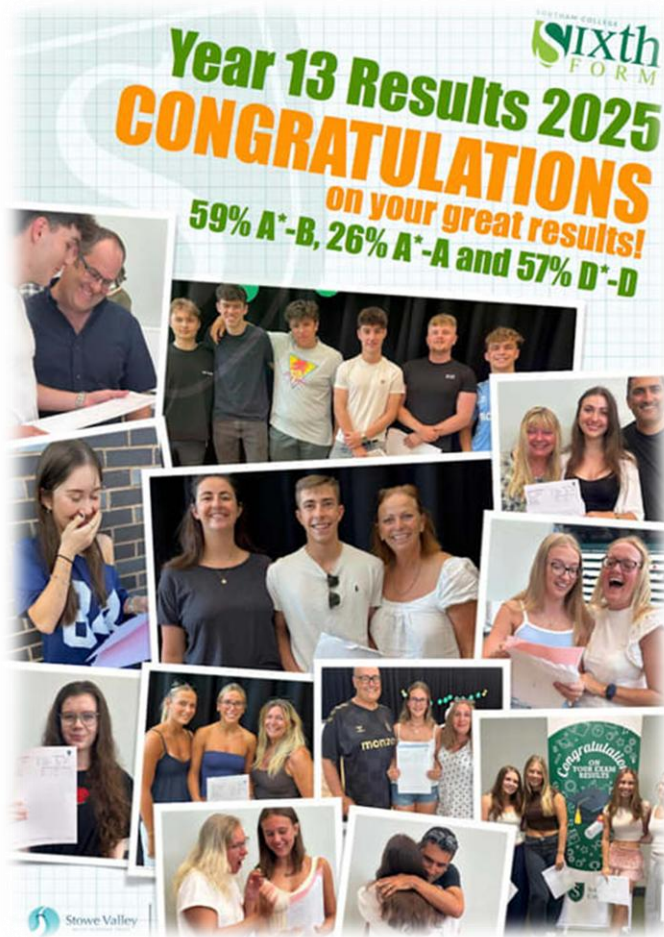


Welcome to Southam College Sixth Form



Be the best you can be!

Southam College

Meet the Sixth Form Team

Introducing the Headteacher

- Miss Mason

KS5 Administrator

- Mrs Powell

Head of Sixth Form

- Mrs Campbell-Birch

Sixth Form Learning Mentors

- Mrs McKenzie

- Mrs Thomas

Head of Year 12

- Ms Pitts

Your Tutors

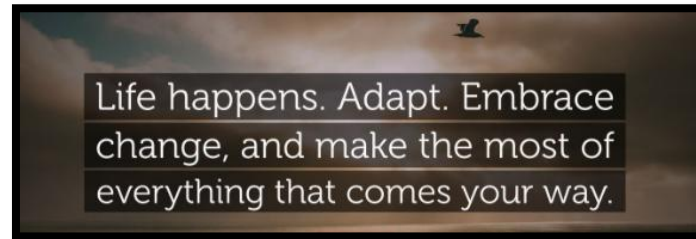
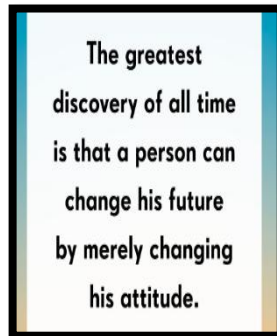
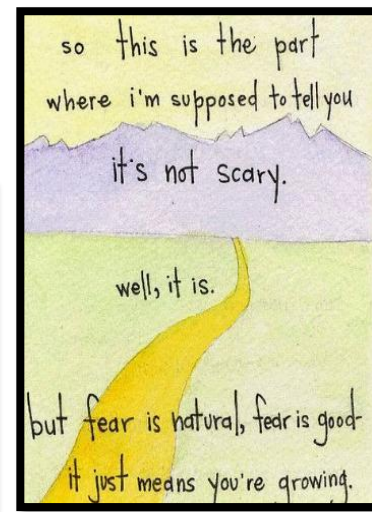
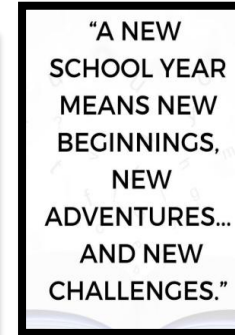
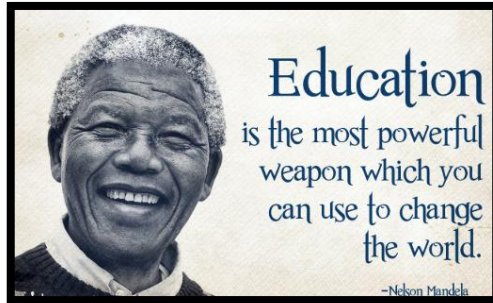
Head of Year 13

- Mrs Smith



Be the best you can be!

New beginnings... Change



Starting A Levels isn't just a new chapter—it's the prologue to your future career and the adult you're becoming.

A Levels are more than subjects—they're a choice to step up, dig deep, & shape your own path

You're not just studying for A Levels—you're building a bridge between who you are and who you want to become.

From GCSEs to A Levels: not just harder work, but deeper thinking, bigger dreams, and a stronger you

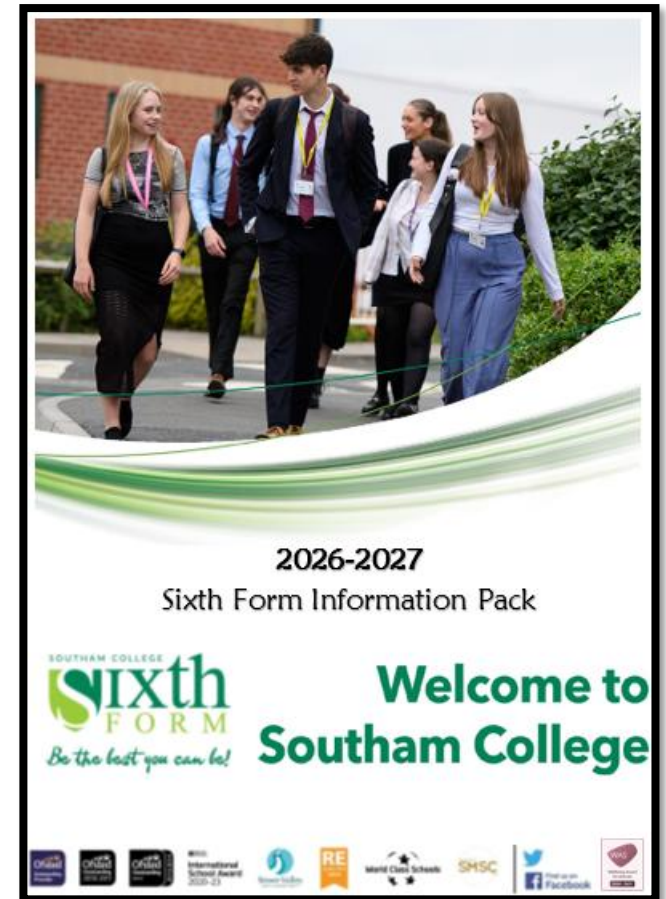
Outline of the session

- New beginnings.
- **Why** Southam Sixth Form
- Summary of the Sixth Form **expectations**
- **KS4 – KS5 Transition journey**
- **Personal Development:** Enrichment & Societies. Pastoral time, Leadership. Character Education
- **Outline of the Inductions Day & other information** including summer work



What should I have for the induction day?

- Induction pack
- Option block document (choices)
- Tutor group allocation:
12GV, 12SE, 12WH, 12WE,
12WGA, 12WGB, 12WGC
- Collect summer projects from all taster lessons
- Locations of lessons
- Key messages



Be the best you can be!

Expectations

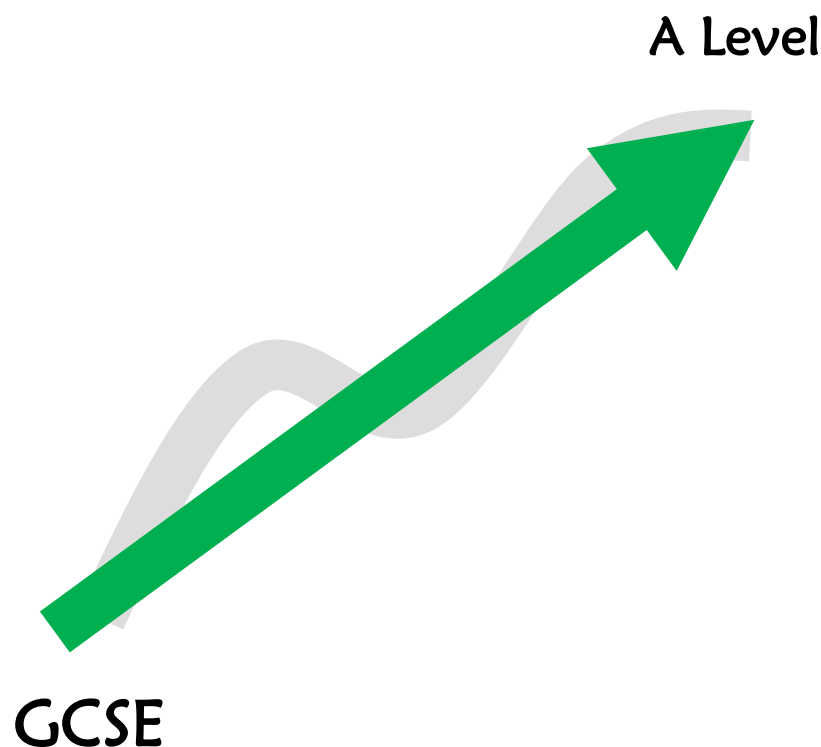
First 8 weeks

95% can be achieved in the classroom
at GCSE.

1/3 is achieved in lessons at A Level
2/3 achieved outside of the lesson.

You will learn how to Build new skills.

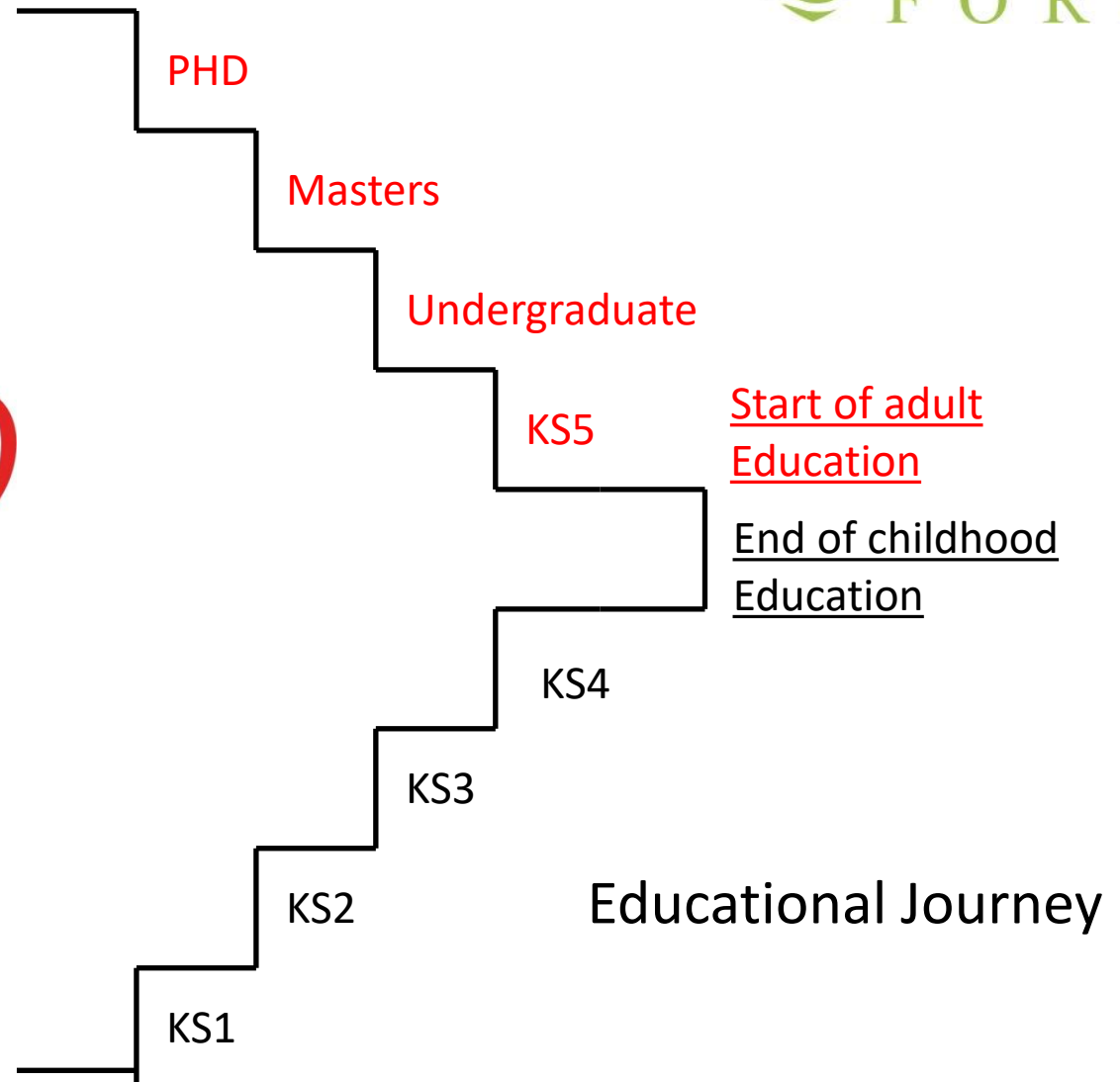
There will be lots of work, the
transition won't be easy.



Be the best you can be!

KS4-KS5 Transition

LET THE
Journey
BEGIN



Be the best you can be!

Why Southam Sixth Form?

Headteachers Welcome

Thank you for taking the time to read our Sixth Form prospectus.

At Southam College, our Sixth Form is a thriving and integral part of both the College and the wider community. We are proud of our record of outstanding academic achievement and of the diverse range of A Level and Level 3 vocational courses we offer. These programmes open doors to Higher Education, employment, and further training, ensuring every student has a pathway to success.



Miss M Mason
Headteacher

Head of Sixth Form Welcome

The Southam College Sixth Form ensures high quality outcomes and experiences for all our Sixth Form students.

We set high expectations and encourage students to challenge themselves to reach their full academic potential, gaining the best grades possible. We have carefully planned and put thought into each aspect of our work to ensure you receive excellent Sixth Form provision to meet the needs of each student.



Mrs S Campbell-Birch
Head of Sixth Form,
Assistant Headteacher

Top reasons to choose Southam College Sixth Form

- Excellent academic achievement outcomes
- Modern and well-equipped learning environment
- Strong onward destinations
- Extensive personal development opportunities including dedicated Character Education lessons, societies and student leadership and responsibility roles
- Supportive relationships and community including a House system
- Fully refurbished astro, sport facilities and teams
- Student dedication to charity work
- Quality marks including Wellbeing Award for Schools, World Class Schools and Silver equalities award.

I am really enjoying the Sixth Form. It gives me lots of opportunities, it is a positive work environment and encourages me to take independence in my work.

Hope B, Year 13

ABOVE
AVERAGE

0.13

ABOVE
AVERAGE

0.18

OUTSTANDING

academic achievement

In an increasingly competitive university and employment market, it is important that students leave education with the best outcomes possible. At Southam Sixth Form, we take achievement very seriously and encourage all students to aspire to get the best grades they can.

Figures taken from 2024-2025 academic year:

A Level A-E grades

99%

A*-B

59%

Average A-level grade

B-

Applied General subjects
Distinction*/Distinction

64%

A*-A

26%



I would recommend any student who wishes to achieve in their A levels to apply to Southam Sixth Form.

Inspection report: 21 April 2026

Exceptional

Strong standard



Expected standard



Needs attention

Urgent improvement

▼ [Our grades explained](#)

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Ofsted: Southam Sixth Form is **STRONG!**

Leaders have developed a curriculum in the sixth form that is both accessible and challenging. It is well tailored to students' needs and aspirations. Students value the wide range of activities beyond the taught curriculum. This includes opportunities to engage with the local community and raise money for charity. Students also engage enthusiastically as leaders in aspects of school life. They act as subject ambassadors or take part in the lively and thriving peer mentoring programme.

Teachers have very secure subject knowledge. They use it well to explain complex knowledge and vocabulary. Teachers check students' understanding rigorously. They encourage all students to think deeply about the lesson content. Students work very well independently and engage in high-quality discussions with peers. Student responses in lessons and their work in books show a significant depth of knowledge. Above-average outcomes are also typically evident in national tests and examinations.

Disadvantaged pupils and those with special educational needs and/or disabilities are well supported. Any needs are identified early when students arrive in the sixth form. They receive a range of bespoke support, including for their study skills, which also helps them to achieve.

WIDE RANGING curriculum

At Southam College Sixth Form we offer a large range of courses to suit a variety of student interests and abilities. Our A level courses are supplemented with a popular and successful range of Level 3 Applied General courses to ensure we meet the needs of all students who wish to apply. Choosing the correct course is important for future success and next steps, future destinations. Students can select three subjects in year 12. If students would like to consider studying four subjects and continue three into year 13, this can be discussed with the Head of Sixth Form.

The school has created an environment where I feel comfortable and confident to ask to help if needed both in and out of the classroom.

Emily, Year 12

A Level Courses

Fine Art

Biology

Business Studies

Chemistry

Computer Science

Drama

English Language

English Literature

French

Geography

German

Graphics

History

Maths

Further Maths

Media Studies

Philosophy and Ethics (PE)

Photography

Physical Education

Physics

Politics

Product Design

Psychology

Sociology

Spanish

Textiles

Level 3 Applied and Vocational Courses

BTEC Business

Criminology

Food Science & Nutrition

AAQ in Information Technology

AAQ in Health & Social Care

Music

AAQ in Applied Science

BTEC Sport

The curriculum options are vast and hugely relevant to the real world, life beyond school.

Sophie, Year 13

Note: The government is gradually reforming Level 3 qualifications, so course content and structure may be subject to change over time.

I am so honoured to have the privilege to be one of your 'Head Students' this year. I aim to create an approachable student leadership team where students can share their aspirations, be role models or raise concerns comfortably. We want all students to feel encouraged to share their feedback as we genuinely do have a culture of continuous improvement here at Southam College. We know we will be listened too so I am proud to represent the student voice at Southam College. I wish to have a long lasting positive impact on the Southam community so I am so proud to have this leadership role.

Emilia B, Head student, Year 13

Why Southam Sixth Form?



As one of the new head students, my main aim is to be a role model to all year groups. I aim to be someone students can approach with any concerns or feedback they may have. I hope that with the student leadership team are able to make students ideas a reality. This position of Head student, being at the top of the whole school leadership tier structure is a huge privilege. I am excited to make a positive, lasting impact on Southam's school community encouraging students to achieve the best they can be.

Akshaj Singh, Head student, Year 13

SOUTHAM COLLEGE
Sixth
FORM

Aims of Southam Sixth Form

- Academic success
- Contribution- wider development

WELCOME TO THE

SIXTH FORM

INFORMATION, ADVICE AND GUIDANCE



Welcome to Southam College Sixth Form: Over the next pages, this guide outlines key information about our vision, values, and learning agreement to support your success. Whether you're continuing from Year 11 or joining us from another school, we're here to help you achieve your full potential, both academically and personally.

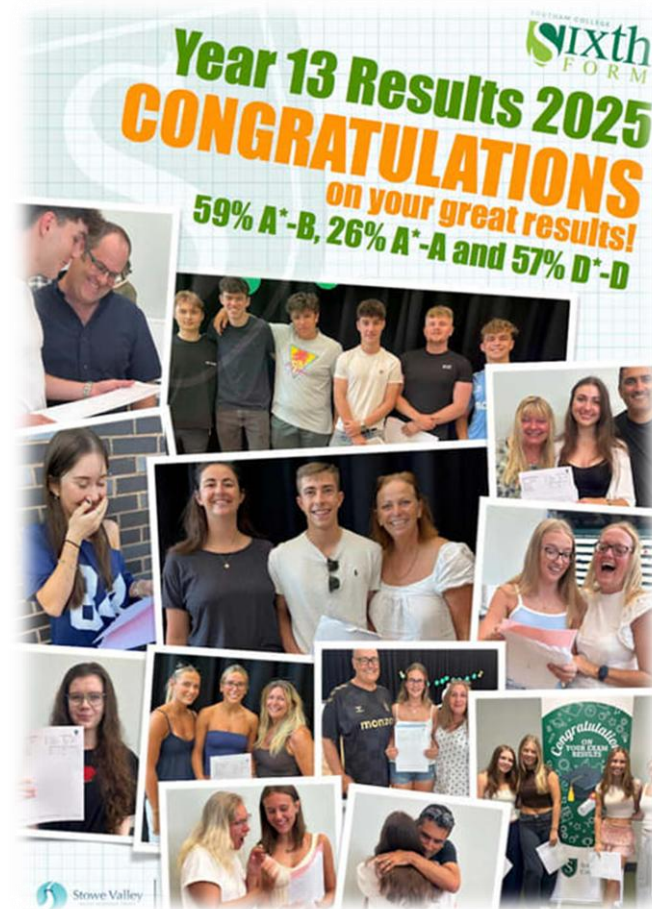
At Southam College, our core aims are to ensure:

- Outstanding achievement
- Excellence in learning and teaching
- Enriching and memorable experiences

Building on these foundations, the Sixth Form team is dedicated to fostering a culture of ambition, growth and personal development. We encourage our Sixth Form students to:

- Challenge their perceived limits and raise their aspirations
- Recognise that Sixth Form is a vital stepping stone, not a final destination
- Consider life beyond Southam and to be able to view the world through wider perspectives.

The main purpose of Southam College Sixth Form is to empower every student to achieve their highest academic potential while preparing them to leave equipped with the widest range of opportunities. Our curriculum not only supports academic success but also prepares students for their lives today and for the future. It fosters the whole school values of **kindness**, **confidence**, and **resilience**, helping each individual to thrive and become the best they can be. We support students in becoming well-rounded individuals, ready to thrive beyond school.



Be the best you can be!

OUR VISION AND VALUES

ACADEMIC ACHIEVEMENT

The Sixth Form at Southam College is a thriving and integral part of our school community, committed to ensuring high quality outcomes and experiences for all our Sixth Form students. We offer an ambitious, well-planned curriculum that is carefully aligned with higher education and employment pathways. We take achievement very seriously. We encourage students to intellectually stretch and challenge themselves to reach their full academic potential and achieve the best grades possible. Teaching and learning at KS5 is important to us to ensure strong outcomes, a culture of ambition and excellence. Specialist teachers enable students to develop deep subject knowledge and produce high quality work. In addition, students are supported to take responsibility for their learning and make full use of available resources. Our wide-ranging curriculum suits a variety of students interests and abilities, preparing learners effectively for their lives today and future progression to higher education, employment, or training. We set the highest expectations of everyone within our Sixth Form community to ensure the best possible academic achievement.

RELATIONSHIPS AND COMMUNICATION

A core strength of our Sixth Form is the strong, positive and supportive relationships fostered between staff and students. We provide a safe and inclusive environment, underpinned by robust safeguarding practices and a culture of mutual respect. Students benefit from dedicated support and education on key themes such as respectful relationships through our RSE programme as well as guidance on mental health and wellbeing. Our dedicated, experienced and approachable Sixth Form team is committed to creating a caring atmosphere where every student feels secure, valued and empowered to succeed both academically and personally. We take the time to get to understand each student as an individual, promoting equity, excellence for all, and a sense of belonging. We take great pride in dedicating time to work closely not only with students but also with parents, carers, and staff, ensuring a truly holistic, student-centred approach. This collaborative partnership helps every student feel respected, heard, and fully supported to reach their full potential.

THE SIXTH FORM MINDSET

Our dedicated Sixth Form study space offers a welcoming and focused environment that fosters a mature approach to learning. Success in any area of life begins with consistent high personal standards and expectations, so we support students to empower themselves to become independent learners, build resilience, and maintain a strong work ethic.

We recognise attendance as a key indicator of commitment and engagement. As students transition from GCSE to A Level/Level 3 pathways, we provide tailored support to help them adapt and thrive. Throughout their Sixth Form journey, we promote key values such as respect, kindness, confidence, responsibility, and self-discipline. We aim for every student to develop a clear vision for their future and regularly reflect on their progress, mindset, attitudes and goals.

PERSONAL DEVELOPMENT

In today's increasingly competitive university and employment market, it is vital that students leave Sixth Form not only with strong academic outcomes but also with well-rounded personal development. We are committed to offering meaningful opportunities that nurture character, confidence, and essential key life skills. Our Sixth Form provides dedicated work experience opportunities alongside up-to-date, high-quality careers information, advice, and guidance to support future planning. We take pride in delivering a rich and varied programme of enrichment activities and memorable experiences, both within school and through active engagement with the wider community. Students also benefit from a range of student leadership opportunities across the school, helping them develop the attributes needed for success and prepare for life beyond school. Throughout the Sixth Form journey, we embed our whole school values of kindness, confidence and resilience whether interacting with peers, staff, school community or wider society, empowering every student to be the best they can be.

Expectations

Learning as a Sixth Former

- Patterns of study
- Work Life Balance
- Wider Reading
- Personal learning, development and enrichment opportunities
- Cultural experiences



KS4-KS5 Transition

Timetables

	D1	D2	D3	D4	D5
1	Ga PT G3	Fr GN ML4	En EW E8 nev	Fr GN ML4	Ma TW M3
2	Ma TW M3	Sc WE LAB4	Ma TW M3	En EW E8 nev	Sc EH SC3 ol
3	En EW E8 nev	Pi LL ML6	Po HD Art 5	Ma TW M3	Po HD Art 5
L					
4	Sc WE LAB4	Pc WA HALL	Ga PT G3	Rm DO T5 PC'	Ga PT G3
5	Po HD Art 5	Rm DO T8	Ls CL LS3 in	Sc WE LAB4	Pc WA GYM

	D6	D7	D8	D9	D10
1	En EW E8 nev	Ma TW M3	Sc WE LAB4	Ga JB G3	Ga PT G3
2	Fr GN ML4	En EW E8 nev	Pc WA HALL	Ma TW M3	Ma TW M3
3	Sc EH Scienc	Ls CL LS3 in	En EW E8 nev	En EW E8 nev	Sc EH LAB 1
L					
4	Sc EH LAB9	Rm DO T8	Sc EH LAB3	Pi LL P2	Po HD Art 5
5	Po HD Art 5	Fr GN ML4	Rm DO T8	Fr GN ML4	Rm DO T8

Year 11

	D1	D2	D3	D4	D5
1	Ec JT BS2*	Ph HY LAB3	Ss LBS Sixth F	Ph HY LAB3	Ga CH ML6
2	Ga PL G2	Pr ASN SC2 ol	Ph EG LAB 1	Pr ASN ML5 P	Ss LBS Sixth F
3	Ph HY LAB3	Ec SE Busine	Ma MN M9 nev	Ph EG SC2 ol	Ma MN E1
L					
4	Ma MN S6	Ga PL G2	Ra MC PRA4	Ma ME S6	Ec JT BS2*
5	Ss LBS Sixth F	Ma ME M9 nev	Ma MN M9 nev	Ga PL G4	Ec SE Busine

	D6	D7	D8	D9	D10
1		Ga CH G1	Ga PL G2	Ga CH G1	Ec JT BS2*
2	Ph HY LAB3	Ph EG LAB 1	Ss LBS Sixth F	Ph EG LAB 1	Ga CH G1
3	Ss LBS Sixth F			Ma ME S6	Ss LBS Sixth F
L					
4	Ga CH G1	Ec SE Busine	Ec SE Busine	Ec JT S3	Ma FJ M2
5	Ma FJ M2	Ph EG LAB5 <	Ra MC PRA2		Ec SE Busine

Year 12

OUR AIM

At Southam College Sixth Form we aim to achieve the following for our Sixth Form students:

- **Strong Academic achievement:** To encourage students to reach their full academic potential, gaining the best grades possible. We encourage our Sixth Form students to take ownership of their learning by utilising all resources and support available
- **The Sixth Form Mindset:** We promote a mature and focused learning environment that supports development of independence. Values such as kindness, confidence and resilience are central. Students are encouraged to reflect on their own vision for the future aspirations, effort, systems and attitudes.
- **Relationships & Communication:** We promote strong, respectful relationships between staff and students, ensuring a safe, inclusive, and supportive environment. We work in partnership with parents and carers to ensure every student feels valued and supported.
- **Personal Development:** We provide opportunities to help students develop essential life skills. This includes enrichment activities, leadership roles and memorable experiences both in and out of school. We prepare students to leave Sixth Form, not only with strong academic outcomes, but as well-rounded individuals. We support students with destinations and life beyond school

Note: Please refer to our "Sixth Form Vision and Values" and Sixth Form Mindset posters for more information.

EXPECTATIONS

Sixth Form students can expect to:

- A safe, caring, and inclusive learning environment.
- High-quality teaching and regular constructive feedback to support your progress.
- Regular and ongoing monitoring and support to help you stay on track academically.
- Clear and open communication between staff, students, and parents/carers.
- To be treated with respect. To have your student voice valued and listened to as part of the Sixth Form community.
- To have work regularly set and marked. Also if and when a member of staff is absent.
- Access to comprehensive careers education, information, advice and guidance.
- Opportunities to engage in a wide range of personal development and enrichment activities to support your growth beyond the classroom

EXPECTATIONS OF STUDENTS

All students are expected to uphold the Southam College REACH expectations

- **Responsible, Engaged, Accountable, Communicate respectfully, Helpful**

In addition, Sixth Form students should demonstrate the '5 P's' Sixth Form expectations.

- **Be Punctual, Present, Professional, Proactive and Positive**

For a full outline of the expectations, please refer to the 'Further Expectations' section in the full Sixth Form Learning Agreement document.

REACH OUT TO US!

What to do if there are any problems? Reach out to us!

We encourage all students to speak up early if they are facing difficulties.

- Talk to your subject teachers (academic or subject specific concerns)
- Talk to your form tutor (general progress and wellbeing)
- Talk to your Head of Year.
- Talk to the Head of Sixth Form.
- Talk to your parents/carer.
- Talk to the Learning Mentors (further academic support).
- Arrange an appointment with the Careers advisor.
- Use self-help materials and resources available from the Sixth Form team or trusted external services.

Request a meeting with a combination of the above. You are not alone—support is always available.

Sixth Form Expectations

STUDY ROOM

We aim to provide you with a learning environment that positively contributes to everyone's ability to study. Therefore, when using the Sixth Form study room, we expect you to be considerate to others and ask for your co-operation in upholding the following expectations.

NOISE LEVELS

The Sixth Form Study room will have allocated periods which will be designated to two types of noise zones, **"Silent"** and **"Quiet"** study periods.

- When arriving, we ask that you please pay attention to what level of noise is permitted for the allocated period. Adhere to the noise 'zone' expected levels of interaction. This is to maintain an environment conducive to intensive study and ensure students are aware of their conduct while here.
- Please treat the Sixth Form study room space as a "Silent" Study zone, unless otherwise signposted. **This includes when entering and exiting the room to 'sign in and out' for safeguarding.**
- On occasion, we may adjust and alter the noise zoning provision from time to time to accommodate the needs of students, e.g. there will be more dedicated "Silent Study" time during exam season.
- Use laptops and mobile phones with consideration (headphones to be worn and sound must be inaudible to those nearby). Refer to the mobile phone usage poster for more information.

"SILENT STUDY" ZONE

- Adhere to the "Silent" study expectation throughout the duration of period 1 & 2 daily.
- Please respect the direct instruction of the Sixth Form Learning Mentors and students who have chosen this allocated time slot to enhance everyone's learning experience.
- The noise volume is to be silent. No conversations. Studying with no disturbance.
- Encourage yourself to put your mobile phone away, "out of sight, out of mind" to avoid distractions. Devices set to silent.
- Ideal for working alone. Revise in silence, consolidation time and researching.
- Independent and focussed study time with no interruptions.



"QUIET STUDY" ZONE

- Adhere to the "Quiet" study zone after breaktime. Period 3, 4 & 5 daily. Also expected during afterschool study unless otherwise stated.
- Studying with minimal disturbance. Ideal for individual, quiet study alone or alongside others.
- The use of mobile phones is allowed for study purposes and if inaudible to others.
- Conversation is acceptable between pairs and small groups but please keep conversation noise levels low volume, 'quiet' and to a minimum. Conversations about work.
- Ideal for retrieval practice to test each other.
- Be considerate to others who may still wish to work silently.

If you need help encouraging a peer to comply, please tell your Learning Mentors. Talk to your Learning Mentors should you require any other support with your learning.



**Note: The Sixth Form Learning Mentors, Heads of Year and Head of Sixth Form may remind you of these expectations if we see that you are not using the space appropriately. Failure to adhere to the Sixth Form study room code of conduct and expectations may result in warnings, sanctions, removal, and/or further disciplinary action*



SOCIAL AREA EXPECTATIONS

- Follow staff instructions first time, every time.
- Only the allocated year group may use the social area.
- Sit on chairs, not tables.
- When the social base is full, please use the canteen, space outside or the hall.
- Food and drinks are allowed in the Sixth Form social space, the canteen, hall and outside space as per the whole school rules. No eating and drinking allowed in the Sixth Form study room, on corridors or adjacent classrooms so please finish here first.
- Put any litter in the bin and straighten chairs and tables before leaving.
- Move promptly out of corridors.
- Use toilets in your allocated block.
- No posters or flyers to be put onto the walls unless approved by the Head of Sixth Form.
- Respect your facilities. Leave the social space as you would hope to find it. Keep the room tidy.

*Note: Sixth Form staff may remind you of these expectations if we believe you are not using the space appropriately. Failure to follow conduct and expectations may result in warnings, sanctions, removal, and further disciplinary action.

STUDY ROOM



NO EATING OR DRINKING

In the Sixth form study room

Dress Code

Professional Wear

- Role models for younger students
- Demonstrating the highest of standards in appearance is part of your leadership responsibility
- You enter the sixth form to work and contribute to the wider community, your dress should reflect this.
- Lanyards to be worn at all times- safeguarding.



Sixth Form Dress Code

We expect students to adhere to the smart, professional dress code within Southam College Sixth Form. All students are required to wear a shirt/blouse/trousers and skirt & tights/formal top, as well as smart shoes. For safeguarding, it is compulsory for students to wear a lanyard.

Further details on appropriate items follow:

Trousers
Suit type trouser. Subtle sober patterns allowed such as pinstripe. Tailored fit and linen trousers acceptable provided smart.
Belt should be one colour (Dark grey/dark brown or tan/black).

Not allowed: Denim/chinos/leggings/skin-tight trousers/shorts/leggings/sports bottoms.

Skirts & Dresses
Formal, tailored suit type skirts and dresses, including pencil skirts. Sober colour/patterns e.g. pinstripe. Skirt/dress must be no more than 10cm above the knee.

Not allowed: Items that are excessively short, Denim. Low neckline/strappy dresses/Play suits/jump suits.

Shirts/Blouses/Formal Top
A shirt and tie or blouse or smart work style top that covers the shoulders.
Formal lightweight knitted jumper or cardigan over shirt/blouse.
Sober colour/subtle patterns.
Short sleeves are permitted.
Jackets are optional.

Not allowed: Loose T-shirts/polo shirts/sports shirts/military style shirts/lumberjack shirts/strappy tops/cropped tops/halter neck tops/off the shoulder tops/sweatshirts with sport logos or sportsweats/logos. Areas such as the stomach or back should not be on show.

Shoes
Formal/smart. Must be of leather or suede material/look.
Smart boots of a sober colour are permitted.
Heels permitted on shoes and boots if of a suitable height.
Smart 'ballet' pumps are allowed.
Smart boots of a sober colour are permitted.

Not allowed: Walking boots/biker boots/trainers/flip flops or open toe/canvas shoes/canvas pumps/converse/UGG style.

Other Aspects
Tights should be one sombre colour without pattern.
No hats, caps or headgear of any kind to be worn in school.
Hair colour to be one natural colour – see your HOY before you dye your hair to discuss.
No hoodies/sweatshirts are permitted.
All items of dress, including outdoor coats, should be clean, and should not be adorned with slogans or in any other way be likely to cause offence.
No visible body piercing other than to the ears, or one single small nose stud. No visible tattoos. Any jewellery worn should be reasonably small and not excessive in quantity. Entirely clear plastic retainers are permitted for piercings that are not in ears or single nose stud.
We are respectful of religious attire that students wish to wear.

Within this dress code the school reserves the right to determine if an article of student dress is acceptable to be worn.
Consequences for not adhering to the dress code: Tutor monitoring and verbal warning > A warning issued via CC > Inclusion on Class Charts > Letter sent home and Dress Code Report for a week > Last warning letter given > Remain in Sixth Form Area > Parent/Carer Meeting and required to go home to address dress code.
Clear and obvious disregard for the dress code will result in immediate isolation in the Sixth Form Area.
See Appendix A & B for further guidance.

SOUTHAM COLLEGE

Sixth FORM

Appendix A: Sixth Form Student Dress Code

Sixth Form students at Southam College are role models to the rest of the school. In addition to their behaviour, attitude and ethos, students are expected to set an example through their high standard of professional, smart, business-like dress and the way in which they present themselves. Please pay close attention to the **Sixth Form** code expectations document and the guidance exemplar 'Acceptable' and 'Not acceptable' images of the dress code below to ensure students are dressing appropriately for the school environment.

Examples: Acceptable ✓

Examples: Not ✗ **Acceptable**

Notes: Our Sixth Form dress code has been created and adapted to ensure student voice. Student consultation has allowed them to make any changes to ensure we are considered. Please do not respect and adhere to our code of dress.

Notes: Religious headwear

Notes: Remove extra clothes to the next level.

Notes: Make if personal adaptations are needed for the short term e.g. injury, a parent letter must be given to the HOY and a temporary pass will be provided. For the longer term e.g. for medical reasons, the student must carry a pass and in their absence this is approved by the HOY/NDP.

Dress Code: Please refer to the Induction Packs for full guidance

Attendance

- Agreement to the Sixth Form- contract
- HOY to track attendance throughout the year.
-
- Parental/guardian contact to the school if absent
- Better attendance= better grades!

attendance
MATTERS

SOUTHAM COLLEGE

SIXTH FORM ATTENDANCE
Authorised and unauthorised absence

For unplanned absence from Sixth Form (e.g. general illness), a parent or carer must notify the School via ClassCharts, phone the Absence Line or email/text to account for the absence ideally by 9AM on each day of absence. If the absence is likely to last more than two days, the parent/carer should aim to contact the HOY and/or HOSF to share finer details in the hope we can support returning to school as soon as possible.

Students should book appointments, tests, and so on during free periods to ensure they do not miss out on learning time. Authorised absence is an absence which has been approved in advance by the Head of Sixth Form or Heads of Year only. The table, below, shows what is and is not likely to be authorised and the evidence required for authorisation to be given.

Absence	Authorised?	Evidence required
Birthday	No	N/A
Driving lesson	Yes but only in Free/ SFSR slots	N/A however this may be asked for upon request by the Sixth Form Team
Driving test	Yes	Official confirmation shown to the Sixth Form Team
Driving theory test	Yes	Official confirmation shown to the Sixth Form Team
External examinations	Yes	Official detail shown to the Sixth Form Team
Extra-curricular activity	Discretionary	Student to discuss with Head of Sixth Form/Heads of Year.
Funeral	Yes	Parent / carer to contact L. Powell/HOSF/HOY
Leave of Absence for exceptional circumstances	Discretionary	There is an expectation that the Parent / carer will contact the Attendance Office at Southern College. A form will need to be filled in and response will be provided. No fees will be issued but this may be unauthorised.
Interview	Discretionary	Student to bring evidence to Head of Sixth Form/HOY for discussion.
Medical appointments	Yes	Official detail shown to the Sixth Form Team. Signing in and out on the iPads is compulsory. Catch up on work across all subjects due to absence.
Religious celebration observation	Yes	Parent / carer to contact L. Powell/HOSF/HOY
Open Days (college, university, etc.)	Discretionary	Student to complete "Uni open day request" up to a max duration of May 2024 - Feb 2025. HOY/HOY to confirm approval. Teachers to also sign. Catch up on work across all subjects due to absence.

*Sixth Form Team includes Heads of Year/Head of Sixth Form/Mrs Powell. Information can be shared with the Learning Mentors/Tutors but this will need to be forwarded to the HOY/HOSF for decisions on the above.

*Note: It is compulsory to sign in and out on the iPads in the SFSR room. We also expect that students catch up on work missed due to absence at the earliest opportunity.

1 - Students can book driving lessons during free periods only. Students must be punctual to any timetabled session following a driving lesson. This is a privilege which will be withdrawn for students who do not adhere to our expectations relating to attendance, behaviour, and academic commitment.

Official = an email / text message or similar which is directly and obviously from the relevant organisation. For example, a text message from your dentist confirming the date and time of your appointment.

September 2024

Mobile Phones

Sixth Form Expectations
MOBILE PHONES, SMART WATCHES, EARBUDS & HEADPHONES

Acceptable use policy

Mobile technology can support learning when used appropriately. However, misuse can distract from learning and disrupt the school environment. Sixth Form students are expected to act as role models and follow the guidelines below at all times.

EXPECTATIONS

- Students within the Sixth Form will be able to use mobile phones and other internet-enabled devices within the Sixth Form permitted areas only, which are the Quad and the Sixth Form Study Room.
- Mobile phones, smart watches, earbuds, and headphones must NOT be used anywhere else on school site, including the canteen, corridors, toilets or classrooms during lesson times, from arrival on site until the 3:20pm bell.
- Device visibility. Sixth Form students will be required to ensure that mobile phones are switched off, out of sight and placed inside bags in all other non-designated Sixth Form areas of the school site including when in the cafeteria.
- During Sixth Form lesson times, mobile phones should remain in bags, switched off. However, if a lesson is unsupervised due to staff absence, students may use their phone only to check Class Charts or assisting independent study, while remaining in their allocated classroom. Phones must not be used for social media, messaging, gaming, streaming, or calls during lesson time.
- Mobile phones, smart watches, and any electronic or internet-enabled devices are not permitted in examination rooms, in line with JCQ examination regulations.

FAILURE TO FOLLOW THESE EXPECTATIONS

- If a Year 12 or 13 student is seen using a device outside the permitted areas, the device will be confiscated and stored securely in the Head of Sixth Form's office.
- Confiscated devices may be collected at the end of the school day.
- Failure to meet the Sixth Form Acceptable Use requirements, repeated or continued misuse may result in warnings, further sanctions, and/or temporary removal of devices, in line with school behaviour protocols.

Use of devices in the Sixth Form is a privilege.
Students are expected to use devices responsibly and in accordance with the Acceptable Use documentation at all times. Staff will remind students of these expectations where necessary. Failure to meet the Sixth Form Acceptable Use requirements, repeated or continued misuse may result in warnings, further sanctions, and/or temporary removal of devices, in line with school behaviour protocols.

Sixth Form Expectations
STUDY ROOM

Acceptable use of mobile phones, smart watches & audio equipment

ACCEPTABLE USE



Mobile phones, smart watches, earbuds, and headphones may be used responsibly in the Sixth Form Study Room for the following purposes only:

- Accessing class charts, timetables or study-related information.
- Listening to music with headphones/earbuds only and at a volume that cannot be heard by others.
- Supporting independent study, including online research when a computer is not available.
- After-school use is permitted.

NOT ACCEPTABLE USE



The following uses of mobile phones, smart watches, earbuds, and headphones are not permitted at any time during study periods:

- Making or receiving telephone calls, sending texts, or using messaging apps (including via smart watches).
- Using and accessing social media or non-study related websites.
- Playing games or engaging in any form of gambling.
- Taking photographs or recording video or audio.
- Watching or streaming TV programmes, films or non-study related videos.
- Using smart watches as a substitute for a mobile phone during study time.
- Sharing content that is inappropriate, unsafe, or breaches safeguarding expectations in any way.

IMPORTANT

- Mobile phones, smart watches, earbuds, and headphones must NOT be used anywhere else in school (including the canteen, corridors, or classrooms with teachers during lesson times) from entering school until the 3:20pm bell.
- Devices may only be used in the Quad or the Sixth Form Study Room.

SOUTHAM COLLEGE
Sixth FORM

Remember our
Mobile phone rules
at Southam College

Where and when devices can not be used

- X Canteen
- X Corridors
- X Sixth form lessons
- X Sixth form toilets

Where and when devices can be used

- ✓ Quad
- ✓ Study room
- ✓ After 3.20pm bell



Use of devices in the Sixth Form is a privilege.
Students are expected to use them responsibly and

Stowe Valley

SOUTHAM COLLEGE
Sixth FORM

Why put your phones away?
Year 12 & 13 – Reasons That Matter

Research and expert evidence show that mobile phones can significantly impact learning, wellbeing, and behaviour.

Better Focus = Better Results
Even having a phone nearby reduces concentration. Putting it away helps you think more deeply, revise more effectively, and achieve stronger academic outcomes. Even the presence of a smartphone can fragment attention. Students are more likely to procrastinate when phones are nearby or in use.

Protect Your Attention & Memory
Constant notifications train your brain to switch tasks, weakening focus and memory. Fewer distractions lead to deeper understanding and better independent study. Constant notifications damage attention – children and young people receive hundreds of alerts each day making it hard to sustain concentration on schoolwork.

Lower Stress & Improve Wellbeing
Social media and constant comparison increase anxiety and pressure. Reduced phone use supports calm, confidence, and positive mental health. FOMO and a compulsive need to know what others are doing is reduced. Smartphones are designed to be addictive – screen time addiction is real. Social media and apps use algorithms to keep users scrolling longer, reinforcing checking behaviour and distraction.

Better Sleep, Better Learning
Excessive screen use disrupts sleep and memory. Good sleep is essential for focus, emotional regulation, and success in Sixth Form, increase your productivity overall having more time to focus and time to study so better grades.

Stronger Relationships & Community
Less screen time encourages real conversations, better and stronger relationships, improving communication skills, emotional resilience and a more respectful Sixth Form environment. Connect with each other more face to face, focus on learning and stay safe.

Build Adult Habits for the Future
Managing phone use shows maturity and self-discipline – key skills for university, apprenticeships, and the workplace.

IN SHORT – PHONES OFF AND AWAY, FOCUS ALL DAY!

PUTTING YOUR PHONE AWAY HELPS YOU:

- Stay focused and learn more effectively
- Reduce stress and social pressure
- Improve memory, sleep, and wellbeing
- Connect with real people, stronger real-life relationships
- Prepare for life beyond Sixth Form

Use of devices in the Sixth Form is a privilege.
Students are expected to use them responsibly and in line with

Stowe Valley

Mobile Phones

NEWS

Home | UK | World | Business | Culture | Politics | Health | Tech | InDepth | BBC Verify | Climate

Family & Education | Young Reporter

A smartphone ban in English schools is coming into force. What's changing?



Hayley Clarke

Education reporter

27 June 2026

A ban on smartphones in schools in England comes into force on Monday, 29 June, making individual schools and trusts legally responsible for being phone-free throughout the day.

It is separate from the recently announced ban on social media for under-16s, and the government said the move would give "legal force to what schools are already doing in practice".

Children's Wellbeing and Schools Act (April): Introduces expectations around mobile phone use in schools

Default position: Schools should be **mobile phone-free environments**, with exceptions only in limited cases

School policy requirement:

- Schools must create a clear mobile phone policy
- Policy should ban phones and similar smart devices (e.g. messaging, notifications, audio/video recording)

Scope of restriction:

- Applies for the **entire school day**
- Includes lessons, between lessons, breaktimes, and lunchtime

Sixth Form & Mobile phones



Sixth form considerations:

- Possible **limited access** to phones in specific times/locations
- Reflect greater independence while maintaining overall rules
- Use should not be visible to younger pupils (e.g. restricted to sixth form areas- Quad and SFSR ONLY)

Behaviour expectations:

- Misuse of phones can and will result in sanctions
- Policy will remain that Sixth Form students can use mobile phones in **Sixth Form only spaces**. Confiscation will follow the same process as lower school students.
- Acceptable use for Sixth Form to emphasise that no photographs or videos should be taken on school grounds

KS4-KS5 Transition

College Community - Role Models Prefects, Head students



College News
Head Student Announcement
September 2025

Student Leadership Announcement: Head Students for the 2025-2026 Academic Year

We are delighted to announce that Akshaj S and Emilia B have been appointed as Head Students of Southam College for the upcoming academic year, 2025-2026.

Their selection follows a rigorous process involving a letter of application, student presentations, interviews with Headteacher Miss Mason and Head of Sixth Form Mrs Campbell-Birch, as well as votes from both students and staff. Akshaj and Emilia impressed at every stage with their dedication, leadership potential, and passion for making a difference.

We were particularly inspired by their enthusiasm for the role, and we're excited to see how their ideas and vision will positively shape our school community in the year ahead. We would also like to extend our sincere thanks to all students who applied. The calibre of applications was incredibly high, making the final decision a difficult one.

Akshaj and Emilia shared the following message:

"We're absolutely honoured to have been chosen as your Head Students for the coming year. A heartfelt thank you to everyone who supported us. We're excited to work closely with the student leadership team, bringing your ideas to life and positively impacting our school community. Let's make this year one we'll all be proud of."

Congratulations to both Akshaj and Emilia. We are confident you will thrive in your new roles and lead with integrity and enthusiasm. We wish you every success in the year ahead.

Southam College
Sixth FORM



College News
Sixth Form Student Leadership
September 2024

Congratulations to our new 'Prefect' team 2024-25.

We're so excited to announce our new Prefect team for this academic year. The applications from the Year 12s were such a high standard. We had a tough time picking as everyone was excellent. Along with our Year 13 Head Prefects, we are confident that our team will make a positive impact on the school community and be reliable role models for the younger years.

Well Done Prefects!
Persia and Abby, Head Students.

Be the best you can be!

Southam College
Sixth FORM



Sixth FORM
Be the best you can be!

SOUTHAM COLLEGE

SIXTH FORM PREFECT

APPLICATIONS NOW OPEN

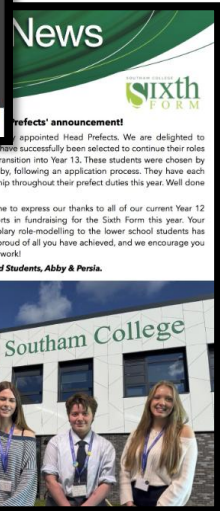
As a Prefect, you will play a key role in the life of Southam College, taking on responsibilities such as:

- Being part of the Student Leadership Team
- Supporting with wider school events & activities
- Helping to organise and run events within the Sixth Form
- Leading a Student Year Council
- Taking on additional duties across the school

If you're interested, please include the following in your application:

- Your strengths and why you feel suited to the role
- Any notable contributions, or work you have already done around the school
- Any ideas or improvements you would like to see in the school
- Anything other leadership experience or comments you may wish to add

Deadline: Monday 16th September 2025
Please send your application to SouthamCollegeHeadStudents@outlook.com. Please also hand a printed copy to your Head Students, Emilia B and/or Akshaj S.



College News

Prefects' announcement!

We are delighted to announce that four of our prefects have successfully been selected to continue their roles as 'Senior Head Prefects' as they transition into Year 13. These students were chosen by our Head Students, Persia and Abby, following an application process. They have each demonstrated exceptional leadership throughout their prefect duties this year. Well done to all of you!

We would also like to take the time to express our thanks to all of our current Year 12 prefects for their remarkable efforts in fundraising for the Sixth Form this year. Your dedication, hard work, and exemplary role-modelling to the lower school students has been excellent. We are incredibly proud of all you have achieved, and we encourage you to keep up the fantastic leadership work!

Mrs. Campbell-Birch and the Head Students, Abby & Persia.

Southam College
Sixth FORM



Be the best you can be!

Personal Development: Mentoring & Leadership

These opportunities include:

- Head students
- Prefects & Head Prefects
- Subject Ambassadors
- Interviews with prospective Sixth Form/lower school students
- Paired reading with Y7 students
- Volunteer work and fundraising
- Debating opportunities
- Additionally on the overseas trips to students are expected to show leadership and teamwork
- Wellbeing Team opportunities ie assemblies, leading teaching sessions at primary school
- House leaders

PERSONAL DEVELOPMENT
student leadership and mentoring

Students at Southam Sixth Form have a great deal of student leadership opportunities which are readily available to get involved in and develop their leadership skills. The leadership opportunities encourage our Sixth Form students to become positive role models for our younger pupils. Students are also part of the House system so are encouraged to take part with charity fundraising throughout the year. We have a six-tiered student leadership system, allowing Sixth Form students to be part of the 'Senior' student leadership team across the whole school system.

TIER 1 Senior Student Leadership Team (KS5)
Whole School- Head students x 2

TIER 2 Sixth Form Senior Leaders
Whole School- Head students x 2
Head prefects Year 12 student council
Prefects Year 12 student council
Student Welfare & Support Wellbeing Team (KS3 & KS4)
Subject Ambassadors Curriculum Teaching & Learning

TIER 3 House Ambassadors (Each year group, KS3/KS4)
Student council- consists of 2 students per tutor group.
Year 7 student council
Year 8 student council
Year 9 student council
Year 10 student council
Year 11 student council

TIER 4 Sports Captains
Across all years
COSA Sports captains
SHAKESPEARE Sports captains
WEBB ELLIS Sports captains
WITTELL Sports captains
Charity and volunteering, including House charity superstars

TIER 5 Student Leadership
Sub Committees & Societies (across all years)
Wellbeing Team
Inclusivity/diversity ambassadors
Amnesty International Society
Oxbridge society
EPQ
Self-empowering ambassadors
Sixth Form and lower school Paired reading/library support
EAL mentors
Technical crew event leaders
DfET
LEBQ

TIER 6 Individual Achievement
Personal development
Leadership with charity, sport, volunteering, careers & other

College News
Student Leadership 2025-2026
January 2026

We are delighted to share the successful launch of our Student House Ambassadors - Year Council Representatives for the academic year 2025-2026.

During the Autumn term, students were nominated and selected from each tutor group, to represent their year group and House. During the Autumn Term, our first year group Student House Ambassador Council meetings were held with the newly appointed representatives and the meetings were expertly led by our Sixth Form Prefects and Head Students.

The House Ambassadors serve as the key link between students and staff, representing student voice across all year groups. Two representatives per tutor group form the year group student council team, with prefects and head prefects serving as the Sixth Form representatives. Ambassadors provide feedback on school life, including the environment, curriculum, and extracurricular activities, ensuring that student perspectives inform decisions. Meetings are held each term and outcomes are communicated to the Senior Leadership Team (SLT). It was fantastic to hear the views and ideas of tutor groups from across all four houses. These discussions highlighted how student voice can lead to meaningful actions, empowering students to contribute to positive change within our school community.

Our next round of Student Council meetings will take place during the Spring Term in the weeks ahead. Outcomes from these meetings will be shared during feedback sessions with Miss Mason, Headteacher, ensuring that student voices continue to be heard and valued.

We'll done to all students involved for demonstrating such genuine enthusiasm, commitment, and a collaborative drive towards working together to enhance our school.

Year 7 House Ambassadors
Student Council Representatives 2025-2026
David B. Henry P. Joshua W. Felix B. Anna V. Joshua B. Ewan M. Niall C. Charles P. David R. Laura C. Nathan B. Ewan M. George M. Francesco F. Isabella B. Emily B. Abby B. Ewan C. Niall B. & Ben B.

Year 8 House Ambassadors
Student Council Representatives 2025-2026
David B. Henry P. Joshua W. Felix B. Anna V. Joshua B. Ewan M. Niall C. Charles P. David R. Laura C. Nathan B. Ewan M. George M. Francesco F. Isabella B. Emily B. Abby B. Ewan C. Niall B. & Ben B.

Year 9 House Ambassadors
Student Council Representatives 2025-2026
David B. Henry P. Joshua W. Felix B. Anna V. Joshua B. Ewan M. Niall C. Charles P. David R. Laura C. Nathan B. Ewan M. George M. Francesco F. Isabella B. Emily B. Abby B. Ewan C. Niall B. & Ben B.

Year 10 House Ambassadors
Student Council Representatives 2025-2026
David B. Henry P. Joshua W. Felix B. Anna V. Joshua B. Ewan M. Niall C. Charles P. David R. Laura C. Nathan B. Ewan M. George M. Francesco F. Isabella B. Emily B. Abby B. Ewan C. Niall B. & Ben B.

Year 11 House Ambassadors
Student Council Representatives 2025-2026
David B. Henry P. Joshua W. Felix B. Anna V. Joshua B. Ewan M. Niall C. Charles P. David R. Laura C. Nathan B. Ewan M. George M. Francesco F. Isabella B. Emily B. Abby B. Ewan C. Niall B. & Ben B.

Be the best you can be!

Sixth Form Personal Development: Societies

- Team sports – PE department
- STEM society
- EPQ project qualification
- Law & Crime society
- Amnesty International Youth Group
- Debating Society
- Wellbeing Team Society – community links
- Charities and volunteering
- Eco and conservation
- Work Experience
- Music
- Cooking



YEAR 12 SOCIETY GROUP



KINDNESS • CONFIDENCE • RESILIENCE

SIXTH FORM NETBALL



KINDNESS • CONFIDENCE • RESILIENCE

September 2021



Debate Society

Well done to the year 12 Debate Society, who have been focusing on the skills of rebuttal this week when debating topical issues. The team are really showing excellent skills of articulation.



FESTIVAL OF CHILDREN'S RIGHTS



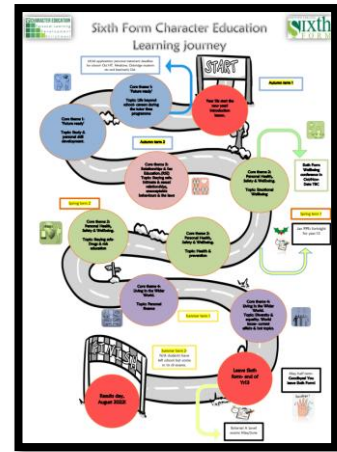
KINDNESS • CONFIDENCE • RESILIENCE

15th November 2021



Wider Opportunities

Enrichment and extra curricular opportunities.



In the past these have included:

- Think Big
- BBC Radio 4 Any Questions/Articulate
- General Election debates
- World Challenge trips - Nepal
- New York/Rome Trip
- Balloon Debating
- 'Jam'nesty/Human Rights Week
- External visitors- Driver awareness, speakers, First Aid
- Iceland Trip
- Houses of Parliament trip
- Visits to Oxford/Cambridge Universities
- Wellbeing Team- primary school visit, Galanos house, sun safety, face painting
- Events- Wellbeing Week, Diversity week
- "Success Seminar"- academic events
- Lions international young leaders award
- Student voice
- Character Education programme



TOPIC 1: Study Skills and personal skill development

Lesson context	Name	Care Theme
1	The different types of 'Study Skills'	
2	Personal Skills - Staying motivated, Time Management - Technology	Future Ready
3	Plagiarism. Goal setting and contingency plans	

TOPIC 2: Looking after ourselves online and offline

Lesson context	Name	Care Theme
1	The importance of sleep. Sleep Hygiene + Mental Health	Personal Health, Safety and wellbeing
2a	Smartphone addiction. Screen Time & Safe use	Personal Health, Safety and wellbeing
2b	Online Gambling and gaming (Games In App Protection)	Personal Health, Safety and wellbeing
Optional	Cosmetic and Aesthetic procedures	Personal Health, Safety and wellbeing
Optional	Eating Habits	Personal Health, Safety and wellbeing
Optional	Eating Disorders	Personal Health, Safety and wellbeing
Optional	Healthy Eating and cholesterol	Personal Health, Safety and wellbeing

TOPIC 3: Emotional wellbeing

Lesson context	Name	Care Theme
1a	Promoting Emotional Wellbeing	
1b	Stress - how to manage it	Personal Health, Safety and wellbeing
1c	Stress, Athletes and Performance	Personal Health, Safety and wellbeing
2a	Mental Health Awareness. Dealing with anxiety	Personal Health, Safety and wellbeing
2b	Paranoia, Fear and Anxiety	Personal Health, Safety and wellbeing
Optional	Anger management. Dealing with my anger. Self-reflection	Personal Health, Safety and wellbeing
Optional	Dealing with Grief and Loss (& stages). Bereavement	Personal Health, Safety and wellbeing

TOPIC 4: Staying safe, drugs and risk education

Lesson context	Name	Care Theme
1a	Substance Misuse	Personal Health, Safety and wellbeing
1b	Drugs - Substance Addiction	Personal Health, Safety and wellbeing
1c	Volatile Substance Abuse	Personal Health, Safety and wellbeing

Character Education
in year 12...

Your voice matters!

Have your say for the
tutor time
programme and
external visitors!

Complete the survey!

4b	County Lines - What is it (Gang Culture)	Personal Health, Safety and wellbeing
4c	County Lines - Who is at risk	Personal Health, Safety and wellbeing

TOPIC 5: Topic: Exploring Relationships and Sex Education incl

Lesson context	Name	Care Theme
1a	Respect Love and Relationships. Healthy Vs c	Relationships & Sex Education (RSE)
1b	Sexual consent & Law. Respect and boundari	Relationships & Sex Education (RSE)
1c	Child Sexual Abuse (CSE)	Relationships & Sex Education (RSE)
2a	Revisiting Contraception	Relationships & Sex Education (RSE)
	Importance of Sexual Health	Relationships & Sex Education (RSE)
	Visiting STI's	Relationships & Sex Education (RSE)
	Unplanned Pregnancy - Choices	Relationships & Sex Education (RSE)
	Adulthood for Teenagers	Relationships & Sex Education (RSE)
	Realisation of the media. Sex & the media.	Relationships & Sex Education (RSE)

Personal finance

Lesson context	Name	Care Theme
	Banking. Mobile Banking. Building Societies a	Living in the wider World
	Tax System Explained	Living in the wider World
	+ P60 Types of Employment	Living in the wider World
	Multiple Income Sources + State Benefit System	Living in the wider World
	Trade Union Lesson	Living in the wider World
	Understanding Insurance	Living in the wider World

Diversity and equality - hot topics and current affairs

Lesson context	Name	Care Theme
	Sexual orientation. LGBT (Equality UK & the w	Living in the wider World
	IT + Homophobia in society	Living in the wider World
	Support someone (LGBT focus)	Living in the wider World
	IT - challenging Homophobia	Living in the wider World
	IT - Coming out	Living in the wider World
	Homophobia	Living in the wider World
	Improving Body Image	Living in the wider World
	Social Media Validation and influencers.	Living in the wider World
	Program Generation (Its Ok to feel down)	Living in the wider World
	Social Media Validation Vs Reality	Living in the wider World
	Keeping your data safe (social Networks)	Living in the wider World
Optional	Toxic Masculinity (Peer Pressure + Influence	Living in the wider World
Optional	Virtual Reality + Live Streaming +Gaming Onlin	Living in the wider World
Optional	Critical thinking & Fake News	Living in the wider World
Optional	Conspiracy theories	Living in the wider World
Optional	Targeted advertising and your data	Living in the wider World
Optional	Modern Day Slavery	Living in the wider World

TOPIC 7: Life beyond school - careers

Lesson context	Name	Care Theme
1a	Post 16 Options	Future Ready
1b	Planning For the future	Future Ready
1c	Making Applications	Future Ready
1d	CV Writing	Future Ready
2a	Writing a Personal Statement	Future Ready
2b	Interview Preparation	Future Ready
Optional	Personal Branding	Future Ready
Optional	Apprenticeships	Future Ready
Optional	Online Reputation and Digital Footprints	Future Ready

Enrichment- Memorable life experiences

College News

Ryton Pools Trip
June 2024

Southam College

Year 12 Biology students have enjoyed beautiful weather at Ryton Pools, carrying out fieldwork for their Practical Endorsement. They were lucky enough to see two moth-traps released, whilst listening to George, one of the expert Rangers at Ryton. They carried out random and transect sampling methods in the hay and grass meadows, and investigated how light impacts on the distribution of pond invertebrates. There was also plenty of time for an ice-cream in the shade whilst they carried out their data analysis.

With thanks to the expert and helpful staff at @Rytonpoolscountypark



SIXTH FORM SUCCESS STORIES

World Challenge Student
Toby K, Year 13

In the heart of the Himalayas, Summer 2023, a group of adventurous students embarked on an unforgettable expedition in Nepal. Today's "Student Success Story" is to celebrate Toby.

Toby's thoughtfulness and empathy was evident from early on in the trip, ensuring that everyone was included and involved. Toby also led the charge for a football match at 3700m, between UK and Nepalese team members, creating a football from socks, an inflatable pillow, tape and string, an ingenious feat. Toby was a decisive and strong leader, never shirking responsibilities, but also supported those around him constantly, helping the group gel together.

Well done Toby. This has been wonderful to read and hear. We wish you every success for year 13, we believe in you and really hope you gain the grades we know you are more than capable of. You can do it!

Mrs Campbell-Birch, Mrs Smith and Mr Bradbury.



Kindness • Confidence • Resilience



RE Quality Mark GOLD

SMSC

YEAR 12 AND 13 PHILOSOPHY AND ETHICS
TRIP TO ROME

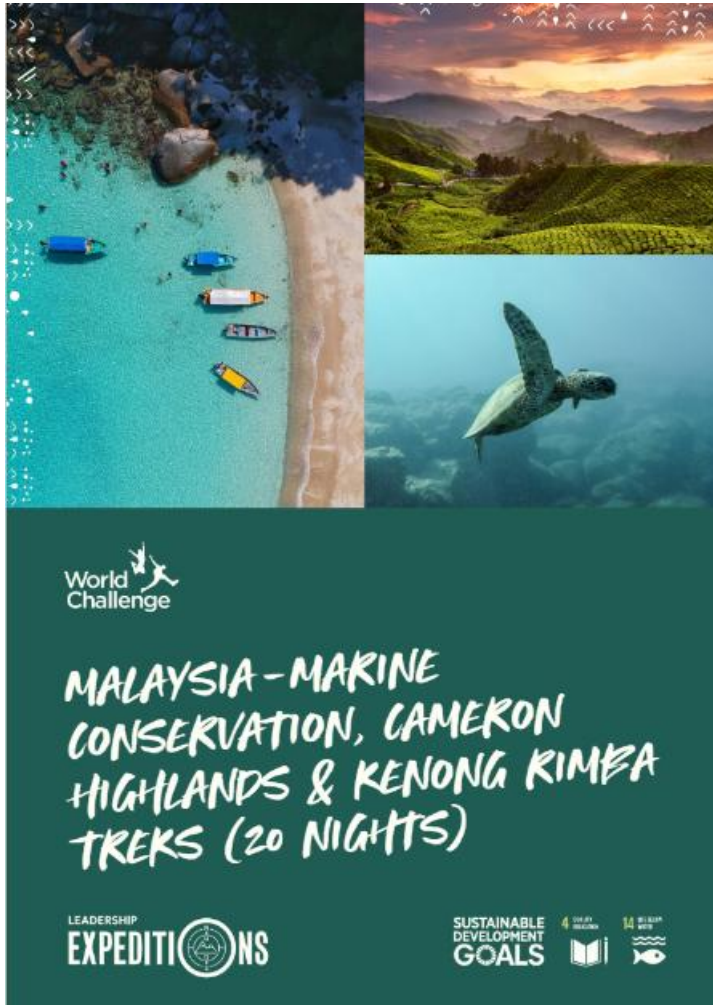


KINDNESS • CONFIDENCE • RESILIENCE

July 2022



An incredible opportunity....



World Challenge trip to **Malaysia** in the summer of 2027.

World Challenge is not like a normal school trip – students take the lead – get cash and the itinerary and they lead the trip. A bit like race against the world (but with all the itinerary set out).



SEE THE
WORLD
DIFFERENTLY!



We believe in the power of extraordinary experiences. They allow us to see ourselves, others and the world differently, and develop our confidence, independence and resilience.

20 NIGHT EXPEDITION : MALAYSIA

Contribute to a marine conservation project, trek through the Cameron Highlands and the Kenong Rimba and experience Kuala Lumpur. With you and your team tackling fresh challenges each day, this once-in-a-lifetime experience proves just how much you're capable of. It could change the way you see yourself and the world, forever.

START
HERE

DAY 1

ARRIVE IN
KUALA LUMPUR

Sleep: Hostel

DAY 2

DISCOVER
THE CAPITAL

Sleep: Hostel



Touch down in the buzzing city of Kuala Lumpur. You've made it to Malaysia - a land of ancient forests, exotic culture and sizzling street food.

Make sure you get some rest after your flight. You're about to take the road less travelled and experience the places you've been dreaming about.

Teeming jungles, pulsing cities and glistening beaches - they're all here, waiting to be explored.



TRAVELLING RESPONSIBLY

REMEMBER, YOU'RE MORE THAN A TOURIST IN THIS PLACE. YOU'RE PART OF A TEAM OF GLOBAL CITIZENS, EMBRACING DIVERSITY AND COMMITTED TO LIFELONG LEARNING.

STAY OPEN TO OPPORTUNITIES, CONTRIBUTE WILDLIFE YOU CARE, AND CONNECT WITH THE MANY PEOPLE YOU MEET ALONG THE ROAD.

Wake up to your first morning in Malaysia and dive into expedition life. Assign some team roles and meet the ground team to discuss your plans. You'll also need to buy a SIM card for the team phone - head to the market and get to grips with the local.



DAYS 3-4

EXPLORE MALACCA

Sleep: Hostel

Travel: Transfer 2.5hrs to Malacca



Explore Malacca (also called Melaka). Quaint, charming and full of culture, this tiny Malaysian state was once one of the biggest trading ports in Southeast Asia. A melting pot of Malay, Chinese, Indian and European heritage, it's fascinating to explore.

Visit the UNESCO-listed centre and learn about its history, then delve into the markets and see if you can spot the glitzy, cliche in



town, Malacca's traditional Malay-Chinese 'Nanyang' food is fantastic, so chow down on Chinese dim sum for breakfast, noodle soup for lunch, and Indonesian sambal for dinner. Yum!

LEARN THE LINGO

PRACTISE YOUR MALAY - GREET LOCALS WITH 'SELAMAT PAGI' IN THE MORNING, AND 'SELAMAT PETANG' AFTER LUNCH.

DAYS 5-7

TURTLE CONSERVATION

Sleep: Homestay/hostel

Travel: Transfer 1hr to the centre

Travel up the coast, about an hour north of the city. You'll spend the next three days contributing to marine conservation. Learn about local efforts to protect the coastal habitat.

With their striking patterned shells and long beaks, hawksbill sea turtles have been visiting Malacca's beaches for centuries. Around 200-300 come to nest here every year. But they are now critically endangered because of poaching, pollution and habitat destruction. Learn about these threats and help out where you can.

Join night patrols along the beach to protect the nesting turtles and their eggs. Look out for turtles surfacing from the sea and lend a hand with collecting data, including turtle size and the number of eggs laid. Help with beach cleanups and building turtle hatcheries.

Dive deeper into community life by learning local handicrafts and practising your Malay with villagers. Say goodbye to the community and return to Malacca.



LIFE BELOW WATER

CONTRIBUTE TO AN INITIATIVE THAT CONSERVES COASTAL AND MARINE AREAS, USING THE BEST SCIENTIFIC INFO AVAILABLE.

DAYS 8-10

CAMERON HIGHLANDS TREK

Sleep: Hostel/guesthouse

Travel: Transfer 5hrs to Tanah Rata

Trek: 2-3 days



Step off the transfer bus in Tanah Rata, a town in the Cameron Highlands. These emerald hills were named after the 19th-century explorer William Cameron. Back then, British expats took to the hills to escape the heat.

The best way to explore is on foot. Gather the team and decide which of the self-guided hiking trails to tackle. You could trek beside the river, passing rolling hills and tea plantations, or take on the challenge of Gunung Barambutan (1,841m) - it's a steep climb to the summit!



You've also got the option of a white water rafting trip - travel a couple of hours to the start point and ride the rapids on the Kampar River.

COOL CAMERON

THE CAMERON HIGHLANDS ARE LOCATED 100-1,800 METRES ABOVE SEA LEVEL. THIS COOL CLIMATE IS PERFECT FOR GROWING TEA!

DAYS 11-16

KENONG RIMBA TREK

Sleep: Hostel, camp

Travel: Transfer 2hrs to Kuala Lipis

Trek: 6 days

Now for something bigger. Travel to the little town of Kuala Lipis. Once you've stocked up on food supplies for your trek, it's a short ride to the starting point.

Meet your guides and enter Kenong Rimba - a lowland forest that borders the Taman Negara National Park.

Step forward as team leader and set the pace as you trek into the jungle past grazing cows. Listen for monkeys, and keep your eyes peeled for signs of wild pigs and tigers. Push on past cascading waterfalls and towering limestone pillars.

At night, pitch your tents and get some dinner on the go, then fall asleep to the sounds of the jungle.

Trek back to the start point and return to Kuala Lipis for a well-earned rest.



A-TEAM

JUNGLE TREKKING IS NO WALK IN THE PARK. SO GO, SUPPORT EACH OTHER, AND YOU'LL ACHIEVE WHAT YOU NEED.

Sixth Form Dedicated Facilities

- Silent/Quiet study space
- Sixth Form IT equipment
- Sixth Form Quad- social
- Sixth Form Teaching rooms
- Canteen/serving hatch
- New school- 2024
- Sixth Form Toilets
- Library



DEDICATED
facilities



The study room and library both offer silent and quiet locations to catch up on any school work necessary. I really love the Sixth Form Study room in particular the silent and quiet study periods rule to ensure everyone has a purposeful atmosphere to get on with work."

Keri, Year 12

Look after your spaces

Be the best you can be!

Bursary

SOUTHAM COLLEGE
Sixth FORM
16-19 BURSARY

ARE YOU....

- ✓ in care of the LA or a care leaver?
- ✓ living in a household with an income of £30,000 pa or less?
- ✓ financially supporting yourself?

DID YOU KNOW YOU COULD QUALIFY FOR A BURSARY?

THE BURSARY PROVIDES SOME FINANCIAL SUPPORT DURING YOUR SIXTH FORM STUDIES.

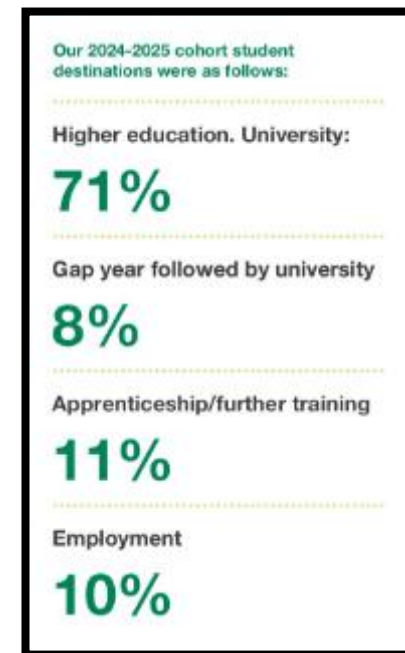
SCAN TO CHECK IF YOU ARE ELIGIBLE

UNSURE IF YOU'RE ELIGIBLE? SPEAK TO MRS JOINER IN THE STUDENT OFFICE, HEADS OF YEAR OR HEAD OF SIXTH FORM.

Sixth Form & Beyond



- Destinations are changing -Its not just about University
- Employment Apprenticeship routes
- Competition is increasing
- 70%+ go to University
- Many go to Russell Group Universities
- Best website for exploring HE is UCAS.com
- Advice & guidance- Dedicated careers officer- Mr Hughes
- A dedicated tutor team trained in the UCAS process
 - Talks to students and parents on the UCAS process and student finance
 - Support with UCAS question writing
 - Next Steps conference



EXPECTATIONS and support

At Southam Sixth Form, we are proud to be part of the wider school community, and the high standards of conduct and small class sizes established in the main school continue to be upheld in the Sixth Form.

We provide opportunities for independent learning through dedicated Sixth Form study room sessions built into every student's timetable in both Year 12 and Year 13. These include silent and quiet study time, designed to help students effectively manage their KS5 workload. Our ethos promotes our key values but also self-discipline and ambition, encouraging students to strive for excellence and for them to be the best they can be.

Our students are supported by our strong pastoral ethos and commitment to every student's wellbeing and success. We have an experienced and dedicated Sixth Form Team, which includes a Head of Sixth Form (Assistant Headteacher, SLT), Heads of Year, and Learning Mentors who guide students from the transition into Year 12 through to their next steps beyond Year 13. The team is further supported by a dedicated KS5 Administrator and specialist subject teachers. On transition, students are allocated to a house and learn with their subjects daily during registration, offering consistent care and support. We use Data Charts which share information on home learning, achievement, and behaviour.

Regular contact points include Parents' Evenings, and the option to meet with your appointment throughout the year. The school places a strong emphasis on diversity, inclusion, and personal safety, ensuring pupils feel valued and supported both online and in person.

In addition, students benefit from comprehensive information, advice, and guidance covering:

- Appropriate course selection at A Level and/or Level 3 vocational qualifications, aligned with career and university aspirations.
- Realistic and effective careers advice from our dedicated Careers Advisor.
- A committed Tutor Team trained in the UCAS process.
- Access to Unistats, supporting university, apprenticeship, and career research.
- Strong pastoral, safeguarding and wellbeing support, including signposting to external services and self-help resources.
- Character Development including PSHE & RSE and Religious Studies, Preparation for modern Britain life and active citizenship, dedicated sessions.
- Guidance from KS5 Learning Mentors on personal statements and applications process.
- Talks, workshops, and visits from universities, apprenticeship providers, and employers.

APPLICATION

- Study Success Sessions- revision & study techniques
- Wellbeing support and counselling referrals for students who require extra pastoral care
- KS5 learning mentors
- Materials in Character Education lesson (year 13 only) and tutor time
- HOY/HOSF/Tutors/Teachers- we are here for you!

Outline of the Induction Day



Sixth Form Y12 Induction Programme Monday 29th June 2026



8:30 - 8.45am Registration in the Sixth Form Study Room. Please check your tutor group allocation from the lists. Collect your induction pack and personalised subject blocking document.

THE HALL
8:45-9:25am
Period 1 Welcome to Southam College Sixth Form.
Introductions and welcome talk from the Head of Sixth Form.

Introductions:
Headteacher- Miss Mason
Head of Sixth Form- Mrs Campbell-Birch
Head of Year 12- Ms Pitts
Learning Mentors- Mrs McKenzie and Mrs Thomas
Sixth Form Co-ordinator - Mrs Powell

TUTOR ROOMS
Period 1: Tutors to collect students from the hall to take students to the designated tutor rooms.
See lists displayed for tutor allocations. Tutor Time Team Building Activity.

9: 25- 10:10am

12GV – Room F1
12SE – Room F2
12WE – Room F3
12WH –Room F4

12WGA- Room F5
12WGB- Room F20
12WGC- Room F21

**Note- any last minute option changes/timetable amendments- see HOSF/HOY, GO1 office, ground floor.*

Outline of the Induction Day

SUBJECT
TASTER
LESSON
Period 2:
10:20-
11:10am

OPTION BLOCK A

Biology 12A/Bi1- S11 (FG)
English Lit 12A/EI1- E9 (BT)
History 12A/Hi – G2 (BY)
Maths 12A/Ma1- M1 (NY)

Physics 12A/Ph1- S17 (JK)
Psychology 12A/Py F22 (RP)
Science 12A/Sc1 S18 (TO/CM/CN)

11.10 –
11.30am

Break: Sixth Form Quad and/or outdoor space **Note- any last-minute option changes/timetable amendments- see HOSF/HOY, GO1 office, ground floor.*

OPTION BLOCK B

SUBJECT
TASTER
LESSON
Period 3:
11:30-
12:20pm

Art 12B/Ar1 F9 (PH)
Biology 12B/Bi1 S11 (FG)
BTEC Business 12B/Bb1 F19C (VC)
Computing 12B/Cp1 F16C (WI)
Criminology 12B/Ci1 G17C (RP)
French 12B/Fr1 F2 (LY)

Geography 12B/Gg1 S6 (SO)
Maths 12B/Ma1 M1 (NY)
Music 12B/Mu1 MH2 (BR)
Photography 12B/Po1 F15C (SL)
Sociology 12B/So1 F1 (SG)

LUNCHTIME
12.30 –
1.05pm

Students to head straight to the Sixth Form Year 12 Social space from the taster lesson at 12:20
Location – Quad

Outline of the Induction Day



Sixth Form Y12 Induction Programme Monday 29th June 2026



**SUBJECT
TASTER
LESSON
1.15 –
2.05pm
Period 4**

OPTION BLOCK C

Business 12C/Bu1	F12C (AN)	Geography 12C/Gg1	S3 (SK)
Criminology 12C/Ci1	G17C (SG)	Health & Social Care 12C/He1	S5C (NZ)
English Language 12C/En1	E9 (JF)	History 12C/Hi1	G4 (GH)
Food 12C/Fd1	G11T (LS/RS)	IT- 12C/It1	F16C (WI)
Further Maths	M4 (DE)	Psychology- 12C/Py1	F22 (RP)

**SUBJECT
TASTER
LESSON
2.15pm –
3.00pm
Period 5**

OPTION BLOCK D

BTEC Sport 12D/Sb1	SP2C (TT/TU)	Media 12D/Md1	MD1 (JF)
Chemistry 12D/Ch1	S13 (WS)	PE 12D/PE1	SP1 (MC/ON)
Chemistry 12D/Ch1	S14 (JR)	Politics 12D/Pl1	F2 (BY)
Criminology 12D/Ci1	G17C (SG)	Product Design 12D/Pd1	G9T (ST/DC)
Health & Social Care 12D	S5C (NZ)		
Maths 12D/Ma1	M4 (DE)		

**THE HALL
3:00-3.15pm**

End of Induction Day Assembly in the Hall. Final questions and closing. Students dismissed.
Students who walk/or are collected to leave site by foot. Students by bus to be dismissed from the bus rooms. Please complete the Induction Day Survey at the end of the event.

Free gap? Start summer work in the SFSR or Quad- online or physical resource if you have already visited the session

Summer Work

- For each of your chosen A level subjects
- 5 hours per subject at least
- Prepare for the Head Start tests- Maths/Science
- Make sure you get the necessary materials from your teachers
- Due first day of Sixth Form in September- bring with you after the Summer holiday- make a good first impression!
- Change in subject... results dependant- check on the website, you still need to complete the project.

What's next?



1. Tutor group
2. Issue with options? See Mrs Campbell-Birch during tutor slot/breaktime-GO1
3. Taster session block A
4. Breaktime in the quad
5. Taster session block B
6. Lunchtime social – Quad - or SFSR but no eating in the SFSR!
7. More taster sessions C & D.
8. Leave lesson 2:55pm- head back to the hall for 3pm ready for end of day final assembly

Tutor time

Team building activities



Tutor Time: Period 1. 9:30-10:10am

Power point

Tutor group reminders