



THE

SUTHERS

SCHOOL

Parent Handbook



Welcome from the Head Teacher

Dear Parents

I am delighted to be able to welcome you and your child to The Suthers School.

There is something very special about The Suthers School and the journey we have embarked upon. Our success to date is in no small part thanks to the unwavering focus and tireless commitment of our founding parents, staff and students. As I have said elsewhere, The Suthers School is more than just a group of teachers working with groups of students and their parents; we are a team and a family. That means we look out for each other, pull together when times are hard and celebrate each other's successes.

We may be starting small but that does not mean our ambitions should not be great. Young people deserve an education that excites and enthuses, one which prepares them for a future as global citizens who are able to think for themselves and lead by example. I am determined to ensure that The Suthers School is a place where character education is ranked alongside academic preparation and where students thrive in an environment which inspires ambition, compassion and a love of learning.

I know that as parents you will share my ambition to make The Suthers School a truly amazing place to learn and I know that you will share our 'Commitment to Excellence' (see page 5) which forms an essential part of the bond between home and school and which underpins the commitment we expect from all of our students as well.

Please read the pages that follow carefully and if you do have any questions, please do not hesitate to get in touch.

I look forward to working with you.

Best wishes,

A handwritten signature in black ink, appearing to read 'A Pettit'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Mr Andrew Pettit
Head of School

THE SUTHERS SCHOOL – THE FIRST CHOICE FOR A BRIGHT FUTURE

Our Mission

To empower our young people to be compassionate, self-respecting, independent thinkers with the academic, social and character strengths necessary to thrive in modern society.

Our Philosophy

At The Suthers School, we firmly believe that great education transforms lives. We know that every student has the potential to exceed even their own expectations and we know that the way we do things matters. Our motto, 'work hard, be kind' underpins everything we do, reflects our unwavering commitment to excellence and our absolute conviction that great education is about striking a balance between academic preparation and character development.

Our Values

We believe, as W B Yeats is often credited with saying, 'Education is not the filling of a pail, but the lighting of a fire'. It is our role as educators to ignite the potential within our students and that is why the five values of The Suthers School TORCH are so important:

Tenacity

To show the self-discipline and determination to succeed even in the face of obstacles.

Optimism

To have confidence in a future that is full of possibilities and hold onto the belief that a storm will always pass.

Respect

To value ourselves and all those we encounter by acting and speaking with compassion, tolerance and understanding.

Curiosity

To ask questions, enjoy exploring and be open to new ideas and different perspectives.

Hard Work

To recognise that there are no shortcuts and no excuses and that every member of the team has a contribution to make.

‘Above all else, work hard and be kind...’

Our philosophy is simple and it underpins everything we do; it guides our actions and it is embedded into our expectations of everyone – staff, students and parents. It is part of our Commitment to Excellence and it shapes the way we judge a child’s Approach to Learning. We are very clear about what it means to work hard and what it means to be kind and - as you will see on the following pages - we are also very clear about what we expect from our students in and out of lessons.

What does it mean to work hard?

- Complete all tasks to the best of your ability
- Take pride in your work
- Participate fully in class discussion and activities
- Ask questions
- Refuse to accept the bare minimum
- Keep trying even when it seems really difficult
- Maintain the highest standards of behaviour

What does it mean to be kind?

- Value and respect others through your words and actions
- Help others when they are in need
- Offer a warm welcome to everyone
- Make space for other people’s ideas and beliefs
- Maintain the highest standards of behaviour





The Suthers School Commitment to Excellence

Our Mission

To empower young people to be compassionate, self-respecting, independent thinkers with the academic, social and character strengths necessary to thrive in modern society.

Our Commitment

We are responsible for paving the road to success by providing the best education possible. This means:

- We will provide a broad and high quality education for all of our students
- We will always be ambitious on your child's behalf
- We will value character education alongside academic preparation
- We will promote a strong sense of social responsibility.
- We will promote moral values, individuality, enthusiasm and a love of learning.
- We will work with you as a valued member of the team.
- We will do the right thing because it is the right thing to do.

Signature:



(Head of School)

I am responsible for keeping my child on the path to success. This means:

- I will make sure my child always has a quiet place to study at home.
- I will show that I value education and its importance in securing a bright future.
- I will make sure my child's attendance is never impacted by term-time holidays.
- I will check and sign my child's planner on a weekly basis.
- I will inform the school about any problems before they become serious.
- I will support the school in its application of discipline procedures.
- I will support the school's values and ethos.
- I will be a positive ambassador for the school and its students.

Signature:

(Parent / Carer)

Date:

Definitions of Approach to Learning

Grade	Key Characteristics
<p style="text-align: center;">1</p> <p>Outstanding</p>	<p>Effort The student always applies themselves fully in lessons and regularly makes contributions to class discussion. S/he shows enthusiasm and takes pride in his/her work. S/he is very keen to make progress and regularly tries different methods in order to succeed. S/he shows initiative and often seeks out opportunities to develop his/her understanding of new topics. S/he always brings the correct equipment.</p>
	<p>Behaviour The student's behaviour is exemplary. S/he is always polite and responds sensitively to the needs of others when taking part in whole-class and group activities. S/he shows an impressive level of focus and self-discipline and can be relied upon to support others when required. When taking part in extra-curricular and enrichment activities, s/he always behaves in a mature and considerate manner.</p>
	<p>Independent Study The student shows a strong commitment to independent learning. Tasks are submitted on time and are always completed to a high standard. She often takes time to add extra detail and pays careful attention to his/her 'next steps' and any other guidance provided by the teacher. The student is an effective self-manager and always catches up on any work missed.</p>
<p style="text-align: center;">2</p> <p>Good</p>	<p>Effort The student usually applies themselves fully in lessons and often makes contributions to class discussion. S/he usually shows enthusiasm and usually takes pride in his/her work. S/he is often keen to make progress and is generally willing to try different methods in order to succeed. S/he asks for help when needed and increasingly seeks out opportunities to develop his/her understanding of new topics. S/he usually brings the correct equipment to lessons.</p>
	<p>Behaviour The student behaves very well. S/he is nearly always polite and usually responds sensitively to the needs of others when taking part in whole-class and group activities. S/he is normally focused, shows a good level of self-discipline and usually supports others effectively. When taking part in extra-curricular and enrichment activities, s/he always behaves in an appropriate manner.</p>
	<p>Independent Study The student shows commitment to independent learning. Tasks are normally submitted on time and are usually completed to a high standard. S/he usually takes the time to add extra detail and pays attention to his/her 'next steps'. The student is pro-active and normally catches up on any work missed. S/he is developing the skills of an effective self-manager.</p>
<p style="text-align: center;">3</p> <p>Improvement Needed</p>	<p>Effort The student sometimes applies themselves in lessons and sometimes makes contributions to class discussion. S/he sometimes shows enthusiasm and may sometimes take pride in his/her work. S/he sometimes shows an interest in making progress but can be reluctant to try different methods in order to succeed. S/he normally asks for help when needed but effort is not consistent. S/he sometimes forgets equipment needed for lessons.</p>
	<p>Behaviour The student usually behaves well. S/he is normally polite and usually responds appropriately to others when taking part in whole-class and group activities. However, s/he can sometimes show a lack of self-discipline and may not always remain focused. When taking part in extra-curricular and enrichment activities, s/he usually behaves in an appropriate manner although this may not be consistent.</p>
	<p>Independent Study The student shows some commitment to independent learning. Tasks are often submitted on time and are generally completed to a satisfactory standard but s/he is often content with the bare minimum. S/he does not always pay attention to the 'next steps' provided by the</p>

	teacher and does not always catch up with work missed. S/he needs support in developing the skills of an effective self-manager.
4 Cause for Concern	Effort The student does not apply themselves enough in lessons and sometimes behaves in an inappropriate way in class discussion. S/he shows limited interest in the work and can be disruptive to others. S/he shows little if any interest in making progress and can be reluctant to persevere or try different methods in order to succeed. S/he rarely asks for help when needed. Effort is limited. S/he often fails to bring the correct equipment to lessons.
	Behaviour The student's behaviour is often unacceptable. S/he is often rude and rarely responds appropriately to others when taking part in whole-class and group activities. S/he frequently shows a lack of self-discipline and struggles to remain focused. When taking part in extra-curricular and enrichment activities, s/he frequently behaves in an inappropriate manner.
	Independent Study The student shows little if any commitment to independent learning. Tasks are rarely submitted on time and/or rarely completed to a satisfactory standard. The student appears to lack interest in his/her work and is content with the bare minimum. S/he does not pay attention to the 'next steps' provided by the teacher and does not catch up with work missed.

Approach to Learning – Our Expectations Explained

We expect all of our students to work hard and take pride in their achievements. A student's 'Approach to Learning' is key to their success and the criteria set out above are underpinned by our motto 'work hard, be kind'. When forming judgements about a student's Approach to Learning, we consider three key aspects:

- Effort
- Behaviour
- Independent Study

Each aspect is given equal weighting and will shape our judgement of your child's overall attitude and approach to his/her work in and out of school.

We expect the vast majority of our students to demonstrate an approach to learning which is at least 'Good' (2). This means that they are normally well-motivated, conscientious and hard-working. It also means that they are developing good independent study skills, that they arrive at their lessons ready to learn and that they are in a strong position to make progress.

Some students will however need extra support both at home and in school in order to reach this standard.

Students who are given a grade of 3 ('Improvement Needed') or 4 ('Cause for Concern') in their report are likely to lack focus in lessons, show limited interest in their own progress and may also disrupt learning for others. This means that they will be set specific targets which must be met in order that they can demonstrate improvement by the next reporting period.

It is important to remember that this is a judgement of a student's *approach* and not a measure of their aptitude or *ability* in a particular subject. Levels of attainment are shown in the 'Current Performance' column of the report. We report on a student's approach to learning each time we send a report home and School Leaders routinely review this information in light of data about academic progress. It is vitally important therefore that careful attention is paid to judgements made and to the score given for AtoL.

Learning beyond the classroom – Independent Study

Like most secondary school pupils, Suthers School students can expect to receive homework. However, you will notice in our Approach to Learning criteria and elsewhere that we don't actually call it homework – we call it Independent Study. There are two key reasons for this.

Firstly, we want to help our students develop the learning and thinking skills that are going to prepare them for later study, career development and lifelong learning. This means that we will set our students tasks and activities to complete independently. These will take a variety of forms including one-off assignments, projects and reflection tasks.

Secondly, the work that your child is set will not exclusively be completed at home. One of the key benefits of our extended school day is that it provides us with the timetable space to allocate to developing and enhancing students' skills. That's why there will always be two Supervised Study sessions a week, where your child will be able to work in a focused manner on their assigned 'homework', act on any 'next steps' they may have been given in their feedback from a teacher, review and revise their classwork and actually learn what study skills are. And, as the title 'Supervised Study' suggests, there will always be a member of staff to oversee the students who will be able to provide prompts and guidance where required.

All new starters are issued with an Independent Study Folder. This is to be used to file independent study tasks, research materials, supporting notes and other documents relevant to the completion of independent study tasks.



Essential Equipment

The equipment listed below is what your child will need every day. They will be issued with a Student Planner at the start of term to help them organise their time and record important reminders about anything extra or different they may sometimes need to bring in. They will also be issued with an Independent Study Folder to support them in organising and taking pride in their work. Your help and support in monitoring this would be very much appreciated.

Pencil case:

- ✓ 3 pens (blue or black ink plus 1 red pen)
- ✓ Ruler, protractor and compass
- ✓ Pencils
- ✓ Rubber
- ✓ Pencil sharpener
- ✓ Colouring pens/pencils (optional)

Other Equipment:

- ✓ Scientific calculator
- ✓ Reading book (student choice of fiction or non-fiction)
- ✓ Mini dictionary/thesaurus



The School Day

From September 2018, the school day will be structured as shown below Mon-Thurs. The school day will finish at 15:00 on Fridays.

Year 7 and 8		
Period	Time	Time Allocation
Registration	8:30	15
1	8:45	55
Break	9:40	15
2	9:55	55
3	10:50	55
Lunch	11:45	45
4	12:30	45
5	13:15	55
6	14:10	50
7*	15:00	60

*Period 7 applicable Mon-Thurs only.

A Unique Curriculum Offer

Our extended school day offers all students guaranteed access to a broad range of exciting and enriching learning opportunities and will include the chance to develop essential and transferable skills through nationally recognised schemes such as the Duke of Edinburgh Award, LAMDA and Young Lions. There will also be opportunity to develop language skills through our partnership with the University of Nottingham and Gaoqiao Middle School in Ningbo, China as well as options such as film-making, athletics and performing arts.

The uniqueness of our curriculum will be further enhanced from September 2018 through the introduction of an advanced learning programme open to all students, our leadership academy and the implementation of Civics lessons where students will explore the theoretical, political and practical aspects of active citizenship – where they will learn the value of local and global action. This is all in addition to two Supervised Study sessions a week where they can complete and have support with Independent Study tasks. Full details of our curriculum and all subjects offered can be found on our website.

Marking Codes

Understanding how your child's work will be marked

What you might see	What it means
Sp	Shows there is a spelling mistake in this section or sentence.
	If your teacher has circled part of a word it is showing you that you need to check the spelling of this.
C	In the margin. This is used to show there is a capital letter missing.
P	In the margin. This is used to show there is punctuation missing or that it has been used incorrectly.
~~~~	Beneath part or all of a sentence. Indicates an error in written expression/grammar
//	At the start of a sentence. This is used to show where you need to start a new paragraph.
/	Within a sentence. This is used to show where you need to separate two words where you have used only one e.g. 'alot' would be corrected to 'a/lot'.
^	Within a line or section of your work. This is used to show that you have missed a word or something else out here.
w/w	In the margin. This is used to show that you have used the wrong word in a section or sentence. It means you would need to think of an alternative.
?	This is used to show that the teacher is not sure they understand what you have written.
ECF	'Error Carried Forward' In the margin or next to something you have written. This is used to show where you have been given credit but your answer is not completely correct because of an error in your initial calculation.
BOD	Benefit of Doubt. This is used to show where your work earns some credit but is not fully correct.
U	Units. This is used to highlight where you need to show what units have been used.
R	Rounding. This is used to show where you have made an error with rounding and need to review.

## Oracy Skills Framework

In order to promote effective communication and confident use of spoken language, all teachers at The Suthers School plan learning activities designed to promote and develop oracy skills. Planning is supported by reference to the Oracy Skills Framework developed by Cambridge University (shown below).

Category	Element	Skills
Physical	Voice	<ul style="list-style-type: none"> <li>a) Fluency and pace of speech</li> <li>b) Tonal variation</li> <li>c) Clarity of pronunciation</li> <li>d) Voice projection</li> </ul>
	Body	<ul style="list-style-type: none"> <li>a) Gesture and posture</li> <li>b) Facial expression and eye contact</li> </ul>
Linguistic	Vocabulary	<ul style="list-style-type: none"> <li>a) Appropriate vocabulary choices</li> </ul>
	Language variety	<ul style="list-style-type: none"> <li>a) Register</li> <li>b) Grammar</li> </ul>
	Structure	<ul style="list-style-type: none"> <li>a) Structure and organisation of talk</li> </ul>
	Rhetoric	<ul style="list-style-type: none"> <li>a) Use of rhetorical devices such as metaphor, humour, irony</li> </ul>
Cognitive	Content	<ul style="list-style-type: none"> <li>a) Selection of content to convey meaning and intention</li> <li>b) Building on the views of others</li> </ul>
	Clarifying and summarising	<ul style="list-style-type: none"> <li>a) Seeking information and clarification through questioning</li> <li>b) Summarising</li> </ul>
	Self-regulation	<ul style="list-style-type: none"> <li>a) Maintaining focus on task</li> <li>b) Time-management</li> </ul>
	Reasoning	<ul style="list-style-type: none"> <li>a) Giving reasons to support views</li> <li>b) Critically examine ideas and views expressed</li> </ul>
	Audience awareness	<ul style="list-style-type: none"> <li>a) Taking account of audience knowledge and understanding</li> </ul>
Social and Emotional	Collaboration	<ul style="list-style-type: none"> <li>a) Guiding or managing interactions with others</li> <li>b) Turn-taking</li> </ul>
	Listening and responding	<ul style="list-style-type: none"> <li>a) Listening actively</li> <li>b) Responding appropriately</li> </ul>
	Confidence in speaking	<ul style="list-style-type: none"> <li>a) Self-assurance</li> <li>b) Liveliness and flair</li> </ul>

## **Students' Personal Development**

Our mission is to empower our young people to be compassionate, self-respecting, independent thinkers with the academic, social and character strengths necessary to thrive in modern society. We firmly believe that high quality Personal, Social, Health, Economic and Careers education (PSHEC) is central in achieving this. At The Suthers School, PSHEC is delivered via a combination of PSHEC lessons, tutor time activities, subject lessons, Personal Development Days and intervention. Students are also closely supported by their Form Tutor and by the close working relationships we develop with parents and carers.

### **Personal Development Days**

Delivery of key PSHEC strands such as careers education and health and wellbeing will be supported by a number of off-timetable days (sometimes referred to as 'drop-down days' in other schools). There will be up to six days across the academic year where students will be involved in activities, workshops and experiences (on and off-site) designed to enrich and enhance their experience beyond the classroom and which will in turn enliven their everyday learning. We work closely with our partners within the Trust and Personal Development Days in 2018 included a Futures Day at MV16 as well as a technology day at NUASt.

### **Character Education**

We know that success in life depends on both academics and character. That's why we help our students foster the character strengths that are essential for their own success and wellbeing and it's why we empower them to take an active role in local and global action projects. We are committed to developing our students' sense of themselves as global citizens and to preparing them to take up their places as the leaders of tomorrow. This aim is supported by the international research we have done and is inspired by the work of the Human Values Foundation as well as the Knowledge is Power Program Schools in the USA.

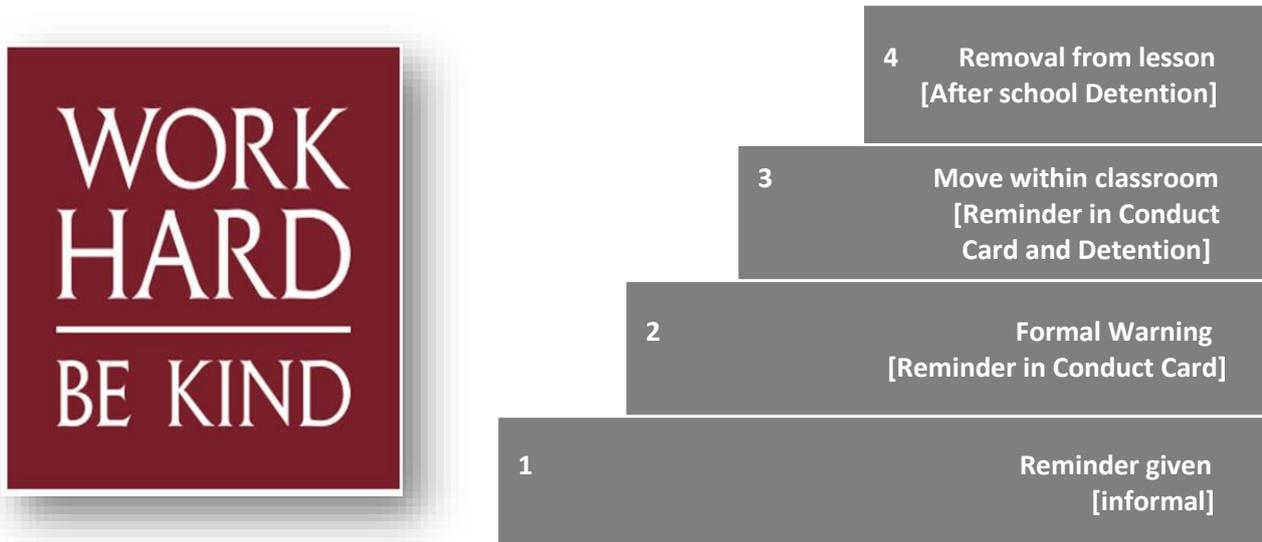
We not only encourage our students to uphold and embody our core values but also seek to develop the strengths such as resilience, self-control, compassion and emotional intelligence. Our ambition is that as the school grows these character strengths will become the bywords used to describe Suthers School students.

### **Intervention**

Where more bespoke and personalised support is required there are various methods of intervention used. This can take the form of one to one sessions, small working groups or involvement in whole school projects. Where applicable these are run in association with specialist staff and agencies such as CAMHS, the Tackling Emerging Threats Team at NCC, Early Help Unit and Family Services.

## Behaviour

Our 'work hard, be kind' philosophy is underpinned by a clear, stepped approach to behaviour management. At all times, we seek to ensure that students maintain the highest standards of conduct and will work to support them in making the right choices. A basic outline of our approach is shown below.



### A Suthers student is expected to:

- Be in the right place, at the right time, doing the right thing
- Wear the correct uniform at all times
- Be courteous and respectful towards others
- Move around the school site calmly and quietly
- Treat their environment with respect
- Only eat food in the Dining Hall or other designated area
- Only use a mobile phone outside of school hours and the school building



# Conduct Cards

At the start of each new term, students are issued with a Conduct Card. They are expected to carry these cards with them at all times and should be able to present them to a member of staff at any time during the school day. There are two aspects to the Conduct Card.

## **1. Praise for supporting and promoting 'Work Hard, Be Kind'**

Students will be given praise for positive conduct which demonstrates that they are actively promoting / acting as role models of 'work hard, be kind'. Any praise recorded on cards will convert into house points on EPrise. This will happen at the end of each term.

Please refer to page 3 of this document for a summary of what it means to work hard and be kind and therefore the ways in which students might earn instant House Points on their cards. As a general rule, praise will be recorded for acts of effort or kindness which particularly stand out. An example might be a student who sees that a member of staff or fellow student is carrying a lot of equipment and goes out of their way to help them. Actions taken in support of the national #BeKind campaign will also be recognised in this way.

House Points given on Conduct Cards are in addition to points students will earn through the overall House Point system (EPrise).

When a student earns praise on their card the teacher will record the date as well as the reason for praise e.g. 'helping others'. Staff will also sign the card to authenticate the point(s) awarded.

## **2. Behaviour for Learning Reminders**

At The Suthers School, we maintain the highest standards of behaviour. This means that low-level disruption or failure to meet basic expectations of uniform, equipment and punctuality will result in the student being given a Behaviour for Learning reminder on their card. Students may have reminders on their card for one or more of the following:

- C2 – first formal reminder about low-level disruption such as talking when reminded not to.
- C3 – Move within a lesson (this will result in a detention in itself)
- No homework
- Failure to bring correct equipment for the lesson
- Uniform infringement (e.g. shirt untucked)
- Lateness (without authorisation)
- Not moving around the school in an orderly or respectful manner
- Eating or drinking outside of designated areas
- Loss of / forgetting to bring conduct card (this will result in a detention in itself)
- Any other failure to meet basic expectations

Complete Conduct Cards will be collected in by the member of staff issuing the fifth reminder and will be passed to the School Manager for processing. The School Manager will issue the student with a new card and parents will be notified of the fact that their child has been placed in an after school detention. Any house points recorded on the praise side of the full card will be recorded at this time.

# Rewards

## EPraise

We are very proud of our rewards and House Point system; it's supported by an award-winning online platform called EPraise. Students are able to use their House Points to purchase items from the House Point Shop and even to make donations to charity. We have four Houses, each named after a conservation area managed by the Nottinghamshire Wildlife Trust. Each of the names was chosen in collaboration with students and serve not only as a fitting tribute to the work of our school's namesake, Martin Suthers OBE, but also offer students a sustainable and meaningful connection with ongoing local action projects.

## The Houses

Attenborough (RED)

Beacon (PURPLE)

Skylark (BLUE)

Treswell (GREEN)

## CRITERIA FOR AWARDING POINTS

House points should be awarded regularly to pupils. Using EPraise, students are able to keep a check on the number of points they have and the reasons they have been able to earn points. There are five key ways in which students can earn points. We refer to these as the 'High Five' and can be summarised as follows:

<b>Approach to Learning</b>	Effort, independence, outstanding piece of work (content and presentation), contribution (Strictly not for meeting basic expectations of good behaviour)
<b>Achievement</b>	Meeting/exceeding target level/grade Making progress / reaching a milestone Improving CAL and/or AtoL on progress report
<b>Participation</b>	Representing The Suthers School through attendance at events, sports teams, school competitions, contribution to wider life of the school/community incl House teams/Team Suthers and in form
<b>Attendance</b>	Automatic reward for 100% attendance (1point every week) Improved attendance (reaching milestone targets)
<b>WHBK</b>	For actions showing effort to uphold, model or promote our ethos. This is particularly aimed at acts of kindness such as a student going out of their way to help another or to assist a member of staff

GOLDEN TICKET – In addition to our House Point system, students who maintain a good attendance, behaviour and effort record will also be eligible to attend our annual Golden Ticket trip

## Sanctions

**‘Be in the right place, at the right time, doing the right thing.’**

We actively support our students in maintaining the very highest standards of behaviour, uniform, punctuality and attendance. Our expectations are high but they are also very clear. We follow a clear, stepped consequence system (as detailed on the preceding pages) and failure to meet expectations can result in a detention. Where a student receives a C3, this will result in a lunchtime detention. Lunchtime detentions are recorded on SIMs and noted in the student’s planner in order that parents are kept informed.

For more serious offences or persistent failure to meet expectations, your son or daughter may be placed in an afterschool detention. Afterschool detentions currently take place on a Wednesday afternoon from 16:30 – 17:30. This is after the school bus and it is parents’ responsibility to ensure that their child is able to get home afterwards. Parents will be notified at least 48 hours in advance if their child(ren) has/have been placed in afterschool detention and the reason(s) for this.

Afterschool detentions are primarily used as a sanction where a student has accrued five behaviour reminders within one term on their Conduct Card. Five reminders constitutes a ‘full’ card. Students are expected to keep their Conduct Cards with them at all times and are expected to present them to any member of staff on request. Failure to do so results in a lunchtime detention. Refusal is never acceptable.

We are proud of the very high standards of behaviour at The Suthers School and the number of students getting full cards remains small. In fact, the primary function of the Conduct Card is to provide opportunity for instant praise, acknowledging any actions taken which support our ‘work hard, be kind’ philosophy. The vast majority of our students pick up very few reminders and that is testament to the high standards of behaviour that they exhibit day in day out – and for those who manage to keep a ‘clean sheet’, we have the weekly Zero Award (a House Point Boost awarded by the student’s Form Tutor) as well as a termly prize draw.



# General Rules

## Mobile Phones

In the interests of safety and whilst the school is in temporary accommodation, students will be allowed to bring a mobile phone to school. However, **students are not permitted to use a mobile phone at any point during the school day or within the school building** at any point unless directed by a member of staff.

If your son/daughter is caught using their phone, or their phone is seen or heard, it will be confiscated and put in the school safe, where it will remain until collected by a parent/carer at the end of the school day unless otherwise communicated.

## Personal Property

Personal belongings, including mobile phones or other devices are carried entirely at the owner's risk. The school does not accept responsibility for the care of or any loss or damage to such items.

We strongly recommend that all items of uniform and PE Kit are labelled with your child's name or initials and that you encourage your son/daughter to get into the habit of checking that they have everything they need with them. Helping them to pack their school bag in the first few weeks of term is to be encouraged.

## Eating and Drinking

Eating and drinking is only ever permitted in the designated areas. The school dining hall will be located in The Curve restaurant in The Suthers Building where students will be able to purchase a range of hot and cold food at break and lunchtime. We actively encourage a healthy, well-balanced diet and this will be reflected in the range of options available. Students are welcome to bring a packed lunch but this must be eaten in the Dining Hall or other designated area.

Chewing gum is not permitted at any time.

Students are welcome to bring a bottle of water with them to school and may drink this during lessons. Please note that Students will not be permitted to leave a lesson to fill up their bottles.

## Moving around the School site

Students are required to move around the school in quiet, calm and respectful manner at all times. Where Suthers students have the benefit of sharing facilities with students and staff from other schools such as Toot Hill School and Toot Hill College, we expect that they will always conduct themselves in a way which makes them worthy ambassadors of the school and that they uphold the principles of 'work hard, be kind'.

## Break and Lunchtimes

Unless otherwise directed, students will always be required to eat and drink in the Dining Hall. When the weather permits, students will have access to a good-sized grass area as well as a hard court. Whilst students will always be supervised by a member of staff on duty, students are required to adhere to the school rules and to be courteous and respectful towards others at all times.

Students are not permitted to leave the school site at any time and are forbidden from moving beyond designated areas of outside space unless otherwise directed by a member of staff.

## Jewellery

Students may only wear a watch (no smart watches) and one plain pair of stud earrings but **no other jewellery is permitted**. Plasters may not be worn to cover nose piercings or otherwise prohibited jewellery. If students disregard this they will be isolated from other students until they comply with the regulation.

## Hairstyles and Attire

Baseball caps are not permitted in any circumstances.

Hairstyles should not be extreme and should only ever be a natural colour. Parents should consult, in advance, with the Head of School if they are unsure as to the suitability of a change of style. The Head of School shall be the arbiter of the term 'extreme'.

## Make-up

Make-up and nail polish are not permitted. In exceptional circumstances light foundation will be permitted to disguise skin complaints however, parents must contact the school.

## Non-uniform Days

In the event of a non-uniform day, students are required to abide by the rules set out above and should make sure that they are suitably dressed. This means that they should dress modestly and must not wear torn or otherwise 'defaced' clothing, tops with offensive wording / images or those which expose their midriff. Overly tight clothing, see-through leggings and board shorts are also prohibited. The Head of School shall be the arbiter of 'appropriate' clothing and footwear.

# The Suthers School Uniform

## GIRLS' UNIFORM

- **School Blazer** - School regulation grey blazer, with official school badge (compulsory)
- **School Tie** – regulation school tie (red)
- **Skirt or Trousers** –black knee length skirt or standard length black trousers (no visible detailing such as contrasting zips or logos permitted. No jeans or skinny/stretch fit trousers are permitted)
- **Shirt** – formal white, long sleeves with stiff collar
- **Pullover/Cardigan** – Grey V-neck cardigan (optional)
- **Socks/tights** – plain black ankle socks or tights or knee-high plain grey socks.
- **Shoes** – plain black lace-up or slip-on formal shoes with low heels (no more than 2 inches in height). Please note that boots, trainers, Velcro-fastening, fabric/pump style or sling back shoes are prohibited.
- **Coat** – (non-compulsory) – plain dark fabric raincoat, duffel or anorak. A discreet logo is permissible. Coats are generally not to be worn in or around school during the working day. Denim and leather jackets are not permitted.
- **Headscarf** (for religious reasons) – plain
- **PE Kit** – school regulation kit

## BOYS' UNIFORM

- **School Blazer** - School regulation grey blazer, with official school badge (compulsory)
- **School Tie** – regulation school tie (red)
- **Trousers** – plain black
- **Shirt** – formal white, long sleeves with stiff collar
- **Jumper** – Grey V-neck jumper (optional)
- **Socks** – plain black or dark grey
- **Shoes** – plain black lace-up or slip-on shoes in a formal style. Please note that boots, fabric/sports/ Velcro-fastening style shoes or trainers are prohibited.
- **Coat** – (non-compulsory) – plain dark raincoat, duffel or anorak. A discreet logo is permissible. Coats are generally not to be worn in or around school during the working day. Denim and leather jackets are not permitted.
- **PE Kit** – regulation school kit

# Attendance

Regular school attendance is essential for students to make good progress, achieve their academic potential and consequently have better opportunities in life. Every student at The Suthers School, in line with Government expectations, is expected to maintain an excellent attendance level of 97% or above. It is the responsibility of everyone in our school community; parents, students, staff and governors to ensure they achieve this, and therefore we will constantly monitor and review the attendance of all students. Just a few days of absence from school can have a massive impact on the overall attendance percentage for a child. Therefore, The Suthers School will not be authorising any absence below 97% without medical evidence.

## Illness

If your child is ill and cannot attend school it is important to contact the school immediately by telephone, preferably before 8.30am, to explain the absence. If we do not receive a message about the absence, we will contact parents/carers informing them that their child is absent from school. A quick response to any message is necessary, so that we know a child is safe.

**It is essential to make sure the school holds an up to date contact details for all parents / carers so that these vital messages are received. Please inform us as soon as you make any changes.**

## Lateness

If a child arrives late to school, they will need to go straight to reception to sign in. Once they have explained their lateness they will be given a late slip to take to lesson/registration. Teachers will not permit a child to enter the lesson without a late slip notification. Punctuality is essential in school and it contributes significantly to achievement. Lateness is likely to result in a consequence such as break time detention.

## Medical Appointments

We ask that wherever possible, all non-emergency doctor and dental appointments are made outside of school time. If it is necessary to miss lesson time for a medical appointment then you must send a letter with your child (or write a note in their planner), explaining why they need to be taken out of school. **They must sign out of school at reception** before waiting there for an adult to collect them.

# Holidays

Policy regarding school attendance specifically aimed at holidays taken during the academic term changed in January 2013 in line with government regulations.

**Under Section 7 of the Education Act 1996, the parent is responsible for making sure that their child of compulsory school age receives efficient full-time education that is suitable to the child's age, ability and aptitude. Taking children out of the academic year for a holiday does not allow them to receive an efficient full-time education.**

**If you are thinking about taking your child on holiday during term time you must consider your decision very carefully.**

The procedure for requesting time off for a holiday is as follows:

- All holiday requests will need to be submitted on a 'Leave of Absence' form which can be collected from Reception or downloaded from the school website.
- Holiday requests will be considered by the Head and will only be authorised if it is for exceptional circumstances. Reasons will need to be submitted on the holiday request form. You will receive notification of your holiday request from school once it has been reviewed and a decision made.
- If parents still take their child out of school for a holiday which has been unauthorised by the Head, then school may refer them to the Education Welfare service to recommend a fixed penalty notice (£60 per child per parent if paid within a certain time frame.)



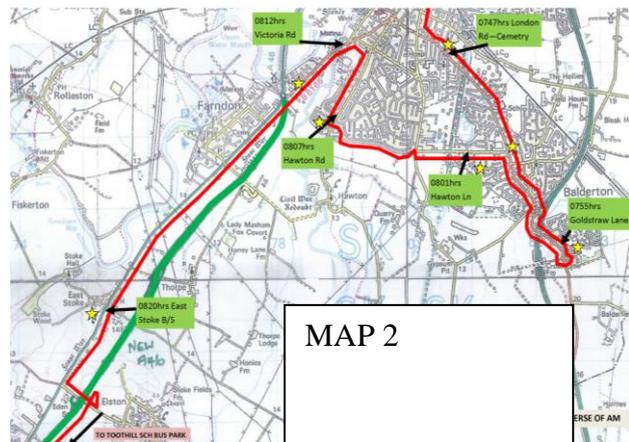
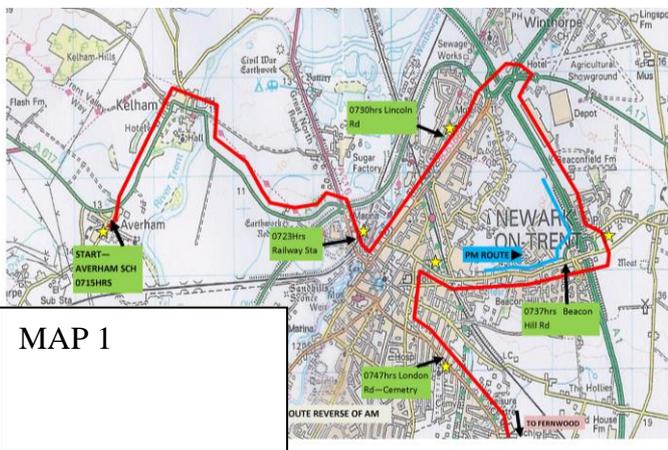
# The Suthers School Bus Service

Whilst in temporary accommodation, The Suthers School will operate a free bus service to and from Newark. Students will be provided with passes at the start of term and should keep these safe. The service will be operated by Sharpes of Nottingham. If for any reason there are any changes to your routine which impact on your child's use of the bus service, please notify us immediately. It is parents' responsibility to ensure that their child attends school if they miss the bus.

Please note that the information provided here is for illustrative purposes only. A final timetable and route information will be issued in July.

## S1 - NEWARK / THE SUTHERS SCHOOL BINGHAM

TOWN / VILLAGE	PICK UP POINT	AM PICK UP TIME	PM (Mon-Thurs) DROP OFF TIME	PM - Fri only DROP OFF TIME
AVERHAM	Primary Sch Bus stop	0715hrs	1744hrs	1619hrs
NEWARK	Castle Train Station Bus stop	0723hrs	1736hrs	1611hrs
	Opp Allwoods Motor Store/Lincoln Rd			
	Gainsborough Drive Bus Stop	0730hrs	1729hrs	1604hrs
CODDINGTON	Coddington Slip Rd (1 way only-drop Beacon Hill/A1 slip junc)	0736hrs		
	Beacon Hill Rd, Blatherwick Rd B/S	0737hrs	1722hrs	1557hrs
NEWARK	One Stop, Sleaford Road(Subject to road closures till Jan 18) – alternate Beacon Hill rd/Sherwood Ave junc			
	Sherwood Ct on Sherwood Av bus stop			
	London Rd, Newark cemetery bus stop	0747hrs	1712hrs	1547hrs
BALDERTON	Lidl, London Rd			
FERNWOOD	Goldstraw Lane B/S (between 2 roundabouts)	0755hrs	1704hrs	1539hrs
BALDERTON	Lacey Green			
	Sainsburys, London Road			
	Top of Hawton Lane			
	Top of Staple Lane			
	Meadow Rd B/S, Hawton Lane	0801hrs	1658hrs	1533hrs
NEWARK	Grange Road			
	Valley Rd B/S, Hawton Rd	0807hrs	1652hrs	1527hrs
	Opp Orston Av			
	Hawton Rd (Albert St end)			
	Victoria Rd, Boundry Rd B/S	0812hrs	1648hrs	1523hrs
	Farndon Rd (Petrol Station)	0814hrs	1647hrs	1522hrs
FARNDON	Old A46 Top Tiles Farndon			
	Old A46 Hardys Farm Opp Main St			
EAST STOKE	Bus stop	0820hrs	1640hrs	1515hrs
BINGHAM - SCHOOL	Toothill Bus Park	0840hrs	1625hrs	1500hrs



# School Closure due to Bad Weather

Wherever possible we will endeavour to keep the school open but there may be occasions, for health and safety reasons, a decision will be made to close the school. If we have heavy snow overnight and staff are unable to get to work a bulletin will be posted on all the local radio stations to keep you informed. Parents will be informed about school closure by the following methods:

- Twitter @SuthersSchool
- School website [www.suthersschool.co.uk](http://www.suthersschool.co.uk)
- Radio Newark
- BBC Radio Nottingham
- Email

If school needs to close during the normal school day:

- Parents/carers will be contacted by text message, email and/or telephone.
- Students who have no pre-arranged place to go (i.e. home, a friend or relative's house) will not be permitted to leave the school without parental permission.

It is imperative that you inform us of any changes to the contact information relating to your child. Please call 01636 957690 to do this, or email our School Manager, Mrs Braithwaite, at [jbraithwaite@suthersschool.co.uk](mailto:jbraithwaite@suthersschool.co.uk).

## Useful Contact Information

The Suthers School Reception	01636 957690	<a href="mailto:contact@suthersschool.co.uk">contact@suthersschool.co.uk</a>
Sharpes of Nottingham	0115 989 4466	<a href="mailto:enquiries@sharpesofnottingham.com">enquiries@sharpesofnottingham.com</a>
Academy School Uniforms	0115 965 2869	
Bingham Leisure Centre	01949 838628	
Nova Education Trust	0115 807 7777	



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SCHOOL

The Banks, Bingham, Nottinghamshire, NG13 8BL