



Bablake

*6th Form*  
*Parent Information Booklet*  
*Entry 2010*

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**BABLAKE SCHOOL**  
**SIXTH FORM**



Dear Sixth Former

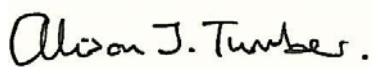
I am delighted that you have chosen to continue your Post-16 education at Bablake School, and look forward to getting to know you a lot better over the next two years. As a member of the Sixth Form you are a senior pupil and will enjoy a range of rights and privileges. In return, you are expected to lead by example and set standards as role models for the rest of the School.

A Level study is not easy. It demands a good deal of time and commitment from both pupils and teachers. It starts on your first day and continues until June, two years later. To fulfil your potential you need to be well organised, hard working and develop an independent approach. Learning should be seen as a partnership where staff and pupils work hard together to share and extend knowledge.

You may find the move into the Sixth Form challenging at first, but our record of excellent results demonstrates how we have enabled so many to achieve their potential. There is no reason why you should not be one of them.

You will also have the opportunity to contribute and run parts of the school community and there are many extra-curricular opportunities. These are chances you should take full advantage of, but please remember that if you wish to achieve good results you must be able to organise your time and not forget your academic commitments.

I hope that you will enjoy your time in the Sixth Form, achieve your potential and make the most of the many opportunities available to you.



Mrs A J Tumber  
Head of Sixth Form

## **The History, Ethos and Aims of Bablake School**

Bablake is one of five schools in the Coventry School Foundation. Although it can trace its origins to as early as 1344, it was re-founded in 1580, and moved from the centre of the city to its present 11-acre site in 1890. It became fully co-educational in 1975, and now shares the site with its own Junior School; there are another 40 acres of playing fields about one mile from the school. Bablake has a Christian foundation, but attracts and welcomes pupils of diverse beliefs and backgrounds. The school seeks inspiration in the very best of old and new; dynamic and forward-looking, it nevertheless prizes the values of a traditional grammar school ethos. It is well known for its high academic standards, its wide range of extra-curricular opportunities and its caring pastoral system.

Most pupils enter the school through competitive examination at the age of 11+, with a small additional entry at 12+, 13+, and into the Lower Sixth; the school therefore selects its pupils on the basis of academic ability. About two-thirds of the pupils come from the maintained sector, with about one-third entering from Bablake Junior School. Entry to the Lower Sixth is based on acceptable GCSE grades (the current requirement being at least 5 passes at “B” grade), Headteacher’s reference and interview. About 65% of pupils live in Coventry or its immediate vicinity.

### **School Aims:**

**The purpose of Bablake School is to provide an excellent and stimulating education for boys and girls, by developing character, intellect and physical well being within a happy, scholarly and caring community. In order to achieve this, the School aims:**

- to provide well-qualified, dedicated and enthusiastic staff, who enable pupils to enjoy their education and to fulfill their academic potential whilst at school;
- to encourage the growth of reflection, intellectual curiosity and creativity, within a spirit of independent and co-operative learning;
- to value and support each individual, providing a high quality of pastoral care, and nurturing self-esteem and mutual respect, in partnership with parents;
- to provide a challenging and balanced curriculum, which prepares pupils for adulthood, enabling them to succeed in higher education and their chosen careers, and equipping them with skills for life;
- to offer a wide range of activities and opportunities for enrichment, enabling pupils to develop sporting and cultural interests through participation with others;
- to celebrate achievement and success in all areas of endeavour, within a purposeful and secure community;
- to encourage development of character, a sense of responsibility, spiritual values, and a strong personal and moral code, leading to the highest standards of behaviour and consideration for others;
- to welcome pupils of diverse beliefs and backgrounds;
- to promote an awareness of the world beyond school, a generosity of spirit, and a sense of service to the wider community

### **The Aims of the Sixth Form are to:**

- Enable each member of the Sixth Form to achieve his/her potential in his/her academic studies.
- Foster and develop a sense of personal responsibility for intellectual development, and a positive attitude to learning

- Enable each member of the Sixth Form to develop personal qualities needed to move on from Bablake with confidence and success.

## **2 General Information**

### **2.1 *Absence from school***

Sixth Formers are expected to follow the same procedures for absence as the rest of the school. If it is a known absence, a letter from parents should be given to the Form Tutor who will pass it on to pupil services, and the register amended accordingly. If the absence is only for part of a day, a letter is to be handed into pupil services at least 24 hours in advance, so that an exeat can be issued. For unplanned absences, parents should ring or email pupil support as soon as possible on the first day of absence:

**Pupils' dedicated telephone number: 024 7627 1202**  
**or email directly to Pupil Services:**  
**pupilservices@bablake.coventry.sch.uk**

It would be helpful to have an indication of how long the absence might be. **If the School has not heard from a parent about absence, the office staff will contact you. On your return to school there must be a note to the Form Tutor giving a full explanation of the absence, however short, and giving the date of the absence.**

If the pupil is in receipt of an EMA then she/he must in addition bring in a doctor's note following the absence otherwise the school cannot authorize payment.

Wherever possible, orthodontist appointments, driving tests, university visits etc should be scheduled for outside school hours.

### **2.2 *Security of personal belongings***

It is generally unnecessary and unwise for any pupil to bring articles of value and large sums of money into school. To help us safeguard your personal belongings would you please:

- mark **ALL** clothes and property with your surname and initials
- ensure hold-alls and schoolbags are of a reasonable size. Pupils are not expected to carry all their books for the whole school day so the bag need not be too large
- ensure that you do not carry expensive items or money superfluous to your immediate needs; help us to impress upon them that in no circumstances should they leave money or valuables in clothes not being worn, or in unattended bags, and that any losses of money or property are reported immediately to the Form Tutor and to the school office.
- Please do not leave property in the Sixth Form Centre.

### **2.3 *Mobile Phones***

Pupils may bring mobile phones to school but they are for emergency purposes only and only for outside school hours. Therefore they should not be switched on during the school day, including breaks and lunch-times. Sixth Formers should **use phones only in the Sixth Form Centre.**

If a pupil does not follow the ruling on the use of mobile phones in school the phone will be confiscated for the rest of the day. Further clarification of school guidelines on mobile phone use will be given by Form Tutors.

## 2.4 *Term Dates*

As mentioned above, absences during term time are discouraged and to help you plan your family holidays, the school term dates are as follows:

### 2010

Induction Session for new Shell Pupils and new L6th	:	Friday 3 September
Autumn Term begins	:	Monday 6 September
Autumn Term ends	:	Friday 17 December
Half Term break	:	Monday 18 October – Friday 29 October

### 2011

Spring Term begins	:	Thursday 6 January
Spring Term ends	:	Thursday 7 April
Half Term break	:	Monday 21 – Friday 25 February

Summer Term begins	:	Tuesday 27 April
May Day	:	Monday 2 May
Summer Term ends	:	Wednesday 6 July
Half Term break	:	Monday 30 May - Friday 3 June

## 3 School Day

### 3.1 *Timetable*

The school day is from 8.40am until 4.00pm and pupils should be in their form rooms by 8.40am in time to be registered. If a pupil is late for school, arriving later than 8.45am, then they should report to the Prefect on duty outside the Sixth Form Block. If a pupil arrives later than 9.00am, then they must report to the School Office and sign in on arrival before going into a lesson. Sixth Formers must register in their form rooms at 2.05pm all days of the week except Wednesday for Lower Sixth and Upper Sixth, and Friday for the Upper Sixth. On Wednesday Sixth Formers must register with the teacher in charge of the sport that they are participating in. If you are on Community Service during Wednesday afternoon, it is vital that you go to the Office during the morning to collect your Attendance Card. When you are ready to leave school at lunchtime you need to sign out in the blue folder in the main foyer area. If a Sixth Former fails to register at Games, or does not sign out for CSV on a Wednesday afternoon then parents will automatically be contacted. Upper Sixth who have enrichment on a Friday afternoon periods 7 & 8 register with their subject tutor. Those students who have enrichment periods 8 & 9, and private study period 7 should register with the member of staff on duty in the Sixth Form Library, promptly at 2.10pm, before undertaking their private study.

Upper and Lower Sixth are allowed off site during the lunch break 12.55pm – 2.05pm, provided that they **SIGN OUT** at pupils services and sign back in again. Failure to return in time for afternoon registration will lead to this privilege being withdrawn. Members of the Lower Sixth who have private study period 9, can sign out at 3.25pm. Members of the Upper Sixth who have private study for the afternoon session can, with parental permission and the agreement of your Form Tutor sign out at pupil services and work from home. If permission from a parent or the Form Tutor has not been obtained, the student will remain in school for private study.

Following registration all pupils go to an assembly or stay in their form room as follows:

Monday	:	Sixth Form with 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Year in the main hall
Tuesday	:	Sixth Form Assembly in Theatre.
Wednesday	:	Form Time
Thursday	:	House Assemblies
Friday	:	Form Time

### The School Day:

	Period	Monday - Thursday	Friday
		08.40 – 09.00	08.40
		Registration/Assembly	Form Period
1.		09.05	9.15
2.		09.40	9.50
3.		10.15	10.25
	<b>Break</b>	10.50	11.00
4.		11.10	11.20
5.		11.45	11.55
6.		12.20	12.30
	<b>Lunch</b>	12.55	01.05
	Afternoon Registration	2.05 (in Form Rooms)	
7.		2.15	2.10 *
8.		2.50	2.50
9.		3.25	3.25

### 3.2 Catering Arrangements

Sixth Formers can eat in the dining hall or in the canteen area of the Sixth Form Centre. A selection of food, including panini's, sandwiches, cakes, biscuits and fruit is available in the Sixth Form Centre from 9.15am – 1.30pm. Eating or drinking in the Sixth Form Library is prohibited. As a Sixth Former you are allowed to leave site at lunchtime but you **must sign out** and be back in plenty of time for afternoon registration. **Fish and Chips are allowed to be brought on to school premises but must be consumed in the Sixth Form canteen.**

#### **Information from** Alliance in Partnership

The service provides a well-balanced freshly made menu taking into account healthy eating and current trends. Special diets, vegetarians, sports tea functions and any other special services are also catered for.

Hot and cold food is available in the Dining Room:

08.00 - 08.30	Breakfast
10.45 - 11.05	Morning Break
12.50 - 1.30pm	Lunch – Deli open until 2pm

The services consist of:

- Main Core Menu Food Counter
- Stand Alone Salad Bar
- Pasta/Jacket Potato Bar incorporating freshly made fillings
- Grab + Go Fridge

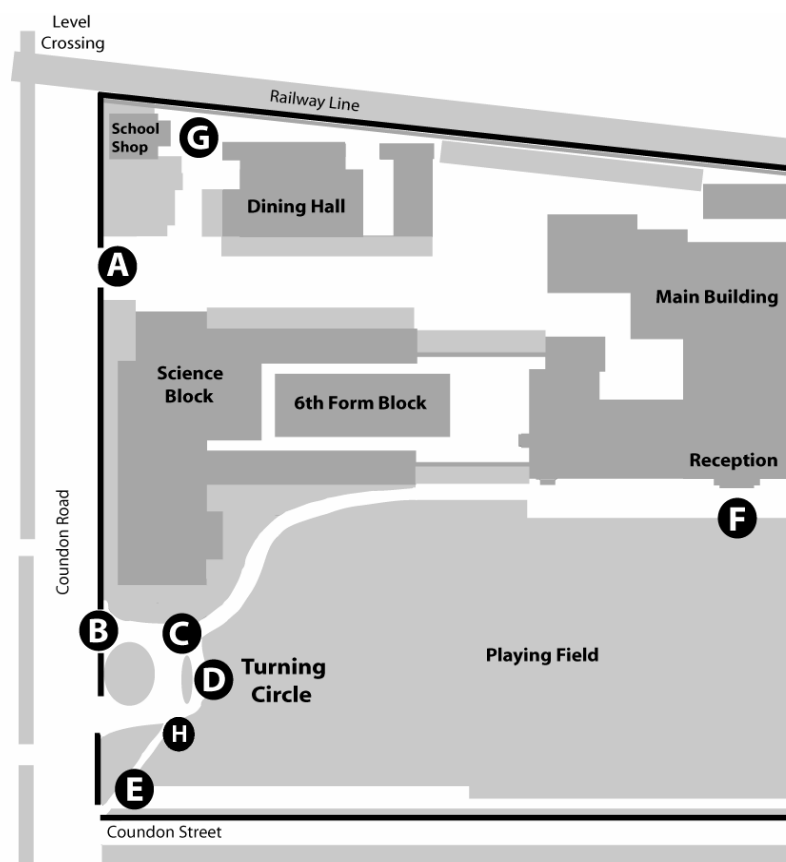
### 3.3 Setting Down And Collecting Pupils

*The following school rules still apply to you and you should inform your parents of them*

- Parents are advised to use the turning circle for setting down pupils in the morning.
- Coaches use the Turning Circle after school and mini buses often return from activities prior to the end of school. Parents are requested **not to park** in the turning circle between 3.50 and 4.20 pm.
- Parents who wish to collect pupils immediately after school should arrange for them to walk to a convenient pick-up area. (The area around The Coundon public house is most popular for this purpose.)
- **Sixth Formers may not bring their cars on to the school campus**
- Please read instructions and refer to the map overleaf.

- |          |                           |  |
|----------|---------------------------|--|
| <b>1</b> | <b>Entrance A</b>         | Caretaker's Entrance up until 4.30pm for staff cars, access to School Shop (car park G) and pedestrians only. After 4.30pm parents going to the School Shop and/or collecting pupils from the "After School Care" room in the Dining Hall may use this entrance.   |
| <b>2</b> | <b>Entrance B</b>         | Turning Circle for setting down pupils in the morning and picking up at 4.00pm. Please do not obstruct cars turning into the main drive.   |
| <b>3</b> | <b>Turning Circle D</b>   | Please do not park across Entrance B in a way that prevents pedestrians movement along Coundon Road. For safety please do not park across the pupils walk-way or across the yellow boxes (at C and H), thus preventing movement of staff cars and school mini-buses. Only coaches to use area D between 3.55pm and 4.20pm. (Parents of Junior School pupils collect between 3.20pm and 3.50pm) |
| <b>4</b> | <b>Pedestrian Access</b>  | Pedestrians should only access the school via Entrance A or pedestrian gate at E. Parents/pupils should not walk through the main entrance/exit on the turning circle.   |
| <b>5</b> | <b>Visitors Parking F</b> | Parking available in front of main school doors on terrace at F. Also for parents coming into school for appointments.   |
| <b>6</b> | <b>Parking Off-site</b>   | Please show consideration to local residents.  |
| <b>7</b> | <b>Exceptions</b>         | If a pupil has a special reason to be driven into school (e.g. injury, disability), parents should inform the Headmaster.  |

**Parents will be informed of parking arrangements for school functions**



#### **4 Academic Progress**

**Support for Your Studies**

## Reporting

Our reporting process is constantly under review, but formally will consist of two short reports per year (November and March), one long report (May), and also two Parents' Evenings (December and March) to which you will also be invited. At this meeting, staff will provide a brief overview of your performance and you should hear nothing that you are not expecting to hear! Your Tutor will get to know your parents over the two years, but there is still no substitute for you sharing your progress with them openly and honestly. You probably feel your parents are the only ones with unrealistic expectations of the amount of work you should be doing in the evenings, and they on the other hand can only judge your diligence from what they see.

Our aim with the reporting process is to be open and to stimulate mutually supporting communication between you, your parents, and the school.

### 4.1 Homework

**Sixth Form Pupils can expect at least 10 hours per week of work that has to be completed outside of the classroom.**

### 4.2 Learning Support

Mrs C Friebe is responsible for coordinating Learning Support and is assisted by Mrs K Baker. If you have a specific learning difficulty or problems accessing the curriculum, please ensure that the Form Tutor is fully informed so that the necessary support can be given in school.

For pupils with a statement of educational needs, after discussion with parents, staff and observation of the pupil, a specific programme of support will be drawn up. For pupils for whom English is an additional language, support will be offered to ensure that they are able to access the entire school curriculum.

### 4.3 Careers Education

- The Careers department is based at the bottom of the Sixth Form Centre and Mr Woodward is always on hand to give advice on life after Bablake. The final week of the summer term in the Lower Sixth is set aside for Work experience which the careers department will help you organize. In addition an interview morning is arranged for the Upper Sixth midway through the first term. The department has a vibrant website ([www.2morrow-2day.com](http://www.2morrow-2day.com)) and is passionate about ensuring all our students leave Bablake aware of how to stand out from the crowd.
- We maintain a register of parents who have offered help with interview practice, talks and workplace visits. Governors, ex-pupils, former staff and other professionals also offer excellent assistance. A Careers Convention is held every two years and we have twice hosted a Gap Year Convention for the Midlands region.
- Who is in the Careers team?

Mr M G A Woodward, who has been at Bablake since 1987, runs the Careers Department. He also oversees the school website and is Bablake's Press Officer and Editor of the school magazine, "The Wheatleyan". Mrs C L Scott, a member of staff since 1988, who teaches P.E. and Sports Science, co-ordinates the Careers Programme up to the Third year. This team was established in April 1998.

- The Department is well resourced and keen to develop further links with individuals and companies outside the school. Please feel free to visit us at any stage or contact us by e-mail: ('[mgaw@bablake.coventry.sch.uk](mailto:mgaw@bablake.coventry.sch.uk)'). Our website obviously offers plenty of information about the support we provide.

## **5 Computer Services at Bablake School**

Staff and students can use the computing facilities at Bablake School on condition that they abide by the Code of Practice and the guidance stated in the Internet Security Policy. These two documents form the school's Acceptable Use Policy. It is the user's responsibility to read and abide by updated versions which will be posted on the Intranet.

Network storage areas will be treated as school property. Systems Administrators may look at files and communications to ensure that the system is being used responsibly. Users should not expect that their work and emails are always private. Computer screens can be viewed by Systems Administrators.

### ***Code of Practice (2010)***

- Users are responsible for good behaviour on the network and in the computer rooms just as they are in a classroom or a school corridor. General school rules apply.
- Users must not eat or drink in computer areas as spillage may cause serious damage to hardware.
- Users must not waste resources e.g. printing material and computer staff time. Users must not spend too long sending/receiving email messages – someone else is usually waiting to use the computer.
- Important work files should be copied to removable media (eg. USB memory) in case they are accidentally damaged or deleted from the network server. Bablake accepts no responsibility for the malfunctioning of any computing facility or part thereof, whether hardware, software or other, nor for any consequential losses. Backups are made, but users are responsible for independently maintaining copies of valuable data.
- If a "virus alert" occurs when transferring work files from removable media, a member of the ICT staff or the ICT technicians must be informed immediately.
- It is an offence to use another user's **Username** and **Password** for any reason with or without their agreement. Users must not reveal their password to anyone. Passwords should be changed at regular intervals; at least once a term and using a minimum of six characters.
- The use of inappropriate and obscene language (including passwords and the naming of files) is not permitted. Users of the Bablake network facilities have the responsibility of being polite and respectful to others in all their communications.
- It is an offence to attempt to access other users files and impersonate them via email, news, web or other service. Files must be saved in the My Documents area. If doing shared work, a copy of the work should be kept on your removable media in case the partner is absent from school.

- The unauthorised access or use of personal information, contrary to the provisions of the Data Protection Act, is not permitted.
- It is against school policy to upload/send personal details or photographs of anyone (staff or pupil) at the school without their permission. You may be committing an offence. It is unwise to post your own personal details on the Internet.
- Intentional damage to computers, computer systems or computer networks, including unauthorised damage or interference to any files is not permitted and may be considered a criminal offence under the Computer Misuse Act.
- Programs must not be installed on a computer except by a qualified technician. Users must not bring in programs on any removable media or download them from the Internet. Games must not be installed or downloaded onto any computer unless authorised by a member of staff or ICT technician. Users must not introduce any personal removable media onto a computer unless they have permission.
- Much information and most software accessible via the network are subject to copyright and/or restrictions on their use. The unauthorised copying of software, contrary to the provisions of the Copyright, Designs & Patents Act, is not permitted. Do not download, use or upload any material that is copyright. Always seek permission from the owner before using any material from the internet. If in doubt, do not use the material.
- The viewing, creating, storing, installing, copying or transmitting of obscene material is not permitted and may be considered a criminal offence under the Obscene Publications Act. The school views this as being unacceptable and an act of '**gross**' misconduct. If deemed applicable incidents may be referred to the police.
- Computer equipment should not be taken off-site without formal authorisation. An agreement must be signed stating location and serial number of equipment and personal insurance cover should be arranged (see the School Treasurer).
- No computer should be switched off during the school day unless it has completely locked up or is unlikely to be used again that day. Always make sure that you have completely logged off the computer before leaving it unattended. At the end of the day, all computer systems and associated equipment need to be shut down.
- Please leave the computer and the surroundings as you would like to find them. Users should leave computers in a clean, usable state and report faulty equipment to a teacher or the ICT technicians.

### **Internet Security Policy**

The Internet is a valuable resource that is freely available to all staff and pupils. Due to the "unsuitable" nature of some material on the Internet and the possible misuse of email, a number of precautions have to be taken to help ensure that the system is used responsibly.

The use of the Internet will be supervised as closely as is reasonably possible during timetabled lessons. However it should be realised that users do have access to the Internet at other times.

Systems Administrators can view a computer screen at any time from anywhere on the school network without the user knowing about it.

- Access to many, if not most sites considered to contain "unsuitable" material is prevented by a filtering system used by our Internet Service Provider. As new sites of this nature come online and come to the attention of teachers all over the country, they are filtered as soon as the service provider is notified. Systems Administrators or supervising staff should be informed of any unsuitable sites or misuse.
- The abuse of news and electronic mail facilities, such as the sending of Spam (e.g. chain, junk or bulk emails), is not considered to be a suitable use of a busy school network system nor of anyone's time in school and is prohibited.
- All staff and pupils have their own personal email address. Pupils' addresses will not be made available to anyone outside of the school except by the individual themselves.
- The transmitting and receiving of emails larger than 2Mb in size including attachments is restricted.
- Precautions are taken to reduce the chances of infection by computer viruses via the Internet or email, which may then be inadvertently taken home. The anti-virus software, which is installed on all school network stations, is updated constantly.
- Users found searching for "unsuitable" material or sending offensive email messages will have their account disabled immediately for investigation.
- The school discourages the playing of games. Priority will always be given to students needing the facilities for schoolwork.

**Incidents of any form of cyberbullying will always be investigated in line with the School Anti-bullying Policy.**

### **Sanctions**

Although incidents of misuse are a rarity the framework of sanctions outlined below provides an opportunity to reinforce a responsible use ethic which all users will hopefully maintain outside the school environment.

- All incidents of misuse will be logged for future reference.
- Violations of the above rules/code will result in immediate action and a temporary ban on your use of the school network whilst the incident is investigated.
- In line with the 'stepped approach to discipline' users who breach these conditions may first be warned verbally of their unacceptable use. For pupils this will be logged by a Systems Administrator and the Tutor informed. Failure to respond to a warning will result in further action in line with the set procedures on discipline. Violations of a serious nature will result in immediate withdrawal of access to the computing facilities. In these cases, and of repeated less serious offences, parents will be informed and subsequent action considered.
- If necessary, external agencies such as Social Networking or Email Member sites may be contacted and informed.

- When applicable, police or local authorities may be involved.

During the first few weeks of term ICT staff will go through the Code of Practice and Internet Security Policy with pupils. These documents constitute the Acceptable Use Policy. Pupils will then be asked to sign to say they have read and agree to abide by the Acceptable Use Policy and that they understand the consequences if they do not.

## **6 Management of the Sixth Form**

### ***6.1 Staff***

The function of the Head of Sixth Form, Mrs Alison Tumber, is to co-ordinate all aspects of school life in relation to the Sixth Form, to seek to generate within the Sixth Form an atmosphere of personal responsibility, and to provide for all members of the Sixth Form a positive and involving educational experience. The Head of Sixth Form is supported by two Assistant Heads of Sixth Form Mr Burdett and Mrs Davey. Mrs Tumber's office can be found at the top of the Sixth Form Centre stairs; Mr Burdett's and Mrs Davey's offices are in the Sixth Form Library.

The Head of Sixth Form supports the work of the Sixth Form Tutors, most of whom are very experienced in their role. The tutors meet regularly with the Head of Sixth Form to discuss the progress of individuals and more general matters.

### **STUDENTS**

Cohesion across the Sixth Form is achieved through the Senior Prefects. This group meets every three weeks with the Headmaster and the Head of Sixth Form to discuss all matters pertaining to the Sixth Form. In addition members of the Senior Prefect body will be responsible for chairing School Council groups and managing all Sixth Form social functions.

### **THE CENTRE**

The Sixth Form Centre is currently located above the staff room. It has a canteen and recreational area. It is the responsibility of the students to look after this facility ensuring that at the end of the day it is left in a tidy state. The Sixth Form Library is to be found below the canteen and opposite the staffroom. This is a designated silent study area.

### **PREFECTS, MONITORS AND LEADERSHIP**

All members of the Lower Sixth are invited to become a Form Prefect and work with a Form Tutor in looking after younger members of the Bablake community. This is a crucial role in the pastoral care of the school and carries with it the obligation to set a positive example to the rest of the school. Form Prefects are also empowered to control behaviour in the Form Room and should inform a member of staff or the Form Tutor of any situation that may lead to damage being done to property or problems with any aspect of the Form's behaviour. This responsibility demands the utmost maturity on the part of the Lower Sixth Former. Mrs Davey is responsible for the coordination and induction of all Lower Sixth Form Prefects.

Members of the Lower Sixth who have served the school well as Form Prefects will be invited to apply for the post of School Prefect in the Upper Sixth. Prefects are appointed by the staff who take into consideration the letter of application, the Form Prefect's report and the extent to which the student has been a good role model for the school in the Lower Sixth.

A democratic vote from the Prefect body decides Senior Prefects. The School Captains are appointed by the Headmaster following an interview with some of those appointed as Senior Prefects. School Prefects are identified by the red and yellow tie or badge, Senior Prefects by a red tie and/or badge.

## **6.1 School Prefect Duties**

A full job description for school prefects is issued to all at the beginning of the academic year but primarily the key responsibilities are as follows

- One 30-minute lunch duty per week. (Dining Hall and/or EDM/Playground)
- Represent the school at Open Days (June and November)
- Assist members of staff on entrance exam day (January)
- Be prepared to give guided tours to visitors
- Be a role model for all younger pupils to follow

## **TUTOR GROUPS AND THE ROLE OF THE TUTOR**

For the two years of your Sixth Form course, you will normally be in the care of one Sixth Form Tutor throughout. The Tutor Group to which you are allocated depends upon a number of factors, including your subject choice, but considerable effort is put into creating groups, which will provide a positive experience for all the members.

It is our hope that whatever else happens to you, your Tutor will remain your supporter, mentor, friend and if necessary advocate. Should you have difficulties of any sort, he or she should be there to help you, and should you find yourself under the described monitoring arrangements, to help you to bring about the required progress.

It is essential that your Tutor gets to know you well, and that you help him or her to do that. Be open in your relationship with your tutor, and trust in their confidentiality. If your Tutor feels something you have raised needs to be more widely discussed, your agreement will be sought before that happens. If, on the other hand, he or she feels some negative aspect of your life at Bablake needs to be taken further, you will be told what action is being taken.

Perhaps the most significant long-term product of your work with your Form Tutor will be your higher education choice, of which the UCAS admission reference is a significant part. Your Tutor must not, and will not, jeopardise the school's considerable reputation for the quality and integrity of its references by distorting the truth about you, but he or she will help you make the very best of your prospects. Once again, a close and mutually supporting relationship is key.

The best Tutor Groups develop strong and purposeful identities, but this requires input from each of the group's members. Do not just wait to see what you can get out of your Tutor Group - ask yourself what you can put into it.

Amongst the tutor team in the Sixth Form is an extraordinary breadth and depth of experience - use it well.

### **7.1 *Medical Issues***

It is very important that the school is aware of any medical condition that you may have. and We also need to be aware of any allergies that affect you. You will be sent a confidential form requesting this information. The school should be notified as soon as possible of any changes.

#### **Illness**

If you feel unwell at school you should report to the Medical Room where you will be assessed/treated by the School Nurse, or by a member of staff with First Aid experience.

If you are unable to continue your lessons then your parents will be contacted and arrangements made for you to be collected from the Medical Room.

If you cannot be contacted then your "emergency" contact number will be informed and arrangements for them to collect your child will be made. Sixth Formers will sometimes make their own way home, after signing out at the office.

## ***General Information***

The school is not liable for pupils outside the school premises, unless on organised trips consented to by a parent/guardian. If there are difficulties in collecting your child, and he/she is fit to travel alone, then a taxi could be arranged with your agreement.

**The School Nurse and a number of staff hold a current First Aid Certificate – a list is available from the School Office.**

**THE SCHOOL NURSE MUST BE ADVISED IN WRITING OF ANY MEDICALLY PRESCRIBED INHALANTS OR DRUGS YOUR CHILD MAY NEED.**

### **7.2 *Personal, Social, Health and Citizenship Education (PSHCE)***

- Personal, Social, Health and Citizenship Education is regarded as an important subject for all pupils to assist their personal development and skills. It is intrinsic in all subjects across the curriculum but specific time is given within Tutor Periods, each year group receiving one Tutor Period per week.

The broad aims of the PSHCE programme are:

1. To give accurate, factual, up-to-date information to enable decisions to be made on the basis of the facts.
  2. To offer guidance in moral terms, whilst developing the pupils' own ability in decision making.
  3. To encourage personal responsibility in decision-making and in all forms of behaviour.
  4. To make pupils aware of how their decisions affect people around them and to develop a caring and responsible attitude towards people and society in general.
  5. To encourage pupils to develop a sensitivity towards the needs of others, as well as an awareness of, and respect for, other people's point of view and opinions.
  6. To develop an awareness of difference in relation to gender, race and sexuality and to develop skills in challenging prejudice and valuing diversity.
  7. To enable pupils to develop self-awareness, self-confidence and self-esteem.
  8. To enable pupils to develop skills of communication, listening, assertiveness, negotiation, decision making, co-operation and study.
  9. To allow pupils to develop confidence in their ability to state opinions and to contribute to informal discussion without inhibition.
  10. To develop a critical awareness of the value systems and messages of others such as the media and their own peer group.
  11. To develop skills and strategies for recognising and resisting peer group pressure and for seeking help.
  12. To assist pupils in making decisions in subject choices, identifying skills required for different careers and providing information for possible career choices.
  13. To reinforce the value of good manners, courtesy, consideration and respect, both for oneself and for others.
- The delivery is primarily by Form Tutors but is supported by outside speakers, Shadow (Sexual Health and Drug Outreach Workshops) specialist drug workers and other outside agencies. The programme covers:

#### **Citizenship**

## **Personal and Relationship Education including Sex Education**

### **Health Issues**

### **Social Issues**

- The programme aims to be culturally appropriate and inclusive of all 16/18 year olds.
- Health professionals, visitors and all who play a part in delivering PSHCE and Citizenship are made aware of the relevant school policies.
- The school aims to work with parents and is always willing to support and discuss with them any aspects of the programme, including presentation and content, similarly with any matters relating to their son or daughter's welfare.
- Lessons will take place throughout the academic year.

### **7.3 Safeguarding Children**

In line with the Education Act 2002 and the Government "Every Child Matters" Framework the school is committed to safeguarding and promoting the welfare of children and young people.

The designated person for Child Protection is Mrs G F Thomas, Deputy Head. Our full Child Protection Policy is available on request.

## **8 Code of Conduct, Behaviour and Discipline, Anti-Bullying Policy.**

The Pupil Code of Conduct and School Discipline and Behaviour Policy were devised after consultation with staff, parents and pupils. Their purpose is to ensure that all members of the school can learn in a caring, well-ordered environment and that, by their courtesy and consideration for others and their good manners and appearance, all pupils contribute to the good name of Bablake both in the local community and outside the area. The School relies on, and works with, parents to ensure that pupils adhere to the Code of Conduct and Policy on Discipline and Behaviour. The following is information for pupils - please go through this with your son or daughter.

*'If all the good people were clever  
And all the clever people were good  
The world would be nicer than ever  
We thought that it possibly could'*

*Elizabeth Wordsworth (1840 - 1932) - Good and Clever*

### **8.1 Code of Conduct**

Bablake is a large community of nearly nine hundred, and we have wide differences of background, experience, expectation, ambition - every aspect of personal makeup. If 'all the clever people were good' we would have a community which was very easy to regulate, but a relatively shallow learning experience, and certainly little by way of preparation for a competent adult life.

You need to learn to constructively question as well as to accept, to develop your own individuality whilst respecting the views and needs of others, and to have breadth and flexibility in your social life without sacrificing your integrity.

Nearly all of you will intuitively understand the personal qualities we would strive to encourage, and those we will actively seek to diminish in defining a level of conduct for our senior members of the school.

We will, through whatever means is felt appropriate, challenge arrogance, conceit, self-centredness, duplicity, personal aggression, incivility and lack of respect for the property, beliefs, aspirations and interests of others. We will seek to develop in you healthy and productive independence, integrity, openness, self esteem, self confidence and a genuine capacity for concern for others.

These are the rudiments of the conduct we will expect from you, and for most of you this will be readily understandable, and acceptable. The few for whom it is not, will find the processes outlined under 'intervention and monitoring' of particular interest. The following guidelines should be observed at all times:

### **Behaviour in School**

We expect a high standard of behaviour and courtesy towards all persons on the school site. At all times, both in and out of School, you should show common sense in your behaviour and consideration for others and their property. In so doing, you will be a credit to yourself, the School and your family, whilst maintaining a happy and positive environment for the whole School community.

The emphasis should be on **orderly and thoughtful behaviour**. For example:

- open doors for others: **give way** to those coming **out** of classroom or buildings
- queue **quietly** outside classrooms
- take care not to crowd around notice-boards or otherwise block the passage of others
- walk on the left in corridors and stairs.

Prior to your lesson **you should wait outside the classroom until staff arrive, unless you have been instructed otherwise**. If waiting in a classroom **you should sit quietly**.

#### **You should:**

- always have with you the appropriate books and equipment for the lesson
- always be prepared for a lesson to start by having your books and equipment open and ready
- if your teacher does not arrive after five minutes, arrange for one pupil to report this to the office
- at the end of the lesson place litter in the bins provided and
- place chairs/stools under tables before leaving a classroom.

In the **Dining Hall**, observe and follow the Rules of the Dining Hall, which are displayed by the exit doors.

### **Bullying**

All members of the school should be aware of the policy on bullying which will be rigorously enforced. See section 7.3.

### **School Nurse**

If you are unwell in a lesson you should ask the member of staff's permission to go to the School Nurse. If appropriate she will arrange for you to go home.

**You must not** contact your parents yourself nor go anywhere other than to the School Nurse. If for any reason she is not there a notice will be posted and you should go to the School Office.

The School Nurse **must be advised in writing by parents**, of any medically prescribed inhalents or drugs you may need.

## **Behaviour Out of School**

As in School, the emphasis should be on orderly and thoughtful behaviour and being a credit to yourself and the School. This is particularly important when waiting for and travelling on buses, when every consideration should be given to members of the public. When waiting for public transport, the pavements should be kept clear to allow pedestrians to pass.

Naul's Mill Park is out of bounds to all pupils at all times. If walking to and from school you should not use this route.

## **Pedestrians**

Pedestrians should enter and leave the School grounds either by the pedestrian gate in Coundon Street or via the Caretaker's entrance – not via the turning circle. Pupils waiting for school buses must wait on the paved area by the turning circle until ordered to move towards the bus by the duty teacher. In inclement weather pupils may be directed to wait under the Sixth Form Block.

## **Cyclists**

Cyclists should observe the code of road safety – it is strongly recommended that a helmet be worn. All cyclists should dismount on entering the School grounds and push their cycles to the inner quad. Cycles should be locked and marked with the owner's name or postcode.

## **Bounds**

During the School day you must not leave School.

The following areas of the School and its grounds are out of bounds at all times unless a teacher is present:

- the laboratories (except when used as Form Rooms), workshops, multi-gym, Sports Hall,
- the area behind the Sports Hall.

**As stated previously, Naul's Mill Park is out of bounds at all times.**

## **Representing the School**

It is an honour to represent the school if selected.

## **Private Study**

- Lower Sixth Formers must go to either the Sixth Form Library, Common Room or Main School Library during Private Study. They may not leave the school site except at lunch time, when they **must** sign out.

- Upper Sixth Formers must obtain permission from parents and Form Tutor and sign out if they choose to go home to study in the afternoon.
- Any Sixth Formers who have a Private Study period 9 may go home, once they have signed out at the office.

### **Banned items**

Tobacco, alcohol, drugs, chewing gum, matches, lighters, guns, knives, fireworks, aerosols, laser pens.

You should not under any circumstances, bring to School, be in possession of, use or sell any of the above or other dangerous items. Any infringement of this regulation on the way to or from School, at School or in the vicinity of School will be dealt with severely.

Chewing gum is not allowed in School. Discarded gum causes damage to floors, carpets and clothing. Eating in Form rooms causes litter and mess and is not allowed.

### **Standards**

The Headmaster reserves the right to be the final judge of the standards expected from pupils in all the above matters and of the sanctions imposed when these standards are not met.

### **8.2 *Discipline and Behaviour Policy and Procedure***

The aims are to encourage good behaviour and respect for others based on self-discipline and proper regard for authority. To that end staff and pupils have agreed that:

1. Pupils will adhere to the Code of Conduct.
2. Rewards and punishments should be fair and consistent.
3. Good behaviour is normal and is what the School, parents, staff and pupils expect of Bablake pupils. Exceptionally good behaviour should be praised and rewarded and, if appropriate, brought to the attention of parents.
4. Punishment of large groups for the activities of individuals will be avoided.
5. Punishment will be in proportion to the misdemeanour/offence; will not be humiliating; will be constructive and positive.

### **Stepped Approach to Discipline**

The expectation for all pupils at Bablake is that they will exert a great deal of self-discipline and, collective responsibility, and follow the school Code of Conduct. The staff will do all they can to help pupils recognise that they have let down themselves, the School and their parents when they fail to exert the necessary self-discipline when at school, and help them to make amends and improve. Therefore, when any pupil is felt to be breaking the school Code of Conduct, the Discipline and Behaviour Policy or the Uniform Regulations, the following procedure operates:

1. Initially a member of staff will tell the pupil what is wrong, and inform the relevant Tutor about the problem. At this stage, a suitable strategy will be employed to effect a change.
2. If there is no improvement and/or the pupil transgresses again, then a detention will be given either by the member of staff or the pupil's Form Tutor. Depending upon the seriousness of the wrong doing, this may be a lunchtime or after school (single or double) detention. Behaviour detentions are normally held after school on a Thursday. Parents will be informed in writing at least 24 hours in advance by the member of staff via the Form

Tutor about the detention, and the reason for it. In serious cases, an end of term detention, Saturday detention or the equivalent will be given.

3. If there is still no improvement then the Tutor will inform the relevant Year Head who will speak to the pupil. Parents will be contacted informing them of the situation and inviting them to school to discuss the problem with the Year Head and Form Tutor. At this meeting strategies will be discussed to effect a change in the pupil's attitude and behaviour. It will be made clear at this meeting that if there is no subsequent and sustained improvement and/or further disregard for school rules occurs, then the matter will be referred to the Headmaster, Head of Sixth Form or a Deputy Head.
4. If there is any further problem then this is likely to result, in the first instance, with the Headmaster issuing a temporary exclusion (suspension). The length of time a pupil will be excluded from school will depend on the nature of the offence and will be at the discretion of the Headmaster. Parents will be informed and the Headmaster will normally see both the pupil and parents. This will be the first part of the formal exclusion process.
5. The final and ultimate sanction of permanent exclusion (expulsion) from Bablake may follow any further serious problem.

At all points in the formal exclusion process parents will be informed, either by a telephone call or by letter, outlining what is happening and the punishment being given. In cases of exclusion, parents reserve the right to appeal to Chair of the Academic and Resources Committee.

For serious misdemeanors the pupil may be directly referred to either Deputy Head or to the Headmaster as deemed appropriate. Depending on the nature of the problem and the attitude of the pupil, the Headmaster reserves the right to move to any part of the formal exclusion process.

As has been stated earlier, staff and parents should seek to praise and reward good behaviour. This will be brought to the attention of the Headmaster, and such action may be rewarded through the commendation system.

### **8.3 Anti-Bullying Policy**

#### **ALL MEMBERS OF THE SCHOOL MUST BE AWARE OF THIS POLICY ON BULLYING WHICH WILL BE RIGOROUSLY ENFORCED.**

##### **INTRODUCTION**

As a school we believe that the pupils have the right to learn in a supportive, caring and safe environment without fear of being bullied.

The long-term effect of persistent bullying can make young people feel unhappy, insecure, threatened, excluded and isolated. It may cause them to have low self-esteem so that they become withdrawn, anxious, reluctant to attend school and less willing to take social, intellectual or vocational risks.

Bullying is when an individual pupil or group of pupils, through repeated, wilful, deliberate, conscious actions cause other pupils to feel hurt, distressed, intimidated and/or fearful.

Bullying can take many forms:-

**Physical** - including physical violence, damage to belongings, threats and extortion.

- Verbal** - name calling, insulting comments (about the individual and/or their family), malicious teasing, offensive remarks, humiliation, inappropriate/offensive phone calls/ text messaging/emails/messaging via the internet or mobile phone.
- Emotional** - indirect – spreading malicious rumours; excluding individuals from social groups by deliberately leaving them out or influencing/encouraging others to do so, inappropriate body language, invasion of space.

In addition **racist bullying**, **sexual bullying** (including that which makes reference to sexual orientation) and **bullying related to disability** are unacceptable.

This Anti-Bullying Policy is reinforced by the School Discipline and Behaviour Policy through the Code of Practice for Computer Use and Internet Security Policy Use, by the PSHCE Policy and is reflected in the school ethos. It is also reinforced through tutorial time, questionnaires, the PSHCE Programme, assemblies, staff meetings and the Pastoral Care System. The school seeks to promote good citizenship, positive relationships and to make the school community aware of the unacceptability of bullying behaviour. Bullying behaviour is antisocial, is damaging to the individual, is wrong and will not be tolerated at Bablake.

## **AIMS AND OBJECTIVES**

- To create a caring, supportive, happy, safe environment where pupils can learn effectively and develop as valued individuals.
- To develop a culture in which bullying is not tolerated and is challenged.
- To encourage pupils who are bullied, those who witness bullying and those who hear about incidents of bullying to speak out and to report them to an adult.
- To investigate incidents of bullying (and alleged bullying) fully and to effect the school disciplinary procedures if necessary.
- To work with parents, victims and the bully/bullies – recognising that in different ways all parties may require support.

## **REPORTING BULLYING**

- The school encourages pupils to speak out as bullying thrives in a climate of silence. Pupils who are being bullied should report the incident as soon as possible. In the first instance in school pupils should speak to any member of staff they feel comfortable with, including the School Nurse, support staff or Form Prefects, or report the incident via the “bully boxes” by the payphone or entrance to the Nurse’s Office.
- Form Prefects and members of the support staff will seek the advice of a member of the teaching staff and refer the incident/information on.

## **Procedure**

- The events reported by the bullied pupil will be recorded by the adult and the bullied pupil should record the details of the incident in writing.
- The member of staff will investigate the incident or they may, depending on the seriousness/nature of the bullying, refer it on to a more senior member of staff.
- The bully should write an account of the incident.
- The member of staff should record all discussions with both/all parties.
- After discussion and when it is clear that bullying has taken place, the appropriate measures, in line with the School Disciplinary Procedures, will be actioned. Incidents will be dealt with at different levels depending on the incident.

- We would anticipate that most incidents can be dealt with by the Form Tutor. More serious or repeated incidents will be referred to the Year Head/ Deputy Heads or, if necessary, the Headmaster.
- At the first level parents will be informed at the discretion of the Form Tutor. In cases of persistent bullying the parents/carers of the pupil will always be informed.
- Pupils involved in a bullying incident, both the bully and the victim, will be mentioned periodically to ensure the bullying has stopped and to prevent a recurrence.

## RECORDS

Records of bullying incidents will be held by the Form Tutor/Year Head for the period in which the pupil is in their form or year group(s). If there have not been any further incidents and, at the discretion of the Year Head, the record will be removed. However, a record of a serious bullying incident will be held on the pupil's personal file until sufficient time has elapsed for a Deputy Head or the Headmaster to feel confident that the pupil has reformed.

## SUPPORT

- Support is given to the victim by taking their concerns seriously and by investigating and dealing with the incident quickly and, depending on the incident, by enlisting help and support from friends and classmates. The victim will be given strategies to deal with any further incident and it will be reinforced that a member of staff must be told immediately. Staff will be asked to monitor and report any concerns they have immediately. In the case of serious, repeated bullying, parents will be informed of the incident, the action being taken and, after discussion, the consequences should there be any further incidents. Counselling support can be arranged if needed or requested.
- Whilst the school considers bullying behaviour to be totally unacceptable it is recognised that sometimes pupils demonstrate this behaviour as a result of their own problems. They will be offered the opportunity to discuss these and, in order that the bully has the chance to change their behaviour, support will be offered through school and outside agencies if appropriate. Parents will be informed and will be asked to assist with this support.

## ADVICE AND GUIDANCE

### For pupils

**Bullying is unacceptable. Unfortunately at times it happens in all schools and also in work places. It happens to children and adults but it will only thrive where there is silence and fear.** We have a "Speak Out" Policy.

- If you are bullied remember that there is nothing wrong with you. Do not blame yourself for what has happened.
- Take action if you see bullying occurring. Watching and doing nothing can suggest support for the bully. 'Speak Out'.
- Do not tolerate bullies in your circle of friends. If anyone is acting badly, tell them – 'Speak Out'. Do not be fearful of them. Do they need help?
- Although it may be difficult 'Speak Out' – whether you are a victim, an onlooker, or are directly involved in bullying, tell an adult in School, your Form Prefect, a friend who will act on your behalf in telling an adult or put a note in the "bully boxes" in school. You could also hand a note into the school office in an envelope with the member of staff's name on it whom you wish it to go to.

- ‘Bully Boxes’ are located in the entrance to the School Nurse’s Office and by the Pay-Phone on the landing by room 34.
- Keep a note of any incidents and save any evidence in relation to cyber bullying or where the bully has sent a written message.
- If you are bullying and need someone to talk to about the difficulties you are having seek out a member of staff, the school nurse or friend to act on your behalf. ‘Speak Out’ before being found out.

## ADVICE AND GUIDANCE

### For parents

#### General

- Watch for signs of distress in your children. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising.
- Take an active interest in your child's social life. Discuss friendships, how break/lunchtime is spent and the journey to and from school.
- First, tell them that their concerns are taken seriously and reassure them that telling you was the right thing to do.
- Advise them to avoid places where bullying is likely to happen and to tell an adult in school, for example a liked and trusted teacher. Reassure them that they will be given support. Bullies only thrive when they know their actions will go unreported.
- Discuss the incident with your child. Make a note of what they tell you. Keep a written record if the bullying persists. It will provide supportive evidence regarding **WHO, WHAT, WHERE and WHEN**.
- Contact the Form Tutor/Year Head. Aim to devise strategies that will provide your child with support inside and outside school.
- Do not encourage your child to retaliate. It will only make matters worse. Such behaviour could be contrary to their nature. More positively, encourage your child to build up their friendship group.
- Advise your child not to buy the bully off with ‘presents’, (sweets, lunch, drinks etc) and that they should not give in to demands for money or for their property. If the latter happens they should tell an adult **immediately**.
- If the plan of action devised by the Form Tutor/Year Head does not result in an end to the bullying then contact the school again.

## CASES OUTSIDE SCHOOL

Whilst schools are not directly responsible for bullying that occurs off the premises we would endeavour to offer support to a pupil in school if there are difficulties. In serious cases parents may wish to contact a solicitor and ask for a letter to be sent to the bully's parents, informing them of the legal consequences of a recurrence of such behaviour

## **9.1 Activities Offered**

At Bablake, education is seen as an all-round process and there is a large number of activities organized by staff outside the normal timetable.

**Pupils selected to represent the School in inter-school fixtures and/or selected to play in an orchestra, etc. are normally expected to give such occasions absolute priority over other commitments.**

**Your presence at school functions of all kinds is important to your child's success. At the beginning of each term your child will receive a copy of the term's calendar. This is for you. Please look at it carefully and note all important events in your diary.**

## **9.2 The House System at Bablake**

The House system provides opportunities for a huge variety of activities outside the rigours of the classroom, and aims not just to accommodate the interests and talents of the accomplished sportsperson, but to provide opportunities for everyone to participate in a wide variety of activities – Hockey, Netball, Basketball, Tennis, Rounders, Badminton, Swimming, Soccer, Athletics, Chess, Squash, Reading, Public Speaking, Cookery, Art, Music and Drama.

First year pupils have an early opportunity to become thoroughly involved with both a Fun- activities morning and House Scrabble taking place in the first half-term. Both of these offer the chance for Staff and pupils to get to know one another. It is in the House system that many pupils learn the joy and value of team participation, and the valuable lessons of dependability and having to give of your best. Pupils learn to win with modesty and accept defeat with good grace, and that participation is far more important than winning. House colours are earned and worn with pride and the House tie/badge helps the individual identify with a large group, additional to the School and tutor group, with which loyalties can be built.

House competition is always healthy and everyone is encouraged to participate. From first years to sixth-formers, those who immerse themselves thoroughly are often given the chance to lead and organise in a system that aims to provide as many opportunities as possible. Positions of responsibility as House officials may be offered to pupils who miss out on the limited number of school posts and only through the House may they have the chance to show their mettle. Right across the age-range staff can build a rapport with pupils they may never teach.

It is through the House system that seniors and juniors learn to work together, often with amazing results and generating a wonderful spirit that fuels Bablake's House system - that of fun!

Bablake's four Houses are named after benefactors and each consists of about 220 pupils. In 1913 Bablake created four Houses to which pupils were allocated according to where they lived: Coundon, Styvechale, Foleshill and Stoke. By 1922 the school had grown so much that six new Houses were established named after six major benefactors. In 1975 the school became co-educational, so by 1991, to enable more manageable numbers for major team game selection for girls and boys, we reverted to four Houses, retaining four of the 1922 House names. Based on this rich tradition, Bablake can be justifiably proud of its House system. Traditionally pupils follow into the House their parents and grandparents are so proud of and typically sisters and brothers follow each other into the same House. This can be organised on early request.

**WHEATLEY HOUSE**

**Head of House: Mr P J Shelley**  
**Deputy Head of House: Miss J L Simmons**

In 1563 Thomas Wheatley became the school's greatest benefactor: his gift was one of the largest and his name is linked in many ways to the school. The Former Pupils are called Old Wheatleyans; his coat of arms is the school badge and there is a Wheatley Street as well as Wheatley House. Thomas Wheatley came to Coventry a pauper and ended up as Mayor. He became an ironmonger and the money he donated to the school came from a lucky mistake. He had sent to Spain for some wedges of Toledo steel, but when the boxes were opened at his works he discovered they were full of silver and cochineal. He was an honourable man and tried to find out the real owners but failed and so gave a large amount of money from the treasure to Bablake.

**CROW HOUSE**

**Head of House: Mr J R Pease**  
**Deputy Head of House: Mr C W Mohamed**

It was in 1714 that Thomas Crow gifted money for boys between the ages of thirteen and sixteen to receive an apprenticeship. His generosity was acknowledged in 1922 when the original Houses were named and his memory lives on over 250 years after his time.

**BAYLEY HOUSE**

**Head of House: Mr J C Hobday**  
**Deputy Head of House: Miss L R T Cheffings**

Katherine Bayley's charity school was established in her memory, as a result of her will in 1723. The school was in what is now called Bayley Lane near the cathedral. It was popularly known as the Blue Gift School because of the blue facings on the drab coats the scholars wore and the pupils were irreverently known as "Blue Bottles". The original school consisted of just eight girls and eight boys but over the years girls were excluded and the number of boys considerably increased. The Blue Gift School amalgamated with the Green Gift School and Bablake in 1888.

**FAIRFAX HOUSE**

**Head of House: Mr D M Rhodes**  
**Deputy Head of House: Mrs N D Green**

Fairfax Charity school was founded by Samuel Fairfax in Spon Street in 1751. By 1767 the school had 12 boys and 12 girls and schoolmaster John Pearson made the children's shoes while teaching them. The "Green Linnets" wore the quaintest uniform of all - green cloth waistcoats with brass buttons, green stockings, and a knitted cap. Fairfax continues to flourish all these years later.

***9.3 Music at Bablake***

Many children have musical inclinations and ability and we hope to be able to discover and develop these.

There is a wide range of peripatetic lessons on offer - including tuition for orchestral instruments, piano and guitar for those students with above average musical leanings and ability and a keen desire to learn. High standards of enthusiasm and practice - and therefore attainment - are demanded.

Finally, the greater the effort put into music making, the greater the pleasure derived from it. Even if you yourself have never had the chance to experience the pleasure of music making, please do your utmost to encourage your child to take an active part in what can be a life-long source of real satisfaction and joy.

## ***Instrumental teaching at Bablake***

At Bablake, we can offer instrumental teaching for the following instruments:

Piano  
Violin/Viola  
Cello  
Flute  
Oboe  
Clarinet  
Bassoon  
Brass (trumpet, trombone etc)  
Guitar  
Saxophone  
Percussion - Drum Kit

For other instruments special arrangements will have to be made. Lessons are 30 or 35 minutes long for individual pupils, but for some instruments shared lessons can be arranged. They take place during school hours on a rota system. The lessons are a private arrangement between the instrumental teacher and the pupils, and payment is dealt with by the teacher. The cost of each lesson is approximately £15 and can vary from teacher to teacher.

Please let us know in writing as soon as possible if you wish to take advantage of these lessons.

## **10 Uniform and Appearance**

You should take a pride in your appearance, be smart at all times and wear the correct dress code as directed by the Headmaster and Staff. For games you should wear the appropriate kit and ensure it is clean and in good repair.

## **11 Financial Matters**

### ***11.1 Payment of School Fees***

The school fees for the academic year 2010/2011 are £8,922 per year (£2,974 per term). Fees are payable in full in advance before the start of each term. Late payment will incur a surcharge, this is currently £50.00 per week.

Your first invoice will also show optional fee protection and Denplan. If these are not required please ignore them and pay only the fee amount. If you wish to cancel at a later date, one term's notice, in writing, should be sent into school addressed to the Treasurer.

There are various methods by which fees can be paid:-

- Directly into any bank using the Bank Giro-Slip attached to the invoice.
- Monthly using Holmwoods Term Time Credit. A leaflet is enclosed. It is important to return the completed form to school as soon as possible if you wish to use this method.
- Internet Banking – Must quote pupil reference. Bank information is on the Giro Slip.
- Credit/Debit Card - Master Card, Visa and Switch.  
(There is a surcharge on credit cards for this service made by the credit card companies of 1.88%)  
To pay by this method please contact:

**The Foundation Office on 024 7627 1304.**

## **Extras**

The only additional charges are for school lunches, coach travel to and from school, individual music tuition, examination resits/remarks and school trips. Several school trips take place each year eg: ski holidays, concert or music tours, subject-related field trips. We try to give as much notice as possible so that parents can save or spread payments. There are no charges for school books or public examinations.

## **11.2 Insurances**

### **Pupils' Accident Insurance**

This insurance scheme provides payment for permanent disabilities or death resulting from an accident. Cover is provided 24 hours a day 365 days of the year. This insurance is paid by the school. (Leaflet enclosed)

### **Travel Insurance**

Travel insurance is provided by the school for trips, details will be given by group leaders as appropriate.

### **Optional Fee Protection Insurance**

This optional insurance covers sickness lasting longer than five days. The current cost is 1% of the fees and is added to the fees invoice. If you do not wish to have this cover please deduct the amount from your payment. (Leaflet enclosed)

### **Denplan for Schools**

This optional insurance provides 24 hour worldwide cover for dental emergencies. The current cost is £3.50 per term. This is also added to the fee invoice and should be deducted from your payment if not required. If you have chosen to pay monthly please notify us in writing if you do not require this insurance. (Leaflet enclosed)

### **School Fees Trust**

On occasion the main family breadwinner dies, leaving the family in severe financial difficulty and the child(ren) in danger of having to change school at a time when for many reasons stability and security are more important than ever. The School Fees Trust offers an insurance to cover fees in event of death of the bill payer. Information will be sent to you direct from the insurance company in August.

### **Personal Possessions**

Parents are asked to note that while all reasonable care is taken within school arrangements to ensure the safety of pupils' possessions, the Governors do not accept responsibility in cases of loss or theft occurring on school premises and the school's insurance policies do not cover the personal property and effects of pupils or, for that matter, of members of staff. Fortunately many household contents policies already cover the policyholder and members of his household against loss of clothing or other property at the place of work, which can be taken to include a school. Not all policies automatically offer such cover but where necessary a policy can be extended at a small extra charge. You would be well advised to check with your insurers to ensure that items of uniform or sports equipment are covered by your policy while at school, when visiting other schools and while in transit between home and school. If your child is likely to come to school by bicycle it is particularly important that the machine should be adequately covered by insurance.

#### ***11.3 Payments by Cheque***

We receive many cheques during a school day and they are often separated from accompanying paperwork. Would you please ensure that your child's name and form are written on any cheques that are sent into school. This is especially important for Building Society cheques and cheques with a different surname to the pupil.

## **12 Access to Further Information and Policies**

Parents requiring any further information should not hesitate to contact the school; it is otherwise made available wherever relevant. Full school policies on a variety of matters, and not contained in this booklet, are available on request from Ms Lorraine Gibbens, Headmaster's P.A., on 024 7627 1203; these include Admissions, Child Protection, Complaints Procedure, Curriculum, Data Protection, Health and Safety, School Visits, Substance Misuse and other welfare policies. Public examination results are published to parents on an annual basis.