



Handbook for Parents

2015 - 2016



THE SIXTH FORM COLLEGE, SOLIHULL

HANDBOOK FOR PARENTS

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Sections 1: Welcome and Introductions

Welcome to The Sixth Form College, Solihull community. I am really excited to be working with you and your son or daughter as they tackle this crucial stage of their education.

Post-16 education can be a bit daunting because so much seems to hang on what students achieve at this level. However, we pride ourselves on the provision we offer to students and we are confident that if students work hard and take advantage of the many opportunities available to them at the College they will achieve success.

The strengths of this College come from our focus as a specialist, delivering exclusively to full-time 16-19 year olds. This means that our curriculum, staffing and resources are all targeted on getting the best for students in an environment designed especially for this age group. The range of courses we offer is outstanding, and our track record of supporting students through university or training application is second to none.

We are small enough to ensure that everyone gets the individual attention they need to succeed, but big enough to offer a full range of truly specialist course options. Our results over recent years show that if a student really embraces their learning at the College, you can be very confident that they will do well and secure a good place at university, training or employment. We have a dedicated team of teachers and support staff, who are all geared towards helping your son or daughter achieve their potential.

Paul Ashdown
Principal

Foreword

I write this foreword as a governor of The Sixth Form College, Solihull, a parent of a child taking their A Levels at the College and as a former student. I have therefore a unique perspective of the College from these three experiences to appreciate what the College is like in practice.

I have seen my daughter's transition from her school years and GCSEs into a mature young adult embracing the challenge of A Levels and life in her 16-18 years. The College's support, academic standards and impressive facilities have been the foundation for this transition and it is an experience I recollect during my time as a student here. The College enables students to flourish into maturity through independence and responsibility in a secure and supportive environment.

As a governor, I can see the excellent leadership of the College directing and striving to ensure the highest quality in teaching and learning. The values exhibited make me proud to associate with such a valuable institution for aspiring pupils and parents. My daughter could not have chosen a better place to study and neither will your son/daughter. I have every confidence that you will be thrilled to have found such a brilliant place for your child to come to for their A levels and they will be able to experience a broad but very worthwhile and enjoyable experience here at The Sixth Form College, Solihull.

Rona Miller
Parent Governor

Section 2. How to contact the College

Phone lines / email

Reception	0121 704 2581	enquiries@solihullsfc.ac.uk
Absence Line	0121 709 7808	or via Tyber

The telephone number of the Personal Assistants to the Assistant Principals is 0121 704 2581 ext 2117.

Academic Coaches

The College has 15 Academic Coaches, one of whom has been allocated to your son or daughter. They are usually available during most of the College day (8.30am - 4.30pm) if you need to contact them.

Name

Email

Alison Awome	aawome@solihullsfc.ac.uk
Natasha Borg	nborg@solihullsfc.ac.uk
Kevin Doherty	kdoherly@solihullsfc.ac.uk
Anne Hall	ahall@solihullsfc.ac.uk
Gillian Harthwaite	ggouthwaite@solihullsfc.ac.uk
Tracey Hayden	thayden@solihullsfc.ac.uk
Sarah Law	slaw@solihullsfc.ac.uk
Rebecca Parsons	rparsons@solihullsfc.ac.uk
Kerrylee Richardson	krichardson@solihullsfc.ac.uk
Matthew Routley	mroutley@solihullsfc.ac.uk
Karen Sherwood	ksherwood@solihullsfc.ac.uk
Sue Stowe	sstowe@solihullsfc.ac.uk
Nicola Ugochukwu	nugochukwu@solihullsfc.ac.uk
Halyna Wheatley	hwheatley@solihullsfc.ac.uk
Gail Williams	gwilliams@solihullsfc.ac.uk

Senior managers have overall responsibility for student welfare and progress. The senior managers are:

Elizabeth Baker
Margaret Harrison
Trevor Irving
Mike Padbury
Oona Stone
Sonia Wood

Zoe Bereza
Therese Down
Matthew Marshall

Online Resources

Website

We encourage parents to take note of Parent Zone on the College website (www.solihullsfcs.ac.uk/parent-zone). This includes lots of useful information and downloads. There is also a page called the Parent Bulletin, on which reminders about key dates, staff training days, parents evenings and other events is posted. We will also keep parents informed of things that the students need to do such as deadlines for UCAS applications or exam re-sits. This Bulletin will be updated approximately once a week during term time and parents are advised to check it regularly.

Social Media

The College has a presence on various social media mediums:

Facebook - facebook.com/solihullsixthform

Twitter - twitter.com/sfcsapply

Instagram - instagram.com/sfcsolihull

Google+ - plus.google.com/+TheSixthFormCollegeSolihull

YouTube - youtube.com/c/TheSixthFormCollegeSolihull

These pages are regularly updated with news, photos, videos and announcements. We encourage student interactions on these pages. Parents are also free to contact us on social media for general enquiries, although specific questions relating to their son or daughter should be sent to the College directly so that they can be sent to the most appropriate member of staff.

Section 3. Studying at the College

ASPIRE

ASPIRE is the name of our learning culture. We are proud of the experience of learning we are able to offer to our students in their time with us. Not only do so many of our students score outstanding examination success, they progress to the next phase in the lives well-equipped to meet all new challenges with strongly developed learning skills, robust independence of mind and the confidence to excel. Everyone can be a truly independent learner, but for some students this can take a little longer to develop. Excellent teaching and full commitment to study are essentials - but we also believe that explicit attention needs to be paid to how students learn and how they can move on from reliance on others to increased self-reliance. To make this step easier we have committed our teachers and students to a consistent and clear approach to what we need to do together to develop greater independence. This involves using shared language and shared understanding to reinforce the good study habits required at this level.

The College Day

The College day begins at 8.00am when the Learning Centre and Refectory open. Classes begin at 9.30am. Classes finish at 4.00pm and all students are expected to be available until this time.

The Learning Resource Centre is open until 4.30pm Monday to Thursday and 4.00pm on Friday. Late opening/early closure may happen from time to time and will be announced in the Student Bulletin (on Tyber) and on the College Facebook page (during holiday periods, the Learning Resource Centre will be closed). The Internet Cafe is open 8.00am - 3.00pm. Students are not allowed unsupervised in buildings after 4.00pm.

See the next page for a copy of the timetable.

Year 12 Timetable 2015-2016

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 Period 1	Block A	Block C	Block E	Block B	Block D
11.00					
11.20 Period 2	Standard Y12 Break				
12.20	Block A	Block C	Block E	Block B	Block D
12.30	Transition	Transition	Transition	Transition	Transition
Period 3	Block B	Block D	Block A	Block C	Block E
13.30					
14.30 Period 4	Y12 LUNCH				
16.00	Block B	Block D	Block A	Block C	Block E

The timetable consists of 5 blocks, with morning and afternoon periods for each block. Students studying a 3 A level programme or a BTEC programme will have lessons in 3 blocks, while students studying a 4 A level programme will have lessons in 4 blocks. In the blocks where you are not being taught, time will also be scheduled for academic coaching and enrichment activities. Every students' timetable will be slightly different, depending on the courses they are enrolled on.

Attendance at College

There is a clear link between attendance and achievement on all courses. For your son/daughter to reach the highest academic standards, you will recognize that all courses at the College require full and uninterrupted attendance. In order to do this students are expected to meet the following standards:

- Attend all timetabled commitments and appointments i.e. subject lessons, academic coaching sessions and enrichment classes throughout the day
- Be punctual to all timetabled commitments and appointments
- Contact the College to report illness (see below)
- Present documentary evidence for unavoidable appointments during the College day
- Not take holidays during the College terms
- Make routine dentist, doctor and optician appointments out of College time
- If students leave the premises for any reason e.g. feeling unwell, they must sign out via Tyber by clicking on “report absence”.

Recording of Attendance and Punctuality

- We operate an electronic registration system. Attendance is recorded for every timetabled class and students can view their attendance on their Tyber.
- If a student arrives after the start of the lesson he/she will receive a late mark. If he/she is more than 15 minutes late he/she will receive a very late mark.
- If there are repeated issues with attendance and punctuality, teachers will discuss this with the student through a Commitment Interview. If the issues continue this may lead to a more formal Behaviour Contract and the involvement of parents/carers. The ultimate sanction is exclusion from College.
- There are also regular programme attendance checks; unacceptable levels of attendance and punctuality are discussed with Academic Coaches in one-to-one sessions and parents alerted.
- If there are extenuating reasons for absence, we encourage students to talk these through with their Academic Coach.

Parents can help by:

- Being aware of their son/daughter’s timetable and ensuring they arrive at College in good time.
- Ensuring the College is informed early on the first day of absence about illness or family circumstances, with an indication of how long the absence may last.
- Ensuring that routine appointments (visits to dentists, opticians, driving lessons etc) are not made at times when a student has timetabled commitments.
- If absence is known in advance (e.g. for a university visit or a driving test), notify the Academic Coach in good time.
- Not booking holidays in term time.

Reporting of Absence

The College should be informed early on the first day of absence.

- We prefer absences to be reported using Tyber. Students or parents can do this by clicking on “report absence”, filling in the specified fields relating to reason for absence and giving an indication of how long they are likely to be off.
- Alternatively, telephone us on the absence line 0121 709 7808 or email us and provide: name, date of birth, coaching set and reason for and length of absence. Where there is concern about the authenticity of a message, the College will seek confirmation of the absence by phone or mail.

The Study Commitment

Successful students are actively committed to all aspects of their studies and prepared to invest sufficient time to turn that commitment into success.

Teaching methods used in College are student-centred, with students being encouraged to exercise a considerable degree of responsibility for the organisation of their learning. This includes the making and maintaining of notes, meeting the clear deadlines that accompany all set work, constructive use of private study time and consultations with staff. An integral part of these consultations is the regular assessment of progress, a process requiring self-appraisal by the student.

Each A level/BTEC subject is organised in “columns” (see the timetable on page 6). Each column will involve a minimum of four hours private study each week, in addition to taught time.

In most subjects, members of staff are available for individual consultation. There are numerous areas of the College where students can study privately, e.g. the Learning Centre. Students cannot find all of this time within the confines of the College day and work at home is, therefore, essential.

Parents can help by:

- Ensuring that adequate facilities for quiet study are available at home.
- Raising, with the student and College, concerns about the amount of study (whether too little or too much) occurring at home.
- Contacting College about any doubts they may have with regard to the student’s approach and attainment.

We hold “next of kin” information, which can be used in an emergency. It is important, therefore, that parents or students inform us officially in writing of any change in contact details.

The College also believes that parents and guardians have an important role to play in a student's academic success. To this end, information about attendance and progress will regularly be made available for parents to see on Tyber. In addition, you will be invited to our Parents' Evenings, some of which will give you the opportunity to be more closely involved in the College's review and target-setting processes with your son/daughter.

Very occasionally, students who are over 18 years old ask that information about their progress is not shared with you and they are legally entitled to make this request. While we do our best to encourage students to allow us to communicate with you, there is little we can do if they insist otherwise. If this is the case, we ask students to put their request formally in writing to us and we will, in turn, contact you to confirm this. However, where a student's life or health is threatened, this legal right can be overridden.

Examinations

For students taking old-style AS level courses, external examinations in Year 12 are taken in the Summer Term and Mock exams take place in the Spring Term. For students on new-style A levels, there will be Mock exams in the Summer Term and no external exams will be sat until Year 13. The exam results achieved in Year 12 are taken into account along with work completed during the year when deciding the estimated grades for higher education application and in deciding whether a student proceeds into Year 13. Mobile phones and other communication devices must not be taken into examination rooms, even if switched off. Failure to comply with this regulation can result in all examinations taken by a student being declared as null and void by the Examination Board.

Section 4: Academic Guidance and Student Support

The College's Mission commits us to providing a supportive environment in which the needs of individual students are met in a way that helps them make the transition from pre-sixteen education into the educational and vocational opportunities beyond.

Our academic guidance and student support work centres on each student being allocated an Academic Coach. The Coach fulfils a variety of functions with regard to that student, the most important of which is to encourage the student to be aspirational and to fulfil his or her potential. The strategy for this we call ASPIRE. Academic Coaches:

- gain an overview of the student's progress through involvement in the process by which we monitor students' attainment and attendance.
- act as the first point of contact in liaison with parents.
- offer help and advice to the student when necessary.
- offer guidance at key times of decision-making for the student.
- assist the student with the often complex task of applying for a place in employment, further or higher education.
- compile a reference for the student when job, further or higher education applications are made.
- act as someone to turn to in times of doubt or distress, and supporting the student in such times.
- refer the student to other support services in College if appropriate.
- oversee the delivery of our coaching programme.
- provide the main channel of communication between College and student.

Academic Coaches in turn are supported by Assistant Principals, as well as the services of a Careers Co-ordinator, Counsellor, Additional Learning Co-ordinator, Career Readiness Co-ordinator, Student Development Officers and members of the Central Administrative Office.

Academic Coaches

The College has 15 Academic Coaches, one of whom has been allocated to your son or daughter. They are usually available during most of the College day (8.30am - 4.30pm) if you need to contact them.

Name	Email
Alison Awome	aawome@solihullsfc.ac.uk
Natasha Borg	nborg@solihullsfc.ac.uk
Kevin Doherty	kdoherly@solihullsfc.ac.uk
Anne Hall	ahall@solihullsfc.ac.uk
Gillian Harthwaite	ggouthwaite@solihullsfc.ac.uk
Tracey Hayden	thayden@solihullsfc.ac.uk
Sarah Law	slaw@solihullsfc.ac.uk
Rebecca Parsons	rparsons@solihullsfc.ac.uk
Kerrylee Richardson	krichardson@solihullsfc.ac.uk
Matthew Routley	mroutley@solihullsfc.ac.uk
Karen Sherwood	ksherwood@solihullsfc.ac.uk
Sue Stowe	sstowe@solihullsfc.ac.uk
Nicola Ugochukwu	nugochukwu@solihullsfc.ac.uk
Halyna Wheatley	hwheatley@solihullsfc.ac.uk
Gail Williams	gwilliams@solihullsfc.ac.uk

Senior managers have overall responsibility for student welfare and progress. The senior managers are:

Elizabeth Baker	Sonia Wood
Margaret Harrison	Zoe Bereza
Trevor Irving	Therese Down
Mike Padbury	Matthew Marshall
Oona Stone	

Safeguarding & Prevent

The College takes its responsibilities for safeguarding very seriously. If, for any reason, you have concerns for your own safety or well-being, or the safety or well-being of others, you should report these concerns to a member of staff. The College has policies for safeguarding, e-safety and prevent, which are available as downloads from the student zone of the College website. The Safeguarding team comprises 3 Designated Members of Staff (often referred to as DMS) for Child Protection / Safeguarding / Prevent:

- Janice Hamilton - Vice Principal
- Margaret Harrison - Assistant Principal
- Trevor Irving - Assistant Principal

Under the Counter Terrorism Act 2015, the College has a legal responsibility to prevent young people from being drawn into terrorism and ensuring that they are given appropriate support and guidance. We are also committed to promoting the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As with safeguarding, if you have concerns about a student or any member of the College community, please contact one of the three DMS.

Health and Welfare

There is always someone available to help with all aspects of welfare. A Counsellor is available to talk through, in confidence, any personal problems a student may be encountering. The Counsellor's room is M105 in the Meriden Building. Advice on student finance and more general welfare issues are also available in the Meriden Building from members of the Central Administrative Office (Room 108). Students are also supported by the Student Development Team, who work informally with students of all faiths and of no faith. The team also helps promote co-operation and understanding and assists students in organising charitable and social events. The team is based in a room adjacent to the Refectory (H231).

First Aid

High priority is given to the physical welfare of our students. Those who feel unwell during the day can report to Reception. The College has members of staff who are registered first-aiders and will give emergency help and assistance if required. If necessary, Reception will telephone parents to ask them to collect their son or daughter.

In exceptional circumstances, we will arrange for a taxi to take students home, providing there will be someone there to meet them. Taxi fares must be paid by the student. If parents cannot be contacted, the student will remain at College (or be sent to hospital via ambulance if serious) until contact can be made.

Financial Support for Students

The Bursary Fund is a discretionary means-tested award administered by the College to assist students in hardship so that they may continue with their studies. The fund is primarily for vulnerable students in care, care leavers, those in receipt of Income Support and disabled students in receipt of both Employment Support Allowance and Disability Living Allowance. There will also be some funding available to help other students in hardship with course-related costs such as books and equipment as well as travel to College. These funds are limited and may only provide a contribution towards such costs. To find out more about the criteria for Bursaries and Free Meals visit our website at www.solihullsc.ac.uk/student-zone/financial-support. Michele Burke is the members of staff who deals with bursaries and she is available in the MIS Office by Main Reception.

Additional Learning Support

We try to offer help to students who have any kind of learning difficulty or disability. If students are in any way disabled we can assess their needs and provide appropriate support. We can test students who have learning difficulties and give extra time in examinations or, if we think necessary, workshops or one-to-one support with specialised teachers. The College's Additional Support Co-ordinator is Caroline Sweeney, in Room M106 of the Meriden Building.

Moodle

The College also utilises a system called Moodle, which is our online interactive learning centre. Teachers put many learning resources up on Moodle, which students can access in class and from home to aid their learning and support independent study.

Careers Guidance and Advice

Within the framework of the coaching system is guidance and advice in preparation for future careers and students are given every encouragement to take full advantage of the range of services and facilities offered by the College.

In their first year, students are able to gather a great deal of information by participating in the following activities:

- discussing various courses in higher education with Careers Advisers and subject staff.
- using questionnaires provided via Moodle, the College Virtual Learning environment.
- taking part in higher education visits in order to get direct advice, experience the different environments and begin the planning and decision-making process.
- reading the College's Moodle pages, which advertise opportunities such as open days, conferences, conventions, job openings, etc, and include relevant advice features.
- attending the College's HE & Higher Apprenticeship Fair, usually held in June/July of Year 12 and meeting employers at presentations or shorter events. Students have the opportunity to talk to up to 80 representatives from higher education institutions and a variety of employers during these events. In addition, some thirty subject/progression talks are scheduled throughout the Higher Education event.
- using the Careers Resource Area, sited in the Learning Centre in Kitson Building, which contains a wide range of materials and software. Internet access is an important additional resource and students can get on-screen guidance to use this and all parts of the Careers service within College through the Careers Moodle page.
- taking advantage of the practical advice given by Academic Coaches and in the Career Handbook on making future career and course choices and putting them into effect, which forms a major part of the coaching work in Year 12. There is an opportunity for parents to hear senior staff talk about the process of applying to higher education towards the end of the summer term.
- opting for work experience offered in the professions, industry and commerce, supported by the College's Career Readiness Co-ordinator.

Students wishing to see a Careers Adviser can book their own appointments in the Careers booking diary, located in the Careers area. Following a careers interview, the careers guidance notes (incorporating any action points) can be found on the student's Tyber record. A "drop-in" service for students is also run and visits can be arranged to meet students in their coaching sets.

In the second year, students can opt for practice interviews, which are offered by tutors of higher education courses in medicine, teaching and nursing. Those who are looking for employment at 18+ are advised to opt for a period of work experience. Direct employment seekers are also offered a programme of support, including practical help with finding vacancies, applying, CVs and interviews, as well as the events noted above. At any point during their time at College, students can use the Careers Resource Area and discuss their career plans with the Careers Co-ordinator.

The College is well-known to many industrial and commercial companies operating in the West Midlands and vacancies are often notified directly to us. Strong links exist with local universities as well. The College encourages students to make well-informed choices and applications at the appropriate times for higher education courses and direct employment.

Application for admission to University

The College and its staff are highly experienced and extremely successful in supporting students in their applications to universities and colleges of higher education. Further information on the applications procedure will be provided in the summer term. For students who are considering Oxbridge entry or entry to other very competitive courses, more support and guidance is provided through Enrichment, the Gifted & Talented programme, and on Moodle.

Career Passport

All students are encouraged to develop their employability skills and career readiness whilst at College. In Year 12, students will complete a skills self-assessment and draw up a plan for developing their employability skills by undertaking a range of Professional Development Activities. They will be supported in this by a series of workshops.

Some students will complete work experience as part of this course, whilst others will opt to take part in volunteering activities. The College will also offer some opportunities for internships during the summer break. However, many students develop their career readiness primarily through part-time jobs. Whatever the source of this experience, students will be asked to gather feedback on their skills from employers and this will be incorporated into their own skills profile. In Year 13, students who have successfully demonstrated that they have developed their career readiness will be awarded a Career Passport. Bronze Award (35 hours of Professional Development Activities), Silver Award (70 hours) and Gold Award (100 hours) is available.

Parents can help by:

- Ensuring that part-time work remains part-time, does not happen during the College day and does not force a student's College commitments into second place.

Section 5: Monitoring student progress

Tyber

This facility, developed by the College's own web design team, brings together all the information about each student. It includes contact details, GCSE and subsequent exam results, timetables, attendance records, progress reviews and records of meetings and contact with students and parents and provides an effective communication tool between students and staff.

Parents can also access Tyber to see this information and we will email parents in October with instructions of how to do this. Those parents for whom we have no email address will be sent a letter about it. However, parents will not be able to access Tyber unless we have an email contact for them. We urge those parents to ask their son/daughter to add this information to Tyber.

Monitoring Student Progress Progress Checkpoints

There will be four Progress Checkpoints during a student's first year at the College, and two in the second year. At each Checkpoint, the College will send you an email showing your son or daughter's attendance at lessons; a grade for effort; and a performance grade, showing how they are achieving relative to their ALPS target score. The ALPS target grade is based on GCSE performance. The first Progress Checkpoint is October half-term. Parents may also view current information at any time by logging into Tyber.

Minimum Expected Grades

There are many factors which affect a student's performance at A level. One of the most influential of these is performance at GCSE. This is measured by a quantity called average GCSE score, which is found by assigning points for each grade.

A*	A	B	C	D	E	F	G
8	7	6	5	4	3	2	1

The total score is calculated by adding the points and an average obtained by dividing this total by the number of GCSEs taken. Example:

$$\begin{array}{l} 10 \text{ subjects (2Bs, 4Cs, 3Ds and 1E)} \\ \frac{(2 \times 6) + (4 \times 5) + (3 \times 4) + (1 \times 3)}{10} = 4.7 \end{array}$$

We use this score in conjunction with a national database of A Level/BTEC results to arrive at a “target grade”, which a student with such a score should aspire to at the end of each course. Importantly, this target represents a level of achievement greater than that gained in GCSEs (“value added”). This target appears as a MEG (Minimum Expected Grade) on Checkpoints. Students’ progress is measured against this target in progress reviews.

Parents’ Evenings

These events permit parents to speak directly to teachers. Apart from the introductory event in October, we prefer students to accompany parents for the discussions. This academic year, parents’ evenings will be in December and March, as follows:

Thursday 1 October	Introductory Parents’ Evening 1
Tuesday 6 October	Introductory Parents’ Evening 2
Wednesday 7 October	Introductory Parents’ Evening 3
Thursday 26 November	Parents’ Evening
Wednesday 2 December	Parents’ Evening
Tuesday 8 December	Parents’ Evening
Thursday 17 March	Year 12 Parents’ Evenings
Tuesday 22 March	Year 12 Parents’ Evenings

Section 6: Standards for the Conduct of Students

Students are required to meet certain standards, many of which have been detailed in the earlier section on “Information for Parents”. By enrolling at this College students agree to make a full commitment to their studies. This means working to the best of their abilities, engaging fully and promptly in all the tasks they are set, and attending all their lessons, coaching sessions and other obligations on time.

This information is also in the Student Handbook, which each student receives at the start of the year. Failure to follow these rules may result in any student being subject to College disciplinary procedures, ultimately leading to exclusion from College.

Fulfilment of Course Requirements

This means observing the following rules concerning a student’s study commitment:

- Each A level subject or timetable column of BTEC courses requires a minimum 4 hrs/week private study in Year 12 and 6 hrs/week in Year 13;
- Work should be completed and submitted to deadlines set by staff;
- Students are expected at all times to work to the best of their ability in class work, homework, coursework, tests and examinations;
- Students are expected to behave appropriately at all times on the College premises and to respect the authority of all College staff. Behaviour that disrupts the learning of others will not be tolerated;
- In order to progress into Year 13 students must demonstrate the ability and appropriate attitude to work and behaviour to enable them to achieve pass standards on their programmes;
- Students must at all times produce work that is their own, not copying or submitting work that has been produced by others;
- Students must not attempt to circumvent the College’s IT security systems by any means, and software which may pose a risk to the College network should not be stored on any device or media that is used on College equipment.

Fulfilment of College Requirements

1. Students must not behave in any way on or off the premises which brings the College into disrepute. They should respect the authority of all staff and not disrupt the learning of others. Please note that the College works with the police and other local agencies to ensure behaviour in Solihull town centre and on local buses is monitored closely.
2. Students must carry their ID cards at all times to gain access to the College site and all facilities. ID cards will be required for entry to examination

rooms and to the Learning Resource Centre, Library and Internet Café and for printing.

3. Behaviour which causes offence will not be tolerated, e.g. verbal abuse or vandalism, and sexist, racist or homophobic actions.

4. Students should not behave in a way that endangers themselves or others. Abusive, violent or threatening behaviour will not be tolerated.

5. Students must observe the College's rules on driving and car parking. In particular, no car may be brought onto the site without a permit and students must not engage in reckless or unsafe driving on the site or the approach road. Students park at their own risk.

6. Students must not involve themselves in any illegal activities in College buildings and grounds, e.g. possessing, taking or supplying illegal drugs, stealing, misuse of Internet. The College will report illegal behaviour to the police.

7. Students must not possess or be under the influence of alcohol or illegal drugs either on College premises or on any College organised visits.

8. All areas of the College campus (both inside buildings and in the grounds) are 'no smoking' areas, in line with legislation.

9. Students must not gamble - with cards etc or electronically - either in College or on any College organised visits.

10. Students must abide by College policies, e.g. Equality and Diversity Policy, Health and Safety Policy, and any other policies agreed by College. They must observe health and safety codes as set out in College and subject documents.

11. Students must use equipment within the framework set out in this guide. Failure to follow these guidelines or to deliberately circumvent them is a serious disciplinary issue

12. Mobile phones must be switched off in lessons, unless instructed otherwise. Students must take full responsibility for the security of their phones and other mobile devices.

13. Students may not bring visitors on site unless they have a prior appointment and are properly booked in via Reception. Disciplinary action will be taken against students who break this rule.

14. We read everything that goes on Facebook and Twitter and students are expected to behave in an appropriate manner on this page. As such, inappropriate language, swearing or aggressive interactions will be deleted and are likely to result in disciplinary action

15. Students must report to a member of staff anyone who is on the premises and is not a member of the College and is not carrying a visitor's badge.

16. Students are expected to dress appropriately during lessons and in the College generally. The College celebrates individuality and creativity but the final decision on acceptability rests with the Principal.

What happens if students don't meet the expected standards?

All the standards and expectations set out here and in a student's Enrolment Contract are designed to ensure that every student's time at College is safe and successful. If behaviour does not meet the standards that each student agrees to at enrolment and which are set out here in more detail, we would be letting both students and parents down if we did not challenge this and help students to deliver the commitment needed to secure good qualifications and prepare them for their next step at work or university.

If things do begin to go wrong in some way, you should expect that staff will address this and encourage students to get back on track. If this does not work, they will be required to sit down and formally review what is happening in a "Commitment Interview", where they will set and record targets for improvement which we will monitor with the student. These will normally be communicated to parents or carers and should help students to re-establish the level of commitment to study that is needed for success.

If the situation does not improve, the College has a formal disciplinary process which gives students a final chance to sort things out while they are closely monitored on a Disciplinary Contract. After this, if a student is not able to show that he or she can meet the level of commitment agreed at enrolment, then the student will be permanently excluded from the College.

Examples of behaviour that might incur disciplinary procedures may include:

- A continuing pattern of poor attendance or poor punctuality.
- persistent failure to meet the clear guidelines that accompany work set.
- persistent behaviour in class that disrupts the learning of others.
- failure to behave appropriately on visits or work experience.
- persistently infringing rules on parking or bringing unauthorised visitors on site.
- abusive or threatening behaviour to a member of staff or a fellow student.

When Commitment Interviews do not re-establish appropriate behavior this will be identified by either the Academic Coach or by automated alerts on Tyber to an Assistant Principal. Further action will be required where:

- Students have multiple issues being addressed through the Commitment Interview process
- Student behaviour has not changed despite Commitment Interviews
- Student behaviour is so serious that a Commitment Interview is not appropriate.
- A student has refused to engage in the Commitment Interview process.

At this stage a senior manager will review the student's position and identify a lead person to manage the Disciplinary Process. This will normally be the member of the subject or management team in the best position to work with and monitor the student. This person becomes the central point of communication for staff and parents concerning management of the student, and will be clearly identified as such on Tyber.

Step 1: The Lead Manager will invite the student and his/her parents/carers to attend a meeting to agree a Behaviour Contract. This is a Disciplinary Interview. As far as possible, the appointment will be negotiated at the convenience of parents/carers.

At the meeting, a formal Contract will be agreed which clearly sets out the requirements for re-establishing the terms of the Learning Agreement. Where the terms of the Contract are clearly not met, the Lead Manager may invoke the next stage of the disciplinary procedure. Where progress has been made, but more is still required, the Contract can be extended. This will not normally happen more than once.

Step 2 (Following failure to meet the terms of the Contract): The Lead Manager will write to the student and his/her parents/carers setting out how the Learning Agreement had been broken and the steps that have been taken to try and re-establish it including the Contract. The letter will ask the student and parents/carers to attend a formal Disciplinary Panel hearing at the College, giving notice of at least five working days or earlier by mutual consent. The letter will ask for immediate confirmation by telephone that the student and the parents/ carers will attend. If the original appointment is problematic, a further appointment will be negotiated within five working days.

Step 3: The Disciplinary Panel will be made up of two members of the College staff including at least one member of the Principalship. These members of staff will not have taken any previous part in the issues involved. At the hearing, the Lead Manager will present the reasons for taking disciplinary action. The student and/or the parents/carers will then be able to present their view of the issues involved. The Panel members will ask questions as they see fit in order to ensure that they have as full an understanding of all views as possible. If the parents/carers are not able to attend for any reason, a member of staff may attend as an observer to ensure that the student is treated fairly. The College would not expect any other parties to attend.

Step 4: Once the Panel is satisfied that it has as full an understanding of all views and issues as possible, the meeting will conclude. The Panel members will consider all of the information and decide if any disciplinary action is required. Their decision will be set out in a letter to the student within 24 hours and a copy will also be sent to the parents/carers and the Lead Manager. The Panel has the authority to take any appropriate disciplinary action up to and including permanent removal of the student from College.

Appeals

If the student or the parents/carers do not accept the outcome of the Disciplinary Panel hearing they have the right of appeal. If they wish to appeal, they should write to the Principal within 48 hours of receipt of the letter from the Disciplinary Panel setting out the reasons for the appeal.

The Appeals Panel will consist of at least one Governor (who will chair the Panel), who is not an employee or student of the College, a senior member of the College's staff and a third member who may be another Governor or an independent person invited by the Chair. None of the members of the Appeal Panel will have had any previous involvement in the issues being examined so that they can give a fresh and independent view.

The Appeals Panel will operate following the same process and guidelines set out above for the Disciplinary Panel. The Appeals Panel can confirm the outcome of the original Disciplinary Panel, or it can reduce or remove disciplinary action as it sees fit. The Appeals Panel is the final action available within the College's processes. If the student or parents/carers feel that the disciplinary process has not been properly or fairly operated, they have a right to complain to the Local Authority, which will be set out in the letter informing all parties of their decision.

This process has been designed to ensure fairness for everyone involved. If, at any stage, the Chair of a Panel feels that alterations to the procedures are required to maintain fairness, they have the authority to adapt them as necessary. The details of any such changes, and the reasons for them, must be provided in writing to all parties.

Emergency Disciplinary Action

In some cases, it may be necessary to suspend students from College with immediate effect pending an investigation and disciplinary hearing. Such a suspension is not itself a disciplinary action and will only be taken when it is needed to protect students, staff or College property. Only the Principal or a senior member of staff, formally deputising for the Principal, has the authority to issue such a suspension. If such action is taken, the Principal or member of staff acting as Principal must immediately telephone parents/carers and write to the student and parents/carers setting out the reasons for the suspension and setting up a Disciplinary Panel as set out above (Step 2). Where a student is suspended from College pending an investigation, the College will endeavour to complete the investigation as early as possible and within five working days. If this is not possible, parents will be informed and the fastest possible time scales will be adopted.

In some less serious situations a senior member of staff may insist that a student or students leave College for the rest of a working day. This is not a disciplinary action itself, and is taken to protect students and the College from the consequences of any further escalation of an incident. When this happens parents must be informed immediately and a Return to College interview set up, ideally the following working day. The student must not return to College before this meeting where an appropriate level of disciplinary action will be discussed. Failure to accept the instruction to leave College is itself a breach of the student's commitment to co-operate with the College, and will lead to formal suspension.

Failure to Attend Disciplinary Meetings

The College will take every reasonable step to involve parents in disciplinary meetings to set up Contracts, Return to College Interviews, and Disciplinary Panels. When such a meeting has to be cancelled because of unexplained non-attendance by the student, the student will be deemed to have shown that s/he is not co-operating with the College and has suspended him/herself until the relevant meeting is attended. This applies even if the student has been in a position to attend the College in the period before the relevant meeting.

Sustained failure to attend such a meeting is a withdrawal from College. The College may decide to hold a Disciplinary Panel without the student after all reasonable steps have been taken. In both these situations the College will inform the student and their parents/carers immediately.

Appendices

College Policies

Copies of the following, as listed below, are on the College website:

- Equality & Diversity policy
- Safeguarding & Child Protection policy & procedures
- Student Use of IT policy
- Student Behaviour Management
- Anti-bullying guidelines
- Attendance & Punctuality policy
- e-Safety policy
- Exams policy
- Complaints Procedure
- Grievance Procedure
- Bribery policy

Property

College property is for the benefit of everyone and we ask that students keep the College grounds clean, tidy and free from litter. Students must accept responsibility for their own belongings on College premises and are advised not to bring large sums of money or valuables with them.

Fire

Students are asked to make sure that they are familiar with the procedure to be followed in the event of a fire. This is summarised on a notice displayed prominently in every room. Fire procedure practices are held regularly.

Inclement Weather Procedure

The College seeks to remain open at all times. Every effort will be made to ensure that external exams continue in the event of closure, subject to health and safety considerations. If we need to close, a message will be programmed onto voicemail and notices will be put on the College website, Moodle, Facebook and Twitter. We aim to show this information by 6.30am. If no message is displayed by this time you should assume that the College is open.

Equality & Diversity Policy (Summary)

Statement of Intent: Equality of opportunity is everybody's right and is a central aim of the College for all staff, students, Governors and others associated with the College. We are aware that there are many barriers to true equality and that people may be disadvantaged because of their race, class, age, gender, religious belief, disability or sexual orientation. We wish to foster a secure and favourable environment in the College, which is welcoming to all, and one which is free from prejudice and discrimination.

Commitment: Every member of the College community has a responsibility for implementing the Equality & Diversity policy and for promoting equal opportunities and for acceptance of a code which declares as unacceptable action or belief which is prejudiced or which encourages prejudice in others.

All individuals should:-

- encourage action to challenge prejudice.
- promote positive images and challenges to stereotyped images.

Year 12 - Key Dates

Autumn Term 2015

Monday 25 August	Year 12 Enrolment starts (1.30pm)
Friday 28 August	Year 12 Enrolment ends
Thursday 3 September	Year 12 Induction Day 1 (one day)
Friday 4 September	Year 12 Induction Day 2 (one day)
Sunday 6 September	Timetables available on Tyber (from 6.00pm)
Monday 7 September	Lessons begins
Monday 14 September	Enrichment classes begin
Thursday 1 October	Introductory Parents' Evening 1
Tuesday 6 October	Introductory Parents' Evening 2
Wednesday 7 October	Introductory Parents' Evening 3
Monday 19 October	Staff Training Day 1 – no lessons
Wednesday 21 October	Heartfield Wharam Concert (7.00pm)
Friday 23 October	Attendance letters to parents

Monday 26 - Friday 30 October - Half-term Holiday

Thursday 12 November	Interview Day - no lessons
Thursday 26 November	Parents' Evening
Wednesday 2 December	Parents' Evening
Tuesday 8 December	Parents' Evening
Wednesday 16 December	Christmas Music Concert (7.00pm)
Friday 18 December	Term ends for students at 4.00pm

Monday 21 December - Friday 1 January - Christmas Holiday

Spring Term 2016

Monday 4 January	Staff Training Day 2 – no lessons
Tuesday 5 January	Lessons resume
Monday 11 January	Mock Exams start

Friday 15 January	Mock Exams end
Thursday 4 February	Mock Exam Results via Tyber

Monday 15 - Friday 19 February - Half-term Holiday

Monday 22 February	Attendance letters to parents
Monday 29 February	Parental Survey opens
Friday 11 March	Parental Survey closes
Wednesday 16 March	Easter Concert (7.00pm)
Thursday 17 March	Year 12 Parents' Evenings
Tuesday 22 March	Year 12 Parents' Evenings
	End of term for students (4.00pm)
Wednesday 23 March	Staff Training Day 3 – no lessons
Thursday 24 March	Interview & Moderation Day - no lessons

Friday 25 March - Friday 8 April - Easter Holiday

Summer Term 2016

Monday 11 April	Lessons resume
	Attendance letters to parents
Thursday 28 April	Closing date to apply for College Colours
Monday 2 May	May Day - College closed
Monday 16 May	Summer exams start

Monday 30 May - Friday 3 June - Half-term Holiday

Monday 6 June	Year 12 Mock Exams (New A levels) start
Thursday 16 June	Gifted & Talented Summer School
	Oxbridge Parents Evening
Friday 17 June	Gifted & Talented Summer School
	Year 12 Mock Exams (New A levels) end
Monday 20 June	College Awards Evening
	(7.00pm, Renewal Centre)
Wednesday 22 June	Welcome to College Day 1 - no lessons
Thursday 23 June	Welcome to College Day 2 - no lessons
Wednesday 29 June	HE & Higher Apprenticeships Fair
	Summer exams end
Thursday 30 June	HE Presentation evening for Year 12 parents
Tuesday 5 July	HE Presentation evening for Year 12 parents
Friday 8 July	End of term for students
Monday 11 July	Staff Training Day 4 – no lessons

The Sixth Form College, Solihull, Corporate Board

Alan Price (Chair): Chartered Surveyor/Property Consultant
Katie Chester (Vice-Chair): Solicitor/Partner, Gateley LLP
Paul Ashdown: Principal, The Sixth Form College, Solihull
Russell Beale-Burchell: Client Relationship Executive (IT)
Duncan Bryson: Teacher at the College (Staff Governor)
Abid Butt: Associate Headteacher, Lyndon School
Neal Clements: Project Management Director/IT Consultant
Fiona Dennis-Stephens: FE Student Mentor (Parent Governor)
Peter Farrow: Head of Audit for public sector clients
Adill Hadi: Senior Youth Worker, Birmingham City Council
Abbie Lenihan: Year 13 student (Student Governor)
Luke Millard: Head of LEarning Partnerships, Birmingham City University
Rona Miller: University Hospital Birmingham (Parent Governor)
David Munton: Regional Managing Partner, Grant Thornton
Tracie Padro: Portfolio Programmes Manager, BT
Christine Quinn: Ninestiles Academy Trust
Karen Sherwood: Academic Coach (Staff Governor)

CLERK TO CORPORATE BOARD

Janice Hamilton, Vice Principal of the College

SECRETARY TO CORPORATE BOARD

Janet Parkes, Principalship Secretariat at the College

If you wish to contact a governor, please you can do this via the Clerk (jhamilton@solihullsf.ac.uk) or via the Secretary to the Corporate Board (jparkes@solihullsf.ac.uk).

Follow The Sixth Form College, Solihull on social media...

We're on Facebook, Twitter, Instagram, Google+ and YouTube, not to mention at www.solihullsfc.ac.uk.



Keep up-to-date with news from around College, photos, videos and useful info about open days and how to apply.

facebook.com/solihullsixthform

twitter.com/sfcsapply

instagram.com/sfcsolihull

plus.google.com/+TheSixthFormCollegeSolihull

youtube.com/c/TheSixthFormCollegeSolihull



Engage with us on social media too!

