

# Mission Statement

## A vision of the future

At Sedgefield Community Sports College we work in partnership with parents and the wider community to develop happy, creative and aspirational young people who are confident in their ability to learn and adapt in a variety of contexts.

In our safe and inclusive community we will promote and value:

- People and relationships.
- The skills of effective learners.
- Initiative, creativity and diversity.
- Challenge.
- Aspiration.
- Responsibility and respect.
- Enjoyment of life.
- Healthy and active lifestyles.

We express this statement in our work with students through the simple acronym 'Achieve'.

## *Achieve@Sedgefield*

- |                          |  |
|--------------------------|--|
| <b>Aspire</b>            | We <b>aspire</b> to <b>achieve</b> the best we can.  |
| <b>Community</b>         | We work as a <b>community</b> to support all to <b>achieve</b> .   |
| <b>High Expectations</b> | We have <b>high expectations</b> in everything we do to ensure we always <b>achieve</b> the best we can. |
| <b>Independence</b>      | We develop <b>independence</b> to have the tools to <b>achieve</b> when the task is challenging.         |
| <b>Excitement</b>        | We have <b>excitement</b> for learning and a desire to <b>achieve</b> and learn new things.              |
| <b>Valued</b>            | We are all <b>valued</b> and what each of us <b>achieve</b> is to be celebrated.                         |

# The Curriculum

Sedgefield Community College offers the full National Curriculum in all years.

## Key Stage 3 (Years 7, 8 and 9)

At Sedgefield Community College our students are provided with lively, challenging and engaging learning experiences which are personalised to individual need. The curriculum is at the heart of our provision. It is carefully structured and monitored to provide a relevant and coherent programme of study. Our aim is to support our young people in becoming happy, successful and well-rounded citizens of the 21st century. Thus, our provision not only focuses on a broad range of subjects, knowledge and qualifications, it also seeks to develop the necessary skills and attributes young people need to think for themselves and to apply their learning to a fast changing world.

When students enter Year 7 they are placed into one of three learning pathways - Blue, Green or Yellow. This pathway structure is designed to ensure clear differentiation and personalisation of learning. Within this structure, there are increased opportunities to match pace and challenge to the individual learners' needs.

Those students who respond to greater consolidation of key skills follow a combination of traditionally paced KS3 courses, this provision is enriched with an introduction to vocational courses in Year 9, preparing young people to make informed choices about their steps into Key Stage 4 pathways. More able students follow accelerated courses, truncating KS3 study and commencing GCSEs in Year 9. This allows students to progress at their own pace unhindered by traditional Key Stage parameters. A small cohort of students follow a specific programme led by one teacher and focus on catch up of essential literacy and numeracy skills. This group eases transition for those who require extra support at this stage.

In all pathways, students follow the same broad and balanced programme of study. Subjects include English, Mathematics, Science, Design and Technology, ICT, History, Geography, RE, PHSE, Modern Foreign Languages, Art and Design, Music, Drama, Physical Education, Careers Education, Citizenship and Enterprise. We are ambitious for our young people and we want to provide them with the best opportunities to succeed in every aspect of school life. Our current curriculum offers a diverse range of opportunities to participate in community based projects, educational trips and visits and global partnerships. The College has well established collaborative links with the wider community which enable us to offer engaging and exciting flexible learning events focussed on a variety of cross-curricular dimensions.

# The Curriculum

## Key Stage 4 (Years 10 and 11)

Our pathway system continues into KS4 in order to ensure smooth transition and clear progression for all students. This approach means that everyone has a clear understanding of their journey with us.

All students will follow courses in English, Mathematics, Science, ICT, RE, PHSE and Citizenship. Pathways offer some students the chance to consolidate achievement in English and Maths by studying over the full two years. Others, however, are able to opt for early entry and then continue to study English Literature and Statistics in Year 11. Students are able to opt from a range of GCSE and vocational courses including History, Geography, French, German, Art, Drama, Music, PE, GCSE IT, Business, Media, Food, Technology and Product Design. Vocational courses include BTEC in PE, Business, ICT and Health & Social Care. Young leadership placements are offered in Sports, Engineering and Leisure. The ASDAN Certificate in Personal effectiveness course is offered to a small number of students. This has now expanded to include a day release course at New College Durham. Pupils have the opportunity to experience vocational training in the areas of catering, building and construction and motor vehicles. Our excellent whole school pathway system helps every child to maximise their learning potential and gain the highest possible accreditation.

## Sports Curriculum

Sedgefield's innovative performance PE curriculum enables all students to have the opportunity to study an accredited Sports Award. Pupils are allocated to a gold, silver or bronze PE pathway. All students undertake a Junior Sports Leadership Award as well as a BTEC or Double Award GCSE qualification as part of this pathway. Others can opt for BTEC Dance or the Young leadership placement. Students are able to pursue a wide range of sports including courses in mountain biking and the Duke of Edinburgh Award. As a sports college we ensure that leadership development is the key focus. The key characteristics of successful sportsmen and women pervade all areas of our school and students are encouraged to develop their personal skills of self-discipline, perseverance and teamwork as well as to hold high aspirations for their own achievement. This is embedded across the whole curriculum through the development of 'Habits of Mind' for success.



# The Curriculum

## Our Links with Industry

Links to the world of work also enrich the curriculum with employers helping students with projects and providing visits to their companies. Our contacts range from small businesses to multinational organisations. The College believes enterprise and entrepreneurial activities are important in the world and encourages these. Awards for excellence have been won by individuals and the college.

## Many Other Opportunities

The college has an excellent library centre which is open to all students. The Sports College staff provide opportunities in dance and a comprehensive range of sports activities, DJ Workshops and Creative Arts clubs are available outside normal teaching hours and there are peripatetic music teachers for individual tuition. Sports clubs and sports teams exist in all years. Students can choose from Soccer, Cricket, Basketball, Volleyball, Athletics, Weight Training, Gymnastics, Badminton, Circuit Training, Rounders, Netball, Tennis, Martial Arts and Skiing. A wide range of extra-curricular activities are offered on enrichment night

## Further Afield

Throughout their time at Sedgefield Community College, students have the chance to take part in a wide range of educational visits and enrichment activities. As a school, we are constantly looking for new opportunities to offer our students, including a Y9 visit to Orlando in 2012!



# The Curriculum

## Our Links with the Community

We are proud of our extensive links with the community. Our Community Association facility is open seven days a week from 5:30pm onwards, where members of the community can partake in various activities.

We also have strong links with local schools, colleges and businesses and regularly welcome representatives of the community into college to enhance student learning.

## Outstanding Facilities

- Unlike most schools in the country, Sedgefield Community College has its own farm and garden unit. The experience of being involved in looking after animals and plants helps students to develop an appreciation of life and the environment. This facility provides an important educational resource for the college.
- Extensive multi-play floodlit facility. Floodlit tennis courts, 20 acres of playing fields, sports hall and fully equipped multi-gym.
- Purpose built theatre used for drama and dance.
- Library centre with ICT support..
- Excellent 'full sized' 3rd generation floodlit football pitch.

## A Positive Partnership

We value our close relationship with parents at the college and we encourage parents to get to know the student's form tutor and other staff. We hold regular Consultation events and keep in touch using the student planner and reports. We encourage parents to contact the college at any time if they have concerns or queries. Similarly, the college will contact parents whenever necessary, for example, in the event of unofficial absence. Parents are welcome to visit at any time.



# Safeguarding and Child Protection

## **Policy Statement**

***Sedgefield Community College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

The college has numerous policies and procedures in place to support its aim in this respect however parents are asked to note the following:

The college has in place a detailed recruitment and selection process which aims to prevent the employment of unsuitable people to vacant posts.

All employees of Sedgefield Community College are subject to an enhanced CRB and identity check prior to appointment.

All interview panels at Sedgefield include at least one person who has completed DCSF safer recruitment training.

The college has a Designated Child Protection Officer and a team of Deputy Child Protection Officers to whom parents, staff and children should refer should they have a concern relating to child protection, they are:

- Mr Baird (Designated Child Protection Officer)
- Mrs Walmsley (Deputy Designated Child Protection Officer)
- Mr Bowden (Deputy Designated Child Protection Officer)
- Mrs Lee (Deputy Designated Child Protection Officer)
- Mrs Hahn (Deputy Designated Child Protection Officer)
- Mrs Preston (Deputy Designated Child Protection Officer)

All visitors to the college site must sign in through reception. At this point they will only be allowed unsupervised access upon confirmation of appropriate CRB and valid ID.

Visitors without appropriate CRB / valid ID will be supervised at all times.

The college has two governors who are nominated to monitor the effectiveness of the work of the college with regard safeguarding, they are:

- Mrs S Ewington
- Mrs E Guest

# Pastoral Organisation

The College is organised with Year Group Managers and Key Stage Learning Co-ordinators. Year Group Managers have overall responsibility for the students in their year group. Year Group Managers also lead a team of Achievement Tutors who monitor student progress as well as looking after their general care and welfare. Key Stage Learning Co-ordinators have the overview of student progress and a responsibility to co-ordinate student support and intervention programmes when required. Each student is in a tutor group of approximately 26, looked after by an Achievement Tutor. Parents needing information or who have a problem concerning their child should **contact the Achievement Tutor initially.**

If helpful or necessary, a meeting with the Year Manager can easily be arranged by phoning the College. The Headteacher, Deputy Headteachers and Assistant Headteachers are always ready to meet parents if required.

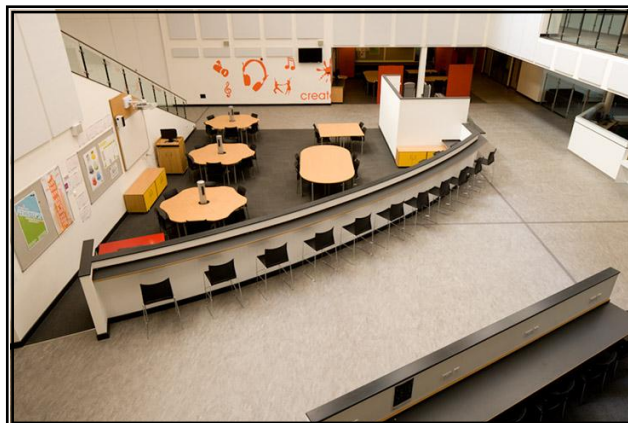
We encourage parents to contact us about any matters or concerns as soon as they arise and about any unusual difficulties experienced by their children. This means we can usually address issues before they become too troublesome.

## Planning for the future

Sedgefield Community College works closely with a range of organisations to provide a comprehensive careers based programme of information, advice and guidance for all years. Students can expect a range of individual careers interviews, group sessions, lessons and visits. Careers interview rooms and a large careers Library including computer-aided guidance packages provide up to date careers information. We are proud that we have an exceptionally high rate of students remaining in education / training after they have left us.

## Enrichment Day

This is a special day usually in the last week of the Summer Term. It is designed to give students the chance to do things they are not normally able to do. A wide range of Enrichment activities are offered, some based at College, some off-site. Activities off-site include: Cycling and Fishing, Golf, Horse-riding, Skiing. Activities based at the College, include: Arts and crafts, DJ workshops, Food, Agriculture, Painting and Sports.



# General Information

## UNIFORM

At Sedgefield we aim for the highest standards for all students. We want all our students to attend in college uniform in order that they can be recognised as belonging to Sedgefield and so take pride in their appearance and in their college.

### School Uniform (compulsory) comprises of:

- ◆ Green blazer with logo,
- ◆ Grey knitted v-neck jumper with logo or grey knitted v-neck tank top with logo,
- ◆ White shirt or white blouse – long or short sleeved,
- ◆ School tie,
- ◆ Black trousers or black skirt worn with plain black tights (skirt to be worn no shorter than mid thigh),
- ◆ Plain black school shoes with no visible markings or brandings

### PE uniform (compulsory) comprises of:

- ◆ Black t-shirt with logo
- ◆ Black shorts with logo
- ◆ If outerwear is worn it must be a school training top with logo
- ◆ Black football socks

School Uniform is available from Rawcliffe's, 34 Prince Regent Street, Stockton, TS18 1DF

Tel: 01642 636650 or on-line at [www.schoolwear-centre.co.uk](http://www.schoolwear-centre.co.uk) by entering the following information

**School:** Sedgefield

**Password:** Achieve

The governors commit to ensuring that the suppliers are easily accessible to parents, provide a high quality service and product.



# Conduct and Discipline

A major aim of Sedgefield Community College is to develop in every student a sense of responsibility, self discipline and respect for the rights of others. This begins with the building of good relationships between staff and students and among students themselves.

The college aims to treat all students with understanding and recognises fully the need to give our students the opportunity to develop personal and social skills.

Within this framework we expect a very high standard of behaviour and a willingness to follow the rules of the college and all instructions given by staff. The vast majority of our students understand this and behave in a responsible manner, obeying the college rules on conduct, discipline, attendance, completion of work, and the wearing of uniform.

## Anti-Bullying

Sedgefield Community College recognises that bullying is a major concern for many students, parents and teachers and that it can affect a child's college attendance and performance. Bullying affects everyone: not just the bullies and victims. It also affects other children who may witness the aggression of the bully and the distress of the victim.

At Sedgefield we believe that all forms of bullying (verbal or physical) are unacceptable and will not be tolerated. We encourage our students to talk about bullying, not only in the classroom but on an individual basis. We want them to feel confident in telling an adult and not to feel they are 'telling tales'.

If you think your child is being bullied or involved in bullying in any way, we can only take appropriate action if we receive this information. Every reported incident is dealt with promptly.

Our Anti-Bullying policy outlines how we aim to prevent bullying, and how we respond if incidences of bullying do occur.

### **Year Manager 2011/2012**

Year 7	Mrs Preston
Year 8	Mrs Hahn
Year 9	Mrs Lee
Year 10	Mr Bowden
Year 11	Mrs Brumwell

# Attendance

## AN ABSOLUTE PRIORITY

Sedgefield Community College's policy on attendance is quite simple. Every student is expected to attend on every occasion the college is open. The only acceptable exception is when illness or injury is so serious that it prevents the student from attending college. Every absence at Sedgefield Community College is followed up and checked.

Parents should be aware that daily attendance at school is compulsory for all children between the ages of 5-16 and that is their legal responsibility that their children attend college on a regular basis. Failure to ensure attendance can result in instant 'fines'.

Research carried out both nationally and within Sedgefield Community College shows that daily attendance is the biggest single factor in helping students to achieve above average examination results. To allow your child to miss college for any non-medical reasons is not in his/her best interest and likely to have an unnecessary negative effect on their progress. Non-attendance also places children at risk and in some cases can result in students being drawn into anti-social or criminal behaviour.

There are of course isolated special circumstances for absence such as attending a funeral or keeping a specialist hospital appointment.

We ask parents to consider very seriously the educational consequences of taking children on holiday during term time as examinations take place throughout the year for all year groups. Any financial saving is unlikely to outweigh the educational cost to your child. Hays Travel currently offer 10% discount on any holiday taken during Holiday Time.

## WHAT TO DO WHEN YOUR CHILD IS UNAVOIDABLY ABSENT

Let the college know by telephoning before 8.30am. On return, give your child a signed, dated note indicating the length of absence.

If the college is unaware of the reason for your child's absence they will make every effort to contact you on the first day your child is absent either by telephone or by letter. It is absolutely essential that you let the college know as soon as possible of any absence – most parents phone college (01740 625300) before 8.30am to inform us.

The Education Welfare staff support the school in its efforts to ensure good attendance.

## Authorised and Unauthorised Absence 2010 – 2011

<b>Attendance</b>	<b>93.5%</b>
<b>Authorised Absence</b>	<b>5.0%</b>
<b>Unauthorised Absence</b>	<b>1.6%</b>

# Terms and Holidays

## School holidays for the 2011/2012 academic year

	School Closes to Students	School open for teaching
<b>Summer 2011</b>	Thursday 21 <sup>st</sup> July 2011	Wednesday 7 <sup>th</sup> September 2011
<b>Autumn Half Term</b>	Friday 21 <sup>st</sup> October 2011	Monday 31 <sup>st</sup> October 2011
<b>Christmas 2011</b>	Monday 19 <sup>th</sup> December 2011	Wednesday 4 <sup>th</sup> January 2012
<b>Spring Half Term</b>	Friday 10 <sup>th</sup> February 2012	Monday 20 <sup>th</sup> February 2012
<b>Easter</b>	Thursday 29 <sup>th</sup> March 2012	Monday 16 <sup>th</sup> April 2012
<b>Spring Bank Holiday</b>	Friday 4 <sup>th</sup> May 2012	Tuesday 8 <sup>th</sup> May 2012
<b>Summer Half Term</b>	Thursday 31 <sup>st</sup> May 2012	Monday 11 <sup>th</sup> June 2012
<b>Summer 2012</b>	Friday 20 <sup>th</sup> July 2012	Wednesday 5 <sup>th</sup> September 2012

The above dates are inclusive of the following teacher training dates:

5<sup>th</sup> and 6<sup>th</sup> September 2011, 3<sup>rd</sup> January 2012, 30<sup>th</sup> March 2012, 1<sup>st</sup> June 2012



# School Governance

Sedgefield Community College is an 11-16 Comprehensive School officially designated as a 'Community School'.

## Governors

The Governors work hard to support the work of the school, through committees and working parties. The Governors are:

<b>Name</b>	<b>Governor Type</b>
Ashton H	Community
Bowler J	Chair of Governors - Parent Elected
Brumwell A	Staff
Bullen F	Parent Elected
Davies D	Headteacher
Day S	Parent Elected
Ewington S	Parent Elected
Guest E	Community
Hahn T	Staff
Hannan S	Local Authority
Humphrey T	Parent Elected
Kipling C	Parent Elected
Longstaff N	Staff
MacCallam M	Community
Rhodes S	Community
Robinson J	Local Authority
Roche P	Vice Chair of Governors—Community
Young J	Parent Elected

# School Results

## TEACHER ASSESSMENT RESULTS 2009—2010

### Percentage at each level

	Below Level 3 / 4*	3	4	5	6	7	8	Pupils absent
English	0	3	14	42	31	11	0	0
Mathematics	0	3	7	23	41	16	8	0
Science	0	7	15	34	41	3	0	1

This table shows the percentage of pupils at the end of Key Stage 3 achieving each level in 2009. The number of pupils at the end of Key Stage 3 is 161. Figures may not total 100% because of rounding.

### 2011 – An outstanding year

2011 is proving to be a fantastic year at Sedgefield Community College. In a year that saw the college move into its new £19m state of the art building, its year 11 cohort has recorded the most impressive results ever achieved at the college.

Last year's vast improvement in student attainment led Sedgefield Community College to be recognised as one of the highest performing Secondary Schools in County Durham as well as one of the most improved. This year we are delighted that our students have continued the recent trend of rapid improvement by surpassing the record breaking achievement of last year's cohort.

The percentage of Sedgefield students achieving the attainment measure of 5+A\*-C (with English and Maths) has now risen to 66% representing a huge 18% improvement over two years.

This is not the only success in what is another consistently impressive set of results. The college has made considerable efforts to ensure that each and every one of its students achieve their potential and it is satisfying to see the proportion of students achieving the highest possible grades make another significant improvement, whilst at the same time middle and lower ability students yet again achieving above national averages.

Unfortunately, for the class of 2011, it would appear that they won't be able to boast the title of 'record holder' too long as recent assessments suggest that the class of 2012 are about to set a whole new standard with a further dramatic improvement in performance!!

The college is of course, extremely proud of our Year 11 cohort, who through the results they have achieved, have ensured that Sedgefield's growing reputation is justified. I hope their considerable achievements lead them to even greater success in the future.

# School Results

## LATEST AVAILABILITY GCSE / GNVQ RESULTS ACHIEVED BY PUPILS AGED 15 SUBJECT BY SUBJECT 2010 - 2011

166 pupils in school aged 15 - (on roll on the third Thursday in January, having reached the age of 15 in the 12 months from the start of the reporting school year).

<b>PUPILS (percent)</b>	<b>Number Entered for 5+ GCSEs/ GNVQ</b>	<b>% Achieving 5+ A*-C</b>	<b>% Achieving 5+ A*-C including English and Maths</b>	<b>% Achieving 5+ A*-G</b>	<b>Number Entered for 1 + GCSE</b>	<b>% Achieving 1+ A* - G</b>
<b>ALL PUPILS</b>	166	98%	66%	98%	166	199%

This information is sent to schools by the DfES in late November together with an explanatory letter.

<b>Subject</b>	<b>Distinction/Merit/Pass</b>
BTEC Diploma Sport/PE Studies	100%
BTEC Certificate Sport/PE Studies	100%
BTEC Diploma Science	100%
BTEC Certificate Science	100%
BTEC Diploma in Health & Social Care	100%

# School Results

## LATEST AVAILABILITY GCSE / GNVQ RESULTS ACHIEVED BY PUPILS AGED 15# SUBJECT BY SUBJECT

Subject	Entries	Total %A* -C	Total %A* - G
Chemistry	14	100	100
Physics	14	86	100
Biology	14	100	100
Single Science Award	64	81	100
Science Additional	60	58	100
Mathematics	166	70	100
Information Technology	29	62	91
OCR IT Full	17	100	100
OCR IT Single	159	100	100
Business Studies	37	46	100
Fine Art	32	75	100
Geography	30	67	100
History	17	71	100
Religious Studies	3	100	100
English Language	166	80	100
English Literature	124	76	100
Drama	27	74	100
French	20	75	100
German	13	100	100
Sport/PE Studies	50	68	96
D&T Food Technology	44	61	100
D&T Resistant Materials	16	69	100
D&T Product Design	35	43	91
Media Studies	18	100	100

# Admissions

## Admissions

The Local Authority (LA), County Hall, Durham, DH1 5UJ is the admissions authority for the school.

The LA publish their admission arrangements by 12th September. A composite Durham Prospectus is produced and distributed to families with Year 6 students. 31st October is the deadline by which parents need to return their 'choice forms' to the LA. You can apply on-line: [www.durham.gov.uk](http://www.durham.gov.uk) The Secondary Admission Brochure is available from a link in the parents section of our website.

Sedgefield Community College holds an open evening each year, this will take place on Tuesday 4th October for prospective parents to see the school and talk to the Governors, staff and existing students.



## Religious Education

Religious Education and Collective Worship is provided for all students. R.E. at Sedgefield Community College follows the agreed syllabus for the LA.

The Standing Council on Religious Education (SACRE) , a local body made up of representations from faith groups, teachers and the LA, advise on RE and Collective Worship issues.

All locally agreed syllabuses reflect that the religious traditions in Great Britain are mainly Christian, whilst taking into account of the teaching and practices of other principal religions represented in Great Britain, such as Islam and Judaism.

Parents have the ability to withdraw their children from RE and Acts of Collective Worship should they wish to. The decision is normally based on philosophical grounds.

# Special Education Needs

## **Our Special Educational Needs and Inclusion Co-ordinator is Mrs Joanne Mills**

Sedgefield Community College is focused on raising the quality of achievement for all students, taking into account individual needs and enabling all to achieve their full potential. Students with special educational needs require special consideration so that they can access a broad, balanced and relevant curriculum. All teachers are teachers of children with special educational needs and have a responsibility to meet these needs. They are advised and supported in achieving this by the Learning Support department. Our aim is that all children with Special Educational needs will be fully integrated into the life of the school enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other children and the efficient use of resources.

## **Staffing and Facilities**

The team consists of:  
Special Educational Needs and Inclusion Co-ordinator  
Primary trained teacher  
Learning Support Assistants  
Transition worker  
Higher Level Teaching Assistant

Our multi functional rooms are specifically designed with lifeskills facilities to encompass all aspects of a relevant curriculum.

## **Arrangements for delivering provision for students with SEN**

Students who make little progress in specific areas over long periods of time or whose National Curriculum levels are substantially below average, or who have complex needs which will require additional support from outside agencies move to School Action Plus on our SEN register. They require provision that is additional to or different from the differentiated curriculum and there is input from appropriate external agencies.

- Parents/carers and students will be an integral part of the planning and targeting process
- Advice from outside specialists, which may include educational psychologists and specialist support teachers will be sought
- A Class Support plan will be formulated and a Learning Support Mentor allocated.
- There may be a need to refer the student to the Local Authority for a Statutory Assessment

**In-class support** In-class support will be targeted within the timetable to maximise curriculum access and consequently student progress. The Learning Support department aims to give consistency of support personnel across teaching groups where practicable within subject areas. LSAs support students and their work under the direction of the class teacher.

## **Withdrawal from Mainstream Teaching**

Students with SEN spend the majority of their time in mainstream lessons with their peers. However, withdrawal lessons provide regular opportunities to ensure that they can develop their basic skills. We also have a part time school counsellor and behaviour support teacher who sometimes work with specific students outside of the mainstream classes.

# Complaints Procedure

## Introduction

Because the education of the students that attend the college is very important and the college is part of the community, the action of the individuals who work in it will and should be open to comment, question and, sometimes, criticism. These concerns are either addressed informally, often as a result of discussion, or become formal complaints. This document sets out the way that complaints are managed informally and, if necessary, via a formal procedure.

## Which complaints are covered by the College Complaints Procedure?

Most matters to do with the management of the college are the responsibility of the college Governing Body. It is appropriate for these issues to be resolved in college.

Other matters are the responsibility of the Local Authority (LA). It is appropriate for these matters to be resolved by procedures established by the LA.

If you are unsure whether your complaint is a college or LA matter please contact the School and Governor Support Service 0191 383 4561

## Quick, Efficient, Full and Fair Consideration

All complaints will be dealt with as quickly and efficiently as possible. The period of consideration will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled.

## Who will deal with your complaint?

### Stage 1 - First Contact - Informal Stage

- A. Parents or carers should be provided with an opportunity to discuss any concern with the appropriate member of staff, when they may be provided with a response. If a response can not be provided immediately (other than in exceptional circumstances) a response should be provided within 10 college days;
- B. If the parent or carer is not satisfied with the response they should request that their concerns be referred to the Headteacher (if they have not already dealt with the issue). The Headteacher will seek any necessary clarification of the concerns. The Headteacher will advise the parents of the outcome of their consideration. Other than in exceptional circumstances the Headteacher will provide a response to the parent or carer within 10 college days of them requesting the involvement of the Headteacher.

# Complaints Procedure

## **Stage 2 - Formal Consideration**

Where a parent or carer has made an approach to the college through the informal stage and is not satisfied with the outcome, they should write to the Headteacher giving details of their concerns and asking for the matter to be given further consideration.

Such letters need only be a simple statement. Parents who feel unable to write a letter may contact the Education Welfare Service who may be able to provide help. The contact telephone number for the Education Welfare Service is (0191) 383 3302.

All complaints reaching this stage will be logged and acknowledged immediately by the college and copied to the Clerk to the Governing Body for information.

The Headteacher will seek any clarification necessary about the complaint, including interviewing the parent where necessary.

The Headteacher may also seek any necessary advice on the matter.

Other than in exceptional circumstances the parent or carer should receive a written response from the Headteacher that addresses their concerns within 15 college days of receipt of their letter by the Headteacher.

Where a parent or carer is not satisfied with the outcome of this formal stage, they have 20 college days, from the date of the Headteacher's letter, to register the complaint with the Clerk to the Governing Body of the college c/o The School and Governor Support Service, Education Department, County Hall, Durham DH1 5UJ.

## **Stage 3 - Appeal - Referral to the Governing Body**

Where a parent or carer has made an approach to the college through the formal stage and is not satisfied with the outcome, they should write to the Clerk of the Governors giving details of their concerns and asking for an appeal against the decision or action taken by the Headteacher.

The Governing Body of the college will only hear appeals that have already progressed through stages 1 and 2 of this procedure.

A Committee of the Governing Body will consider the appeal, with the parent or carer and their representative, who will be given an opportunity to address them. The Headteacher will also be given an opportunity to address the governors.

The Clerk to the Governing Body will notify in writing the outcome of the appeal to the parent or carer and Headteacher within 5 college days.

# Policy Information

General information about the school, including information about annual achievement and attainment tables, policies, published reports or recent school inspections can also be obtained by contacting the main school office.

## **Policy Summaries:**

### **Sex and Relationship Education**

#### Aims

- To develop positive values and a moral framework that will guide students' decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- To promote the spiritual, moral, cultural, mental and physical development of our students at college and in society and prepare them for the opportunities, responsibilities and experiences of adult life.
- To provide a structured appropriate range of learning opportunities, guidance and advice for students in relation to sexual and relationship matters, taking into consideration the needs of all pupils in an inclusive environment but which will cater for the individual.

#### Objectives

- Help and support pupils through their physical, moral and emotional development.
- Develop knowledge, skills, understanding and discernment to enable young people to deal with the conflicting pressures at college and at home.
- Protect young people from exploitation and to help them understand that they have rights as an individual.
- Provide reassurances to young people that physical and emotional change and variations are normal, and help them to understand their own sexuality as part of their whole personality.

# Policy Information

## Equality and Inclusion

Our Equality and Inclusion Policy aims to meet our statutory obligations with regard to the current equalities legislation, specifically the Race Relations Act (1976), Race Relations Amendment Act (2000), the Disability Discrimination Act (1995 and 2005), the Sex Discrimination Act (1975), the Equality Act (2006), Age Discrimination Act (2006), the Employment Equality Regulations (2003), the Education and Inspections Act (2006), the current SEN Code of Practice the Education Act (2006). Our Equality Policy is about more than simply meeting the College's legal obligations, but it is about ensuring that we continue to strive towards genuine equality, in all aspects of college life.

## Racial Equality and Cultural Diversity

Sedgefield Community College is committed to promoting equality of opportunity and good race relations for the benefit of everyone. We believe that every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities. We believe that every student should develop the knowledge, understanding and skills that they need in order to participate in a multi-ethnic society, and in the wider context of an interdependent world.

Discriminatory comments or behaviours are not tolerated. When dealing with student comments or behaviours (either observed or reported), these will be recorded and dealt with swiftly in line with the College Behaviour for Learning policy. In the case of a racist incident, the Headteacher's PA will be notified as soon as possible and appropriate action taken.

## Disability and Equality

The governing body and the staff of Sedgefield Community College [SCC] recognise, celebrate and plan for diversity in partnership with both students and parents. Sedgefield Community College is ambitious for **all** its students and seeks to remove barriers to their progress. We value **all** students and their participation in the full range of activities available within the school. Equality of access hinges not on treating **all** in the same way, but on taking positive action to make reasonable adjustments to redress the inequalities faced by some students and to promote positive attitudes towards people with disabilities.

Sedgefield Community College moved into a purpose built BSF school in January 2011. As a new build the contractors and LA have ensured that there is full compliance with the building regulations and the DDA. The school has access for wheelchair users via ramps (external) and lifts (internal). Transport for students with disability is managed via the Local Authority. Provision for hearing impaired students and visitors will be made via a sound-field system, with Braille signage present throughout the building for those with visual impairment. There are toilets suitable for disabled users and a specialist medical room.

The Curriculum needs of students with disabilities will be met through adaptation and structured support. The school will seek and act upon advice from all relevant outside agencies including occupational therapy, speech and language and health agencies. The school will ensure that all students who are entitled to special considerations for exams are assessed by the relevant professionals and exam boards informed.

# Policy Information

## **Able, Gifted & Talented**

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. Our school will have, at any time, a number of talented or gifted pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted and talented pupils, the standards of achievement are raised for all pupils. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

## **Looked After Children**

The school adopts the principles of Durham County Council “Policy for the education of children and young people looked after by the local authority” Revised January 2010. The schools designated teacher for Looked After Children is Mrs Joanne Mills.

At Sedgefield Community College we believe that school is an important part of a child’s life and can provide much needed continuity and stability for looked after children. We have a key role to play in promoting the educational outcomes of looked after children and enhancing their life.



# Policy Information

## **Assessment Policy Overview**

When pupils transfer to Sedgefield Community College at the start of year 7, we use the information provided from their primary schools about their prior learning and achievements and their Key Stage 2 SATs results to inform curriculum and teacher planning. Year 10 pupils use the information about their prior learning progress and achievements during Key stage 3 and 2 to set targets at the start of Key Stage 4 and to aid the monitoring of progress during year 10 and 11.

During Key Stages 3 and 4, building on the information that we have about their prior learning and their potential ability, the progress and achievements of all pupils is carefully monitored in all curriculum areas and in all aspects of school life. Parents and students will receive a progress check three times in an academic year with an accompanying written report to supply the overview of performance. An additional 3 working at grades are collected during the course of the year. This enables the college to monitor progress at least every six weeks.

### **All Teachers are responsible for:**

- Using data available about their prior learning and potential ability to set pupils challenging, realistic and achievable targets in all aspects of school life.
- Providing appropriate learning experiences to enable pupils to achieve their targets.
- Monitoring, recording and reporting pupils' progress and achievements.
- Encouraging all pupils to achieve the challenging targets they set pupils and pupils set themselves.

### **Learning Coordinators and KS Managers are responsible for:**

- Maintaining an overview of the progress of all pupils in all curriculum areas.
- Setting targets and monitoring the progress of pupils in their social development and in the wider curriculum.
- Ensuring that the progress and achievement of all pupils is recorded, reported and celebrated and used to set further targets and goals.
- Providing parents with opportunities to discuss progress and involve them in planning for further development.

### **Community Cohesion.**

At Sedgefield Community College we actively promote community cohesion locally, nationally and globally. Our vision, values and ethos are all founded around a commitment to equality, social justice and respect for each other. Through our learning programmes we aim to foster behaviour based on rights, responsibilities and mutual respect and to support students' personal development and well-being.

Learning is designed to help students to understand each other and to promote common values whilst valuing diversity. The College continues to develop learning strategies which enable the development of the skills of participation and responsibility. The way in which we organise learning at Sedgefield ensures equal opportunities for all to succeed at the highest possible level, removing barriers to access and participation in learning across the curriculum. Our flexible learning programme, strong links with both schools abroad and local community projects and collaborations with external partners serve to enrich and deepen the learning through a wide range of trips, visits and community based activities.



Sedgefield  
Community  
College

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