- **Detention** - daily break time detentions are held for those students who fail to follow the Learning Responsibilities. Parents will be aware of any breaktime detentions via a visible stamp in the student planner. Students can also be kept in to do extra work during break or after lessons have ended for the day. If it is after school parents will always be informed beforehand.
- **Homelearning/Controlled assessment detention** - this after school detention is for students who persistently fail to complete Homelearning or fall behind with controlled assessment tasks.
- **'On Report'** - as a result of bad behaviour or a poor attitude to work, a student may be given a report card which each teacher has to complete at the end of the lesson. Parents will be asked to sign the card each day.

Initially, students who are 'on report' will have to report each day to their tutor to have the card checked and countersigned. The Head of Year will check on a weekly basis, or more regularly, if the situation does not improve. If a report period is failed, the student will report to the Head of Year, Assistant Head, Deputy Head or eventually the Headteacher.

- **Lunch/Break time report** - given as a result of being off-site without permission. Students who go home for lunch must apply to the student office for a lunch pass and sign in and out each day.
- **Lesson attendance report** - given as a result of truanting from registration, a lesson or lessons.
- **Uniform report** - given as a result of non compliance with college uniform requirements.
- **'On Call'** - is used as an immediate response to persistent or serious poor behaviour in a lesson and the student is placed, under supervision, in the 'On Call' room. After the lesson an after school detention will be arranged. This effective sanction means that one child cannot ruin the learning of others in the classroom.
- **Period of Refocus** - students will work in the Refocus Centre for an agreed period of time where a joint 'My Achievement Plan' will be produced to provide strategies and targets for future success. Agreed rewards and consequences will be devised to further boost motivation.
- **Internal Exclusion** - the student will work alone for a fixed length of time, e.g. a half day or a whole day.
- **Exclusion** - a fixed term exclusion will only be used in extreme cases. In such cases, parents are expected to meet with senior members of staff to discuss the terms of re-admission. Unfortunately, it is very occasionally required to permanently exclude a child for persistent defiance or for a very serious offence.

Parents will be contacted in cases of behaviour which gives cause for concern.

Refocus Centre

The Refocus Centre is used to support students with their individual needs. This involves working with students to develop positive patterns of behaviour and attitudes, so that it has a positive impact on their learning and the learning of other students. Students who are having difficulty with any area of school or their lessons can be supported either within the Refocus Centre or by Refocus staff within their usual classes. Within the Refocus Centre students are engaged in a positive and calm manner with work to complete. During breaktimes and lunchtimes students may seek support from the Refocus Centre and this does not have to be pre-arranged. Refocus staff also run activities for students at lunchtime such as the college allotment.

REWARDS

House Achievement Points (HAPs):

Students earn house achievement points which are recorded electronically. Students can regularly earn a range of points for their effort and the progress they make:

A similar scale applies to the quality of class work and home learning relative to their ability level. Students can earn special points awards for a variety of reasons e.g. Student of the Month (25 points), Commitment to a Club (25 points) or a range of bespoke points awards.



Each term a range of award certificates will be presented:

Award	Criteria
Diamond Award	Top points scorer in the whole school
Platinum Award	Top points scorer in the year group
Gold Award	In the top 5% of points scorers in the year group
Silver Award	In the top 10% of points scorers in the year group
Bronze Award	In the top 25% of points scorers in the year group
Emerald Award	This is the Improver's Award and is given to 10% of the year group who have most significantly improved their position but have not gained a bronze award or above. Therefore, this award is only presented in the Spring and Summer Terms.
Ruby Award	Top points scorer in the Tutor Group.

The Year Councils are regularly consulted to discuss age specific motivational rewards linked to the table of awards above. Students will be presented with the highest award they have achieved. All points gained will count to the house competition and may inform separate rewards per subject, per class or per tutor group. Insight software allows parents and students ongoing access to their achievement record and points tally.

Postcards:

College staff enjoy sending postcards home to inform parents when their child has achieved something that merits positive comment.

Award Ceremonies:

The college holds two awards ceremonies each year. The first is in December when the previous year's Year 11, 12 and 13 students receive their examination certificates and subject awards are made for outstanding effort and academic achievement. The second awards ceremony is in July when Year 7, 8, 9, 10 and 12 students receive certificates for academic achievement and effort, as well as full attendance and service to the college awards.

HOUSE SYSTEM

All students are placed into one of four houses: Godiva (Blue), Webb Ellis (Yellow) Shakespeare (Purple) or Whittle (Red). The aim of the house system is to create the best possible ethos for students' personal and social development and for the achievement of their potential in all aspects of college life. This is achieved through encouraging all students to take part in house activities and to give a sense of belonging and participation, whilst at the same time helping others less fortunate than themselves through charity work. Older students are encouraged to play a nurturing role to create a family atmosphere.

The four houses compete with each other to win the annual house competition, the winning house being the one with the most points at the end of the Summer Term. Students in the winning house have the opportunity of taking part in a house trip in October. Students can gain House Achievement Points in a number of ways including effort in lessons, sport, charity events, reading competitions, full attendance, various department competitions, etc. Students can also gain house points if their uniform is consistently worn correctly.

Students also have the opportunity to represent their house and tutor group by being elected onto the Year Council. If they flourish at this, they can stand for Year President and sit on the full College Council chaired by the Head Boy and Head Girl.

ILLNESS, ACCIDENTS AND MEDICINES

If students feel unwell, or have an accident, whilst at college, they should go to the Student Office where a trained first aider will take care of them. If they are too ill to remain at college, or if hospital treatment is necessary, you will be contacted to make appropriate arrangements or an ambulance called. Student should not use mobile phones to call home when ill.

If students need to take medicines and/or tablets whilst at college, they must be given a letter from you stating when they need to be taken. The General Office will look after and issue medicines which need to be kept in a refridgerator or held by a member of staff. The college is not allowed to give students aspirin, paracetamol, antibiotics or any other tablets. All PE staff are first aid trained.

Southam College is committed to safeguarding and promoting the welfare of children and young people, and believes that keeping children safe is everyone's business. Please contact Mrs Bull if you have any concerns about the safety or welfare of a child.

The school's work to keep students safe and secure is outstanding.

Ofsted 2014

BULLYING

Southam College is a caring school with a clearly stated policy of 'No Put Downs' and will not accept bullying of any kind. This includes verbal, physical, racial, homophobic and/or cyber bullying. If students are bullied or they know of someone who is being bullied, it is important that the college is informed immediately with specific information to allow detailed investigation to take place. Bullying can be reported online via our Year Blogs. Swift decisive action will be taken against bullies and a record of bullying incidents are kept to ensure strong action is taken against repeat offenders. Southam College is signed up to the Anti-Bullying Charter and promotes Anti-Bullying Week to help ensure that bullying has no place at our friendly school. A copy of our 'Ofsted approved' Anti-Bullying Policy is available on our website.



Bullying is extremely rare at the school. Students are entirely confident that, when incidents do occur, staff will deal with matters quickly. As a result, students feel safe at school. Ofsted 2014

PEER MENTORS

Our students are a real credit to us. Many act as trained peer mentors to support groups or individuals normally two years younger than themselves.

COUNSELLING & MENTAL HEALTH NURSE

A trained Counsellor (Mental Health Nurse) works in school to help students who are experiencing emotional and mental health difficulties. This service is optional, confidential and an invaluable support service for students.



COMPASS

Advice and support is available in relation to alcohol and drug misuse via the external agency COMPASS.

PCSO

A Police Community Support Officer also works within the school as part of the 'Safer Schools Partnership'. The PCSO leads assemblies on themes such as Road Safety, Internet Safety, Bullying, etc. The PCSO also mentors individual students and helps with Lifeskills lessons to discuss topics such as Drug Awareness. The PCSO will wander the school site to chat to students. These informal conversations will allow students to ask questions and allow the flexibility to deal with any issues as they arise in an advisory capacity. The PCSO's role is to guide students, parents will be informed if anything arises that requires a more formal meeting.

SCHOOL TERM DATES 2017/2018

Please do not book family holidays in school time.

Autumn Term

Friday 1 st September	Teacher Training Day
Monday 4 th September	Teacher Training Day
Tuesday 5 th September	Autumn Term Begins
Monday 23 rd Oct to Friday 27 th Oct	Half Term
Friday 1 st December	Teacher Training Day
Friday 22 nd December at 12.30pm	Autumn Term Ends

Spring Term

Friday 5 th January	Teacher Training Day
Monday 8 th January	Spring Term Begins
Monday 19 th Feb to Friday 23 rd Feb	Half Term
Thursday 29 th March at 3.30pm	Spring Term Ends

Summer Term

Monday 16 th April	Summer Term Begins
Monday 7 th May	Bank Holiday
Monday 28 th May to Friday 31 st May	Half Term
Friday 29 th June	Staff Training Day
Friday 20 th July at 12.30pm	Summer Term Ends

Parents' Evenings (5.00-7.30pm unless otherwise stated)		
Autumn Term	Spring Term	Summer Term
Open Evening 21st September	Y8 Option Evening 18 th January (Time TBC)	Y7 Subject Evening 26 th April
Y12 Parents' Briefing 25 th September (7pm)	Y8 Subject Evening 8 th February	Y9 Subject Evening (Part 1) 5 th July
Y7 Tutor Evening 26 th September	Y10 Subject Evening 15 th March	Y9 Subject Evening (Part 2) 12 th July
Y11 Subject Evening 19 th October	Y11, 12 & Y13 Intervention Evening for Targeted Students 22 nd March	
Y12/13 Subject Evening 2 nd November		
Y11 Sixth Form Open Evening 9 ^h November (7-9pm)		

COMMUNICATION WITH PARENTS

Please review our modern and regularly updated website and year blogs at www.southamcollege.com for the latest activities and achievements.

Our Facebook page is: <https://www.facebook.com/southamcollege>

Our Twitter page is: <https://twitter.com/SouthamCollege>

Our Instagram page is: <http://instagram.com/southamcollege>

If you have any worries or concerns regarding any aspect of your child's education at Southam College, or if you would like to arrange an appointment to meet with a member of staff you should, in the first instance, contact Mrs Beeston (Years 7 & 8), Mrs Shawcross (Years 9, 10 & 11) or Mrs Bonser (Years 12 & 13). They will then pass your worry or concern on to the appropriate Head of Year who will aim to get back to you within 24 hours. Please do not arrive for a meeting without having made an appointment first. If the concern cannot be dealt with by phone or email, a meeting will be arranged at the earliest possible opportunity. This meeting may involve the Head of Year, Tutor, Head of Department/Subject Teacher or, in some cases, an Assistant Headteacher, a Deputy Headteacher and/or the Headteacher.

In order to ensure an immediate and effective exchange of information between home and college it is important that the college is kept fully informed as to any changes in family circumstances which may affect a student's work or progress. We ask that we have an up to date email address as we use a system called 'School Comms' to email school letters and

newsletters home. We do send paper versions of school letters home, but sometimes these get lost at the bottom of school bags! To help with this process, a data checking sheet for each student will be sent home at the beginning of each academic year and you are asked to check the contact telephone numbers, e-mail addresses, medical information, etc. carefully before returning it to the college. In addition, we produce extensive college e-newsletters on a half term basis to celebrate student achievement and keep parents up to date with latest events.

INSIGHT SOFTWARE

Insight is a way of following your child's education in real-time and encouraging more parental involvement. Insight allows you to view your child's school day, their achievements and House Achievement Points totals, their history, including attendance and reports, and also allows you to make changes to personal data to include name, address, and telephone numbers. In addition you can report absences, either current or future. The school will provide you with a username and password, if you do not have one please email southaminsight@welearn365.com with Insight in the title bar.

ATTENDANCE

Leave of Absence

The Government issued new regulations in September 2013 regarding Leave of Absence; The Education (Pupil Regulations) (England) Regulations 2006 as amended by Education (Pupil Regulations) (England) (Amendment) Regulations 2013

Head teachers **shall not** grant **any** Leave of Absence during term time **unless they consider** there are **exceptional** circumstances relating to the application.

Parents do not have any entitlement to take their children on holiday during term time. Any application for leave must establish that there are **exceptional circumstances** and the Head Teacher must be satisfied that the circumstances warrant the granting of leave.

Head Teachers will determine how many school days a child may be absent from school if the leave is granted.

The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.

Applications for Leave of Absence must be made in advance and failure to do so will result in the absence being recorded as “unauthorised”. This may result in legal action against the parent, by way of a Fixed Penalty Notice.

Applications for Leave of Absence which are made in advance and refused will result in the absence being recorded as “unauthorised”. This may result in legal action against the parent, by way of a Fixed Penalty Notice, if the child is absent from school during that period.

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Attendance, Compliance and Enforcement Service of Warwickshire County Council.

The Attendance, Compliance and Enforcement Service have the authority to consider issuing Fixed Penalty Notices for Leave of Absence in line with the Warwickshire County Council’s Non-School Attendance and Penalty Notices Code of Conduct. (A copy of which can be found at <https://www.warwickshire.gov.uk/pupilnonattendance>).

If a Fixed Penalty Notice is issued and is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council’s Legal Services to consider instigating criminal prosecution proceedings under s444 of Education Act 1996.

Each application for a Leave of Absence will be considered on a case by case basis and on its own merits.

Updated Information for Parents

The Supreme Court recently reached a decision in the case of *Platt v Isle of Wight Council* which has clarified the law on unauthorised leave, including holidays, during term time. The parents of children of compulsory school age are required to ensure that they attend school on a regular basis. The Supreme Court has made clear that attending school ‘regularly’ means that the children must attend school on every day that they are required to do so. As such, the parents of any child who are absent from school without authorisation for any length of time are likely to be considered as committing an offence under s444 of the Education Act 1996.

Head Teachers retain the ability to authorise leave in accordance with the Education (Pupil Registration) (England) Regulations 2006. When considering such requests for a leave of absence, the school are obliged to act within the law. Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances relating to the application. If the leave is granted, head teachers are able to determine the number of school days a child can be absent for.

It is for the Head Teacher to decide what is 'exceptional' and it is at their discretion if the circumstances warrant the leave to be granted. The school can only consider Leave of Absence requests which are made by the 'resident' parent.

Each application for a leave of absence will be considered on a case by case basis and on its own merits.

Where applications for leave of absence are made in advance and refused, the child will be required to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence, which may result in legal action being taken against the parent(s), by way of a Fixed Penalty Notice.

Failure to make an application for leave in advance can also result in a Fixed Penalty Notice being issued to the parent(s).

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Attendance, Compliance and Enforcement Service of Warwickshire County Council

It is important to note, Fixed Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices in the amount of £120 each, totalling £240 for both children, this is reduced to £60 per child if paid within 21 days).

Where a Fixed Penalty Notice is not paid within the required timeframe as set out on the notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal proceedings under S444 Education Act 1996.

Fixed Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices.

Your child's progress academically as well as socially is our shared priority

Attendance Statistics

- 95% attendance will give you a 75% chance of achieving 5 A*-C Grades in your GCSEs
- Below 90% will give you only a 27% chance of achieving 5 A*-C Grades in your GCSEs
- 90% attendance sounds good but one day off in 10 over 5 years = 95 days = ½ year!

THE COLLEGE DAY

The timings for the college day are as follows: **Please arrive by 8.45am.**

8.50	-	9.10	Morning Registration/Assembly/Tutor Time
9.10	-	10.10	Period 1
10.10	-	11.10	Period 2
11.10	-	11.30	Break
11.30	-	12.30	Period 3
12.30	-	1.15	Lunch
1.20	-	2.20	Period 4
2.20	-	3.20	Period 5
3.20	-	3.30	Afternoon Registration



CLOSURE DUE TO BAD WEATHER

If the college has to close because of bad weather or other emergency, local radio stations will be contacted:

- BBC Coventry & Warwickshire 94.8 FM, 103.7 FM & 104 FM
- Free Radio 97 & 102.9 FM

Information will also be available on the college website www.southamcollege.com or by logging onto www.warwickshire.gov.uk/schoolclosure



COLLEGE TRANSPORT

All information relating to home to school transport is available at:

www.warwickshire.gov.uk/schooltransport and www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/travel/Pages/HtoS.aspx

For those students attending from outside the catchment area who do not qualify for free transport, passes are available for various routes operated by private bus operators on routes which operate to and from the college. Details of rates, routes and passes can be obtained by contacting:

Catterall's Coaches www.travelcatteralls.co.uk Tel: 01926 813840
Stagecoach www.stagecoachbus.com

The local authority provides free transport for students in years 7-11 who live within the priority area of the college and at a distance of more than three miles from the college or they live outside the catchment area and Southam College is their nearest secondary school. Bus passes must be carried at all times – operators will make checks and will refuse to transport students who do not have their passes to college. If the pass is damaged in any way, it is

liable to be confiscated. Lost or damaged cards must be replaced immediately as there is no facility to pay on the bus. Replacement school bus passes can be ordered and paid for over the phone by calling the Education Transport Department on 01926 742051/742059 or downloading the replacement bus pass form. For bus passes you purchase direct please contact your operator.

For the safety of our students they are required to use the seat belts provided on school transport. All parents and students will be asked to sign a home to school transport agreement covering behaviour and safety. Whilst travelling on college transport it is important that students behave responsibly at all times in accordance with the agreement. It is an offence to misbehave or interfere with safety equipment on a school bus. Transport operators have the right to refuse to carry any student who causes a nuisance, or risks the safety of others. Students will be held responsible for any vandalism or damage caused to college transport and operators will prosecute offenders.

Occasionally buses are delayed due to traffic or breakdown. In these circumstances students are advised to stay at their stop until the bus or a replacement arrives. Except for scheduled services a replacement bus will always be dispatched as soon as possible. Please contact Warwickshire Transport or Southam College if the bus is late to get any up to date information. Catterall's coaches are also providing a social media feed which can update you and your child if there is going to be a delay.

www.travelcatteralls.co.uk/social_feeds.html,

www.facebook.com/catterallscoaches and www.twitter.com/catteralls.

We are advising parents and students to update their mobile phones with these contact details. If you have any concerns about college transport you should contact Warwickshire Education Transport; Tel 01926 742052/742059 or e-mail educationtransport@warwickshire.gov.uk

After School Buses

Southam College operates three free buses on Monday, Wednesday and Thursday evenings to support specific extra-curricular activities only. **This is not a free bus service for students not attending a recognised school activity.**

Buses leave at 5pm to coincide with regular school activities and the Homelearning Club.

The responsibility remains with the parent or carer of each student to make arrangements for their child to get home if they are staying for activities after school or to be available should they not be able to use the free bus service.

TRAVELLING TO COLLEGE & PARKING

Students who live within walking or cycling distance of the college are expected to walk or cycle to school. A covered cycle shelter is provided with bars to lock bikes and observed by CCTV cameras. Year 7 to 11 students who wish to travel to college independently by bicycle or motorbike must first obtain written permission from their parents and from their Head of Year. Sixth formers may park on site by registering their vehicle details with the main school office. Sixth formers will not be able to leave site until 3.45pm and this is a condition of parking on site. Sixth Formers are discouraged from not parking on the school site, particularly on local side roads, and driving to school from within Southam. Do not park off site opposite, blocking or either side of residents' driveways or double-park opposite other vehicles. Selfish parking is likely to aggravate local residents and can prevent access for emergency vehicles.

STUDENT SAFETY & WELSH ROAD WEST

Students who are brought to college by car should be dropped off within walking distance of the entrances to the college site. Parents may use the front bus bay for dropping off in a morning but should **stop on the exit side only** to prevent obstructing access for cars and buses arriving. Parents must not drive onto the school site at the end of the school day and use the bus bay to turn around and stopping in the entrance for picking up children is not allowed as this obstructs buses and is dangerous to students. **The section of Welsh Road West directly opposite the college entrances and the yellow zig zag road markings should not be used as a dropping off and/or collection point** as parked vehicles restrict access to the college site for school buses, forcing them into the middle of the road and are therefore a danger to students and other road users. Warwickshire Police will routinely check parking and have advised parking anywhere along Welsh Road West between the Primary School and the Leisure Centre at the end of the school day constitutes a road traffic offence of obstruction outside a school and is subject to a fixed penalty notice.

VISITOR PARKING

Three spaces and one disabled space are provided for visitor parking in front of reception for use by parents to attend meetings or who need to come into the school from 8.30am to 4.00pm. Visitors should avoid leaving the site between 3.15pm to 3.45pm after which they should exit carefully through the Leisure Centre Car Park not via the front of the school which is one way and reserved for the entry of school buses. These spaces should not be used for dropping off and picking up students unless the student has a disability, injury or large items. Parents are requested to exercise caution when driving a vehicle on the school site. **The site speed limit is 5mph.**

MUSIC TUITION

All students have the opportunity to use a variety of instruments within their curriculum music lessons. However, for those students who would like to develop instrumental or vocal skills further, with a specialist teacher, separate lessons can be arranged through the Warwickshire County Music Service (CMS) and The Steel Pan Academy. Tuition is currently available for the following instruments:



Strings / Woodwind / Brass / Drums / Steel Pans / Voice / Piano and Keyboard

Benefits of instrumental lessons

Learning an instrument or singing is not only fun and rewarding but is also fantastic for building confidence, for developing resilience and encouraging a sense of dedication, all of which are vital skills in all areas of life.

How it works

Music tuition happens throughout the college day. Students can opt to have an individual or shared 20 minute lesson (30 minutes for steel pan groups) and will be given a timetabled session with their teacher. They will miss a small amount of curriculum time, but this is supported by the college. A minimum of 30 lessons are guaranteed across the academic year.

Signing up for lessons

Contracts can be downloaded from the college website or requested by contacting the college. Alternatively, music tuition can be pursued on entry in September. Students are welcome to request information and contracts from Mrs Thompson (Head of Music) at any time during the year. However, due to the high demand for some instruments, students may be put on to a waiting list. As we want to encourage students to be fully committed to their music lessons we ask that the terms and conditions are read carefully and welcome any queries you may have about signing up for tuition.

Joining an ensemble

Playing an instrument or singing as part of a group can be especially rewarding; it develops musicianship, encourages friendships and gives a sense of belonging to a team. At the college we are committed to helping students to enjoy their music and offer a wide variety of ensembles and music clubs which are open to all students. We also put on a variety of performances through the year and encourage our musicians to get involved.

Further information regarding any aspect of music tuition can be obtained by contacting either the college or the County Music Service, Tel 01926 742630.

EXTRA CURRICULAR SPORT

All students, regardless of ability, are encouraged to make full use of the college's impressive sporting facilities and to participate in the outstanding range of sports practices, house sport competitions, inter-school fixtures and county/regional tournaments that take place during the year. The PE section of the school website will help you keep up to date with the latest information.

- **Commitment to training** – a register is kept at all training sessions to instil in students enthusiasm, loyalty and good organisational skills. If there is a clash with any other college activities, students should inform the appropriate members of staff as soon as possible.
- **Fixtures** – fixture lists are issued at an appropriate time during the season for each sporting activity. Students should inform the appropriate member of staff as soon as possible if they are unavailable for a fixture. The majority of fixtures are midweek with the exception of Saturday morning fixtures for rugby. Finish times will be detailed on the fixture list.
- **Protection** – all students should ensure that they have appropriate protection both for training and for fixtures e.g. safety studs, shin pads and gum shields.
- **Transport** – transport is provided for away fixtures. After practices on a Monday, Wednesday and Thursday transport to the villages is provided free of charge by the college, departing at 5.00p.m. Parents will have to make their own transport arrangements for fixtures that go beyond 5.00pm on a Monday, Wednesday or Thursday, or for practices/matches on different days.
- **Collection** – students will be given an estimated time of return from away fixtures or a collection time after home fixtures. These times are approximate and students are always allowed to use the college telephone to arrange collection. They can also use a mobile phone with their teacher's permission.



UNIFORM

Southam College looks to parents to provide the strongest possible support in maintaining our high standard of uniform. The uniform is smart and functional and can often prove the cheapest way of clothing students.

Boys' Uniform

- Dark grey/black uniform trousers - no fashion garments, no slim/skinny fit, no exposed zips or series of buttons. Belts should be one colour (Dark grey or black)
- Bottle green blazer with badge - single breasted
- White shirt (tucked in)
- Clip-on bottle green tie with house stripe
- Bottle green, grey or black "V" neck pullover with or without sleeves (no cardigans)
- Plain dark coloured top coat (no embellishments and longer length than blazer). Casual hooded tops are not permitted.
- Shoes - black leather (not boots or trainers)
- Socks - black, grey, white or bottle green
- Scarf - black, grey, white or bottle green (optional)

Girls' Uniform

- Southam College skirt, this must be worn at knee length or longer or Dark grey/black uniform trousers, full length, - no fashion garments are allowed (e.g no exposed zips or series of buttons, no skinny/slim fit trousers allowed). Belts should be one colour (Dark grey or black)
- Bottle green blazer with badge - single breasted
- White shirt blouse (tucked in)
- Clip-on bottle green tie with house stripe
- Bottle green, grey or black "V" neck pullover with or without sleeves (no cardigans)
- Plain dark coloured top coat (no embellishments and longer length than blazer). Casual hooded tops are not permitted.
- Shoes - black leather (not boots, trainers, open toes, sling backs or high heels)
- Socks or tights - black, grey, white or bottle green (not patterned)
- Scarf - black, grey, white or bottle green (optional)

Our uniform suppliers are:

Chez Rama, Tel: 01926 450231

9-11 Clemens Street, Leamington Spa, Warwickshire CV31 2DW

Enquiries: pavan@agencyvui.com

Sallywagz, Tel: 01327 700069

82 High Street, Daventry, Northamptonshire NN11 4HU

Enquiries: sales@sallywagz.co.uk

Website: <http://www.sallywagz.co.uk>

PE UNIFORM

If you experience any difficulty or financial hardship in purchasing the college's PE kit please contact our suppliers who may offer a payment plan.

Alternatively, contact the school in confidence to speak to a member of the pastoral team who may be able to offer some financial assistance towards the cost.

<p>Compulsory Boys Colours: Emerald and black.</p> <ul style="list-style-type: none"> • Polo shirt with logo for indoor and summer usage • Reversible Rugby Top for outdoor/winter usage • Shorts with logo • Football socks for outdoor and winter usage, white for summer indoor use only • Training shoes - non-marking sole for indoor use • Rugby or football boots with safety studs (Consider short plastic blades that can be worn on grass and astro to minimise cost) • Swimming trunks/shorts above the knee (Year 7) • Shin pads • Gum shields 	<p>Compulsory Girls Colours: Emerald and black</p> <ul style="list-style-type: none"> • Polo shirt with logo for indoor and summer usage • ¼ zip fleece top with logo for outdoor/winter usage • Skorts with logo • Football socks for outdoor and winter usage, white for summer indoor use only • Training shoes - non-marking sole for indoor use • Football boots with safety studs (Consider short plastic blades that can be worn on grass and astro to minimise cost) • One piece swim suit (Year 7) • Shin pads
<p>Optional Boys (for cold weather)</p> <ul style="list-style-type: none"> • Sports base layers - plain black • Tracksuit bottoms – plain black with zipped leg • ¼ zip fleece top with logo 	<p>Optional Girls (for cold weather)</p> <ul style="list-style-type: none"> • Sports base layers – plain black • Tracksuit bottoms – plain black with zipped leg

Sixth Form

Sixth Form students are expected to dress in a smart manner appropriate to those engaged in a serious course of study. Full details of the Sixth Form Dress Code are included in the Post 16 Curriculum Guide and the Sixth Form Student Planner. When participating in Sports Recreation they must wear appropriate sports clothing and footwear.

TARGET SETTING

Why do we set Targets?

Targets are set to allow us to challenge each student to achieve their full potential. They also allow us to signpost academic performance for students throughout key stages and intervene when there is underperformance.

How do we Track?

KS3:

Target setting and assessments in Year 7 and Year 8 have been amended in response to national changes. Students will be set target grades on the new GCSE 9-1 scale from Year 7 onwards. Assessments in Year 7 and Year 8 will also be marked according to the GCSE 9-1 scale. Upon entry, all students will sit Maths and English assessments to ascertain their current level and to set their future targets. This data will supplement their KS2 SATs scores to give a strong indication of their current ability level. Students may sit baseline/entry level assessments for other subjects, but their targets for these subjects will still come from their performance in the Maths and English.

Targets for the end of Year 7 and Year 8 are generated to reflect the average amount of progress a student should make. Targets may be revised upwards at the start of an academic year if targets are met at the end of the previous academic year. In addition, students will sit Progress Tests in English, Progress Tests in Maths and Reading Tests at the start of each academic year to allow us to address any areas for development at an early stage. Performance in these tests will inform the KS3 Achievement Team so interventions can be planned and implemented to support students in the core skills of Literacy, Reading and Numeracy. Students do not need to do any preparation for these and parents will be informed of the outcomes.

KS4 & 5:

In Year 9 students will be set a target range for each subject. In the first half term Year 10 and Year 12 students will be set target grades. At Key Stage 4 target grade ranges are generated from KS2 results and also taking in to account teachers professional judgment as well as prior performance. This is similar for KS5, where expected progress plus challenge is used to arrive at a target grade range. Again teachers use their knowledge of the students to set a target from this range.

REPORTING

Year 7, 8 and 9 students will receive three progress reports throughout the year. The final one of the year will contain a tutor summary of progress across all subjects and comments on pastoral matters.

Y10-Y13: Students will receive one full written report and two progress reports each year.

All reports enable student progress against their targets to be carefully monitored on a termly basis. Full details of when reports are issued are contained in the school calendar. This is done by KS3 staff reporting a current 'working at' grade, based on the 9-1 GCSE scale. Each grade is divided into three sub-levels, a, b and c, where 'a' indicates the student is working at the top of a given grade, 'b' is working at the middle of the grade and a 'c' towards the bottom end of the grade. Students working towards a grade 1 will be given a 'working at' level of W (a, b or c). Students working above a grade 4 will be given a 'working at' grade of 4+. This information is contained in both the full and interim progress reports.

For Key Stage 4 and 5, the forecast grade is reported instead of a working at grade. This reflects the grade teachers feel students will achieve if their performance is maintained to the end of the Key Stage.



FREE SCHOOL MEALS

THE QUALIFYING BENEFITS FOR FREE SCHOOL MEALS:

- Income-Based Job Seeker's Allowance
- Income-Related Employment Support Allowance
- (*Contribution-Based JSA and ESA do not qualify*)
- Income Support
- Child Tax Credit (*but no entitlement to Working Tax Credit for claimant or partner*) and an annual income not in excess of £16,190



- Guarantee Element of State Pension Credit
Support under Part VI of the Immigration & Asylum Act 1999

****4-WEEK TEMPORARY QUALIFYING BENEFIT:**

Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit. Once the 4-week temporary entitlement period expires the claimant must be awarded one of the other benefits listed above in order to continue claiming free school meals.

- **HOW TO APPLY:**

On-line: www.warwickshire.gov.uk/freeschoolmeals

By telephone: 01926 742060 (Customer Service Centre)

NB Eligible children must be attending a maintained school or nursery both before and after the lunch break to receive a free school meal

****If you believe you qualify for temporary entitlement because you are receiving a four week run-on of Working Tax Credit you need to complete a hardcopy application form (available from the Customer Service Centre or as a download from the webpage) and send it to us.**

Please tell us on the form or in a letter that this is why you are applying and give the date your employment ended.

PUPIL PREMIUM

The school receives additional funding for Disadvantaged Students:

1. Each child registered as eligible for free school meals at any point in the last 6 years
2. One of their parents is serving in the regular armed forces, one of their parents served in the regular armed forces in the last 3 years, one of their parents died while serving in the armed forces
3. Each child who has been looked after for 1 day or more
4. Each child who was adopted from care or left care under:
 - a special guardianship order
 - a residence order

Parents/Carers will receive a Pupil Premium Support Form in September each year to investigate how this funding can be used to accelerate their child's learning. Please contact your child's Head of Year if you have not received this form and believe your child is entitled to Pupil Premium Support. This money can be spent on supporting both the cohort as a whole, with strategies such as

appointing an Intervention Tutor, and individual children by providing educational resources or financial support for educational trips.

Early Expenditure for Year 7 Parents

The start of your child's secondary career can be expensive. There are the obvious uniform costs and school meals/packed lunch but we are listing the following probable costs in the first half term to help parents budget effectively:

Item	Cost in 2016/17
Swimming Lessons	£22
County Music Lessons (Optional)	£65 shared £100 individual
Technology Materials	£6
House Trip (Winning House only)	£25
School Photographs	£11-£34

Residential Trips

When deciding whether to send your child on a residential trip, parents often appreciate an idea of possible trips available to their child throughout the school career. The following list from last academic year is an indicative guide not a guarantee of trips to be offered in the future.

Year Group	Residential Trip	Month	Cost in 16/17
7	Kingswood Adventure Centre	June	£175
7/8/9	Netball Tournament	March	£200
8	German Trip	June	£360
8/9	Spanish Trip	July	£560
9/10	German Exchange	March	£350
9	Battlefields Trip	July	£310
10	Austrian Ski Trip	February	£920
10	Marle Hall Wales	March	£225
12	Marle Hall Wales	June	£215
13	New York (Art/Photography)	February	£950
12/13	Hadron Collider Switzerland	January	£370
12/13	Iceland (Geography)	February	£800

SOME USEFUL INFORMATION

Address:	Southam College Welsh Road West Southam CV47 0JW
Telephone No:	(01926) 812560
Fax No:	(01926) 815807
E-mail:	southamcollege@aol.com
Web Site:	www.southamcollege.com
Headteacher:	Mr R Samra
Deputy Headteachers:	Mrs F Bull Mr R Eadon Miss M Mason
Assistant Headteachers:	Mr K Bradbury Mrs S Godfrey Mrs S Kaye
Heads of Year:	Mrs L Erroi (Year 7) Mrs Cumberbatch (Year 8) Mr J Johnson (Year 9) Mr S MacGibbon (Year 10) Mr C Elkerton (Year 11) Mrs S Stevens (Year 12) Miss C Harwood (Year 13)
Special Educational Needs Co-ordinator:	Miss S Kingham
Facilities Manager:	Ms S Laundon
Finance & Business Support Manager	Mrs M Miller
Heads of House:	Miss L Warman (Godiva) Miss S Campbell (Webb Ellis) Mrs N Morten (Whittle) Miss H Maclachlan (Shakespeare)
Senior Administrative Co-ordinator:	Mrs G Shawcross (Years 9, 10 & 11)
Administrative Co-ordinators:	Mrs R Beeston (Years 7 & 8) Mrs S Wade (Behaviour) Mrs E Toseland (LAC/Early Help/Y6) Mrs C Bonser (Years 12/13 & Exams) Mrs A Burch (Attendance) Mrs J Langhorn (Attendance) Mrs J Sedgwick (Examinations) Mrs E Hill (Finance/Parent Pay)
Chair of Governors:	Mrs Karen Boucher
Number of Students on Roll (2016/17):	1,648

Map of Southam College

- 1 Main Entrance
- 2 Field
- 3 Artificial Floodlit Pitch
- 4 Reflection Garden
- 5 Tennis / Netball Court
- 6 The Core





Learning Responsibilities

What will your future job be? Will your future job be enjoyable and interesting? How worthwhile will your job be?

What car will you drive? What house will you be able to afford? How does what you do today, affect your life tomorrow?

1

Always be equipped and ready to learn



2

Participate and listen to others



3

Be responsible for your learning and try to work things out yourself



4

Ask and answer questions about your learning



5

Respond to feedback and actions straight away

What holidays will you be able to afford? How are you going to get your ideal job?

Be the best you can be!

WORRIED NEED TO TALK?

We are here to help you

WHO CAN HELP YOU?

- ✓ Mrs Bull, Safeguarding Officer
- ✓ Mr Eadon, Deputy Head
- ✓ Miss Mason, Deputy Head
- ✓ Mrs Godfrey, Assistant Head
- ✓ Mrs Grant, Refocus Manager



Mrs Bull



Mr Eadon



Miss Mason



Mrs Godfrey



Mrs Grant

YOUR SAFETY IS IMPORTANT TO US

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

