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## 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 21<sup>st</sup> 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 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 2015 results saw Southam College placed in the top 100 state schools in the country for both achievement 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 new Tennis and Multi Sport Floodlit Courts combine 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, Science and Physical Education. In addition, we have built an Applied Learning Computer Room, a Refocus Centre, a new Reception Area, a Sixth Form Common Room and extended the Cafeteria. A new Music Block and a further Science Block are planned for 2016/17. Our aim is to create an outstanding 21<sup>st</sup> 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 Homework is set for all students on a regular basis.

*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 based on National Curriculum requirements.

These courses are in English, Mathematics, Philosophy and Ethics, Technology, History, Geography, Music, Modern Languages (French, German and Spanish), Science, 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, 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 22) 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 at [www.southamcollege.com](http://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. 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. If you are interested in joining the PTSA, please contact Mrs Fearn (Office manager and PA to the Headteacher). Please visit our PTSA page on the website <http://www.southamcollege.com/PTSA>

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

At Southam College we take very seriously the task of monitoring each student's level of achievement. We expect that as students progress through the college, provided they approach their studies with a positive attitude, they will rapidly improve on their achievement level. By a 'positive attitude' we mean:

- Working hard and doing their best in class.
- Completing Homework conscientiously and on time.
- Revising thoroughly for tests and examinations.
- Attending regularly and arriving punctually.
- Behaving responsibly at all times.
- Contributing positively to all aspects of college life.

Experience shows that a positive attitude and regular attendance are most important in ensuring that progress is maintained - more important than how 'clever' 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. A clear career goal can do much to provide the motivation for work and study. 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. Every Year 11 student has access to at least one individual careers interview to discuss their post 16 options and career aspirations. Andy delivers targeted careers advice to all of our disadvantaged students in Yr7 - 10. Andy is also responsible for engaging with local employers to support and raise the aspirations of Southam College students, by enabling students to be more aware of the current local labour market and how career opportunities may change in the future. Local employers are encouraged to participate in the school curriculum.
- Through a system of regular assessments which provide students (and parents) with feedback on performance. These are followed by discussions with tutors and subject teachers to encourage students to set higher goals for the next stage of their college career.
- 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, 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 in year 7 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, 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 homework by checking and signing their student planner on a weekly basis.
- 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 Homework.
- 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.

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.

By working together in partnership we can aim to ensure that every child is given the opportunity to make excellent progress during his/her college career and goes on to high achievement at GCSE level and beyond.

## EXPECTATIONS OF STUDENTS

Southam College's code of conduct, which has been agreed by students and staff, is as follows:

- The purpose of the college is to enable everyone to achieve his/her full potential and that requires commitment.
- Everyone has a valuable contribution to make to the smooth running of the college.
- All students trying to do their best should feel safe from negative comments. We are a 'No Put Down Zone'!
- We are all entitled to a pleasant working environment and everyone has a responsibility to maintain it.
- All property should be treated with respect.
- Everyone should be treated with courtesy.
- We should praise and encourage each other whenever possible.
- Lessons should be disruption free.
- It is important that we listen to others.
- Everyone's opinion is valuable.



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 12"/30cm
- angle measure
- calculator
- reading book
- pencil sharpener
- pair of compasses
- whiteboard pen
- coloured pencils/fine fibre tips
- transparent pencil case
- student planner
- glue stick

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 often 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.

## HOMEWORK

The purposes of homework are:

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

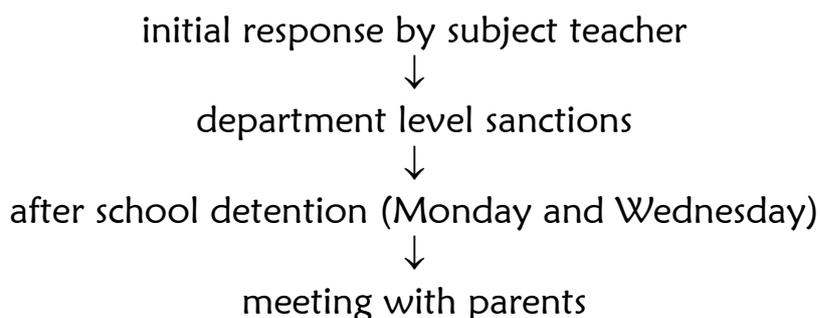
Students will be told the purpose of each piece of homework they are set when they enter the details in their Student Planner. Every week, Student Planners will be checked and signed by tutors. Parents will be expected to sign it as well.

The homework timetable for each year group is issued separately and should be written into the Student Planner. Each subject has an amount of time given for homework based on the number of periods taught for each subject within the year group. Students will be given the homework and a date by which it is to be completed.

If a student is having difficulty completing homework or finding an environment that is conducive to carrying out homework, the Homework 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 classwork, homework 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 leave the college at 5.00pm.

A system of progressive sanctions is implemented to ensure that all students complete their homework 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 son/daughter 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 Pocketbook, a straightforward guide to many literacy issues. The pocketbook 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 Individual Education Plan targets.
- Additional support is available according to individual students' needs, including Homework 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*

## GIFTED AND TALENTED STUDENTS

Southam College maintains a Gifted Register to identify students who are extremely capable across the curriculum. These students will receive additional activities to challenge them appropriately. Each department keeps a talented list to identify students who are particularly able in their subject area. Departments are then 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. No other jewellery is allowed except for a watch.
- Illegal substances, alcohol and tobacco 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. Parents are asked to collect the mobile if this rule is broken twice. 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.
- 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 punishments:

- **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. 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.
- **Homework/Coursework detention** - this after school detention is for students who persistently fail to complete Homework or fall behind with coursework 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, 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 always 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 in lessons:



Good = 3 points, Very Good = 4 points, Outstanding = 5 points.

A similar scale applies to the quality of class work and homework 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 medicines which need to be kept in a refridgerator. 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.

## RELATE COUNSELLING & MENTAL HEALTH NURSE

A trained Relate Counsellor and a Mental Health Nurse work in school to help students who are experiencing emotional and mental health difficulties. They are optional, confidential and 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 with 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 and fully involved if anything arises that requires a more formal meeting.

## SCHOOL TERM DATES 2016/2017

Please do not book family holidays in school time.

### Autumn Term

|  |                      |
|--|----------------------|
| Thursday 1 <sup>st</sup> September -                           | Teacher Training Day |
| Friday 2 <sup>nd</sup> September-                              | Teacher Training Day |
| Monday 5 <sup>th</sup> September-                              | Autumn Term Starts   |
| Friday 21 <sup>st</sup> October                                | Teacher Training Day |
| Monday 24 <sup>th</sup> October to Friday 28 <sup>th</sup> Oct | Half Term            |
| Friday 16 <sup>th</sup> December 12.30pm-                      | Autumn Term Ends     |

### Spring Term

|   |                      |
|---|----------------------|
| Tuesday 3 <sup>rd</sup> January-                                | Teacher Training Day |
| Wednesday 4 <sup>th</sup> January-                              | Spring Term Starts   |
| Monday 20 <sup>th</sup> February to Friday 24 <sup>th</sup> Feb | Half Term            |
| Friday 7 <sup>th</sup> April 3.30pm-                            | Spring Term Ends     |

### Summer Term

|  |                    |
|--|--------------------|
| Monday 24 <sup>th</sup> April-                             | Summer Term Starts |
| Monday 1 <sup>st</sup> May                                 | Bank Holiday       |
| Monday 29 <sup>th</sup> May to Friday 2 <sup>nd</sup> June | Half Term          |
| Friday 30 <sup>th</sup> June                               | Staff Training Day |
| Friday 21 <sup>st</sup> July 12.30pm                       | Summer Term Ends   |

| Parents' Evenings (5.00-7.30pm unless otherwise stated)                |   |   |
|--|---|---|
| Autumn Term  | Spring Term   | Summer Term   |
| Open Evening<br>22 <sup>nd</sup> September                             | Y8 Option Evening<br>(Times TBC)<br>26 <sup>th</sup> January                          | Y9 Subject Evening<br>4 <sup>th</sup> May   |
| Y12 Parents' Briefing<br>26 <sup>th</sup> September (7pm)              | Y8 Subject' Evening<br>2 <sup>nd</sup> February                                       | Y10 Subject Evening<br>13 <sup>th</sup> July  |
| Y7 Tutor Evening<br>27 <sup>th</sup> September                         | Y8 Subject Evening<br>9 <sup>th</sup> February  |   |
| Y11 Subject Evening<br>20 <sup>th</sup> October                        | Y7 Subject Evening<br>23 <sup>rd</sup> March  |  |
| Y12/13 Subject Evening<br>3 <sup>rd</sup> November                     | Y11, 12 & Y13 Intervention<br>Evening for Targeted Students<br>30 <sup>th</sup> March |   |
| Y11 Sixth Form Open<br>Evening<br>10 <sup>th</sup> November<br>(7-9pm) |   |   |

## COMMUNICATION WITH PARENTS

Please review our modern and regularly updated website and year blogs at [www.southamcollege.com](http://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 Miss Seymour (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, 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 (please keep us up to date with your current email in order to receive these).

## 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](mailto:southaminsight@welearn365.com) with Insight in the title bar.

## ATTENDANCE

As parents you are expected to ensure that your child attends college regularly and on time. Regular and punctual attendance is both a legal requirement and essential for students if they are to maximise their educational opportunities. Poor attendance will be commented on in any future references that are requested for your child.

For each day of your child's absence, please inform the attendance officer of the reason they are not in college. If your child has any conditions which may affect his/her attendance, please inform the appropriate Head of Year.

Dental/medical appointments should be made outside school time where possible. If appointments are during the school day you should inform the attendance officer in advance. Students will not be able to leave their lesson for an appointment without a note detailing the reason for their absence. Please ensure you provide a note explaining the reason for absence. In addition, to comply with health and safety legislation, all students arriving or leaving during the day, including break and lunchtimes, must sign in/out at the student office.

If a telephone call/text/e-mail or Insight message has not been received, the Attendance Officer will try to contact you during the day to find out why your child is not in college. It is therefore most important that contact telephone numbers and addresses are kept up-to-date. All students must be in their tutor rooms, ready for the register to be called by 8.50am in the morning and by 3.20pm in the afternoon. Students who arrive after the end of registration must report immediately to the Student Office. Certificates are awarded for 100% attendance.

Students who are on the college's medical evidence list are required to provide medical evidence for all absences from college. Absences will be treated as unauthorised unless supporting medical evidence is provided; for example, an official medical/dental appointment card, letter or prescription showing the student's name and the date. If you wish your child to return home for lunch, you will need to complete and return an application form to the appropriate Head of Year to request permission. Only students who live in Southam will

## ATTENDANCE

When letting us know about your child's absence, please always give a reason. All absences have to be coded and then become part of your child's attendance record. **If we are given no reason, absences will be unauthorised.**

On some very busy mornings, it can be very difficult to get through on the phones to leave a message about absence. We now have four ways to contact us about attendance:

1 - Telephone: 01926 812560 – press 1 for Attendance

2 – Text: 01926 800044

3 - E-mail Mrs Burch: [attend4114@welearn365.com](mailto:attend4114@welearn365.com)

4. Login to Insight and update us online



be eligible for a lunch pass. If approved, your child will be issued with a lunch pass, which he/she must keep with them at all times for inspection on request. In addition to the pass, students who go home for lunch must also sign out and back in at the Student Office. Lost passes will be replaced at a cost of £5. Apart from those students going home with permission, only year 13 students are allowed off-site at lunch time.

### ***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 unauthorised which may result in legal action against the parent, by Fixed Penalty Notice.
- Applications for Leave of Absence which are made in advance and refused will result in the absence being unauthorised which may result in legal action against the parent, by Fixed Penalty Notice, if the child is absent from school during that period.
- 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.**

#### **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](http://www.southamcollege.com) or by logging onto [www.warwickshire.gov.uk/schoolclosure](http://www.warwickshire.gov.uk/schoolclosure)



## PARENTING INFORMATION

### Skills Register

The college is always keen to harness the talents available in the local community to accelerate student learning. Do you have skills acquired through your employment or hobbies that could be helpful in supporting the college curriculum or extra curricular activities? We would be delighted if you contacted the college to offer your services! Obviously, the appropriate DBS checks will be made for those parents kind enough to volunteer. The Careers Officer organises a Careers Fair in the Autumn Term each year and please contact Mr Eadon if you would like to take part.

### Useful Contact

- The Family Information Service at [www.warwickshire.gov.uk/fis](http://www.warwickshire.gov.uk/fis) can signpost parents to a whole host of advice, information and support agencies.

## COLLEGE TRANSPORT



All information relating to home to school transport is available at: [www.warwickshire.gov.uk/schooltransport](http://www.warwickshire.gov.uk/schooltransport) and [www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/travel/Pages/HtoS.aspx](http://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](http://www.travelcatteralls.co.uk) Tel: 01926 813840

Stagecoach [www.stagecoachbus.com](http://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 student 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](http://www.travelcatteralls.co.uk/social_feeds.html),

[www.facebook.com/catterallscoaches](http://www.facebook.com/catterallscoaches) and [www.twitter.com/catteralls](http://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](mailto: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 Homework Club. Some activities such as sports fixtures will finish later than this in which case activity finish times are detailed on fixture lists and team sheets. Parents should ensure they know what time activities finish and remain in contact with their child in case arrangements change or to clarify drop off times as these will vary depending upon the locations of the students on the buses each evening.

Where possible we will aim to schedule regular after school activities to take advantage of the free bus service provided by the college. However, this is not a guarantee that we will get every child home by a certain time and that we will arrange every activity to coincide with the free bus service. 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. This is the position even if activities overrun or if a student misses the bus, in which case we will provide a phone call to home and a safe area in the school whilst they wait to be picked up.

### **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 leaving between 3.15pm to 4.00pm 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.**



It has been brought to the attention of the local policing team by a number of people that there is an issue with inconsiderate parking around the area of Welsh Road West, particularly at the time when children are being collected from school. We have carried out a number of patrols and have noticed several themes amongst the issues that are present. In most cases we have limited our actions to advice and/or verbal warnings. However, as we are unable to constantly patrol the area and as offences appear to keep re-occurring, we will be taking a much firmer stance. While we retain the discretion to deal with each incident on its merit our first option from now, particularly regarding the issues laid out below, will be to consider issuing a traffic offence report which may result in a fine or summons.

Particular issues to this location:

**Parking on Welsh Road West between St James Road and Hillyard Road.** The Highway Code states that vehicles should not park near to a school entrance. Due to the number of large vehicles exiting the school parking on the opposite side of the road causes difficulties for those vehicles exiting the school. This often results in congestion along that road. Vehicles parked along this stretch of road during school collection time will be considered for prosecution for obstruction.

**Parking on the pavements.** Generally speaking the rule we apply is that a person in a wheelchair or pushing a double pushchair would be able to get past on the pavement. If there is insufficient room for this then we will prosecute for obstruction.

**Parking at junctions.** The Highway Code states that drivers should not park at or within 10 metres of a junction. Clear contraventions of this rule will be considered for prosecution

## 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 will be available on induction evening. They can also 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 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 - 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](mailto:pavan@agencyvui.com)

Sallywagz, Tel: 01327 700069

82 High Street, Daventry, Northamptonshire NN11 4HU

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

### 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 in to Year 7, all students will sit Maths and English tests 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. The measure each subject uses to ascertain the entry level can be seen below:

| Subject   | Entry Level Assessment            |
|---|-----------------------------------|
| English   | English test result               |
| Maths   | Maths test result                 |
| Life Skills   | English test result               |
| Art, Music, Science                                     | Average Maths/English test result |
| ICT, PE, MFL, Drama, Geography, History, RE, Technology | Own entry level assessment        |

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 using the expected 3 and 4 levels of progress from KS2 results and teachers will use their professional judgment to set a target from within this range. 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. These targets stay the same for the entire Key Stage. Students will be monitored against these targets on a termly basis using forecast grades.

## 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



## 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](http://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:

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:
  - o a special guardianship order
  - o 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 2015/16               |
|---------------------------------|-------------------------------|
| Swimming Lessons                | £22                           |
| County Music Lessons (Optional) | £65 shared<br>£100 individual |
| Technology Materials            | £6                            |
| House Trip (Winning House only) | £25                           |
| School Photographs              | £11-£34                       |
| Space Centre Trip               | £19                           |

## 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 15/16 |
|------------|-----------------------------|----------|---------------|
| 7          | Kingswood Adventure Centre  | June     | £190          |
| 7/8/9      | Netball Tournament          | March    | £200          |
| 8          | German Trip                 | June     | £350          |
| 8/9        | Spanish Trip                | June     | £500          |
| 9/10       | German Exchange             | March    | £350          |
| 9          | Battlefields Trip           | July     | £210          |
| 10         | Austrian Ski Trip           | February | £905          |
| 10         | Marle Hall Wales            | June     | £215          |
| 12         | Marle Hall Wales            | March    | £200          |
| 13         | New York (Art/Photography)  | February | £900          |
| 12/13      | Hadron Collider Switzerland | January  | £350          |
| 12/13      | Iceland (Geography)         | February | £780          |
| 12/13      | Madrid (Spanish)            | March    | £400          |



# THE GOVERNING BODY

## Parent Governors

|               |  |        |
|---------------|--|--------|
| Mrs J Wright  | Flat 2, 23 Chapel Street, Long Itchington CV47 2RB | 614605 |
| Mr D Dimambro | 16 Southam Road, Radford Semele, Leam Spa CV47 1FQ | 423104 |

## LA Governors

|              |   |        |
|--------------|---|--------|
| Mr R Stevens | 2 Greaves Cottages, Stockton Road, Stockton, CV47 8LD | 814031 |
|--------------|---|--------|

## Staff Governors

|               |                 |        |
|---------------|-----------------|--------|
| Mrs V Bostock | Southam College | 812560 |
| Mr R Samra    | Southam College | 812560 |

## Co-Opted Governors

|               |   |              |
|---------------|---|--------------|
| Mrs M Briggs  | 11 Short Lane, Long Itchington CV47 9PB             | 813086       |
| Mrs K Boucher | 57 Elm Row, Stockton, Southam, CV47 8JY             | 814316       |
| Dr A Chand    | 6 Knightlow Way, Harbury, Southam CV33 9NB          | 01926 614368 |
| Mr S Crane    | 1 Hurst Road, Southam, CV47 1HY                     | 07874 222195 |
| Mr C Smart    | 42 High Street, Marton, Rugby CV23 9RR              | 632513       |
| Mrs J Thomas  | Kiln Cottage, Marton Road, Long Itchington CV47 9PZ | 634385       |
| Mr S Turner   | 35 Barkus Close, Southam CV47 1GB                   | 813086       |
| Mr P Welton   | 49 Mill Crescent, Southam, CV47 0LN                 | 07917 266544 |
| Mr T Wright   | 44 Northumberland Road, Leamington Spa, CV32 6HB    | 07741 036388 |

|                           |   |               |
|---------------------------|---|---------------|
| <b>Chair of Governors</b> | <b>19 Kineton Road, Southam, CV47 1HZ</b> | <b>814119</b> |
| <b>Mr B Wallace</b>       |   |               |

**Clerk to the Governors** Maria Page email: [mariapage@uwclub.net](mailto:mariapage@uwclub.net)

## SOME USEFUL INFORMATION

|   |   |
|---|---|
| Address:                                | Southam College<br>Welsh Road West<br>Southam<br>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<br>Mr R Eadon<br>Miss M Mason  |
| Assistant Headteacher:                  | Mr K Bradbury<br>Mrs S Godfrey<br>Mrs S Kaye  |
| Heads of Year:                          | Mrs L Erroi (Year 7)<br>Miss K Fletcher (Year 8)<br>Mr S MacGibbon (Year 9)<br>Mr C Elkerton (Year 10)<br>Mr J Johnson (Year 11)<br>Miss C Harwood (Year 12)<br>Mrs S Stevens (Year 13)   |
| Special Educational Needs Co-ordinator: | Miss S Kingham  |
| Business Manager:                       | Mr A Mason  |
| Heads of House:                         | Miss L Warman (Godiva)<br>Miss S Campbell (Webb Ellis)<br>Mrs N Morten (Whittle)<br>Mrs R Johnston (Shakespeare)  |
| Senior Administrative Co-ordinator:     | Mrs S Fearn   |
| Administrative Co-ordinators:           | Miss A Seymour (Years 7 & 8)<br>Mrs G Shawcross (Years 9, 10 & 11)<br>Mrs C Bonser (Years 12/13 & Exams)<br>Mrs A Burch (Attendance)<br>Mrs J Langhorn (Attendance)<br>Mr C Collier (Examinations)<br>Mrs E Hill (Finance/Parent Pay) |
| Chair of Governors:                     | Mr Brian Wallace  |
| Number of Students on Roll (2015/16):   | 1581  |

## 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.

