



Welcome to William Farr

Ms E Hanson

e.hanson@wfarr.uk

Head of Year 9

The Tutor Team

AMC – Mrs Colautti

CFS – Mr Stock

HXA – Mrs Adams – Assistant Head of Year

HJB/RJP – Mrs Bates – maternity cover for Mrs Peachment

KXW – Miss Walker

LRP – Miss Pustelnik

RIT – Mr Tamisari

SYM – Mrs Meggett

William Farr School Vision

To provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour.

We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

William Farr Core Values



William Farr Code of Conduct

A B C D E F

A

Accept that your actions are your choice

B

Be on time, every time

C

Come to school fully equipped for learning and wearing correct uniform

D

Do all classwork and homework to the best of your ability

E

Ensure that you keep hands, feet and unkind words to yourself

F

Follow all instructions the first time



WILLIAM FARR

C of E Comprehensive School

A Reminder: Arriving at School

School is **not open to students until 8.30am and closes at 5.00pm**

Students who wish to stay in school after 3.45pm need to work in the library/resources area, although this area closes at 4.30pm Monday to Thursday and 4pm on a Friday.

When picking up and dropping off – **PLEASE DO NOT USE** the hatched areas or the areas allocated for taxis.

Issues with the buses in terms of logistics – if they are late etc. Please contact the bus companies directly.

What happens if a student is late to school

- Lateness is recorded
- This will be monitored weekly
- Continual lateness to lessons will result in sanctions
- You can monitor punctuality on MCAS

Registration Time (9:00-9:20)

MONDAY – House point/reward check in

TUESDAY – Well being morning

WEDNESDAY – Discussion about the main assembly topic/Reading/News

THURSDAY – Quiz

FRIDAY – Assembly

A Reminder: The Correct Uniform



Please make sure ALL their uniform is labelled

Lost Property Information:

Now located in school at times when the students can check it themselves.

School shoes...



Black - of a solid construction, polishable and suitable for a busy school environment. No logos. No adornments of any kind. Low heels (5cm or less)

Not School Shoes



No Boots



No canvas shoes

No adornments or logos



Trousers

- Graphite grey.
- Cotton drill, jeans style, chinos or skinny fit are not acceptable (for the school to determine).
- Trousers should not be cropped (there should be no gap between the bottom of the trouser and the shoe).
- If a belt is worn, it must be plain mid grey or black.



No Jeans or
Chinos



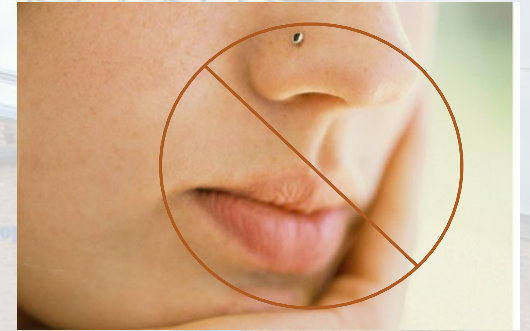
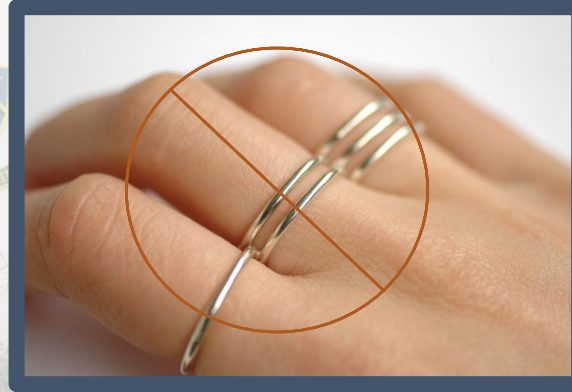
No Leggings

Skirts

- Taylor Tartan
- Must be worn at full length and not rolled up
- Skirts should be worn with a gap of no more than four fingers from the knee
- Socks - Short plain black or mid-grey (no other colours are permitted). No logos

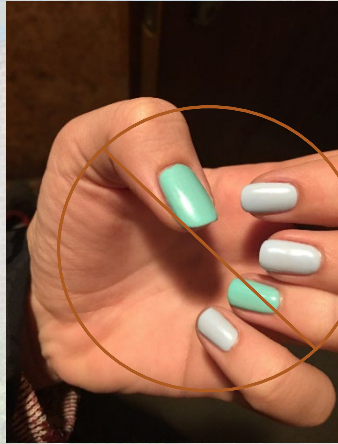


Jewellery

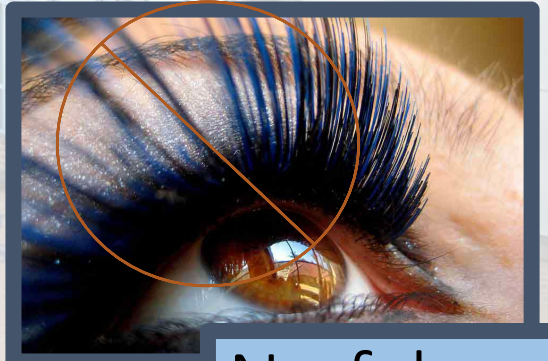


Not permitted

Long nails, false/gel nails and nail varnish is not permitted



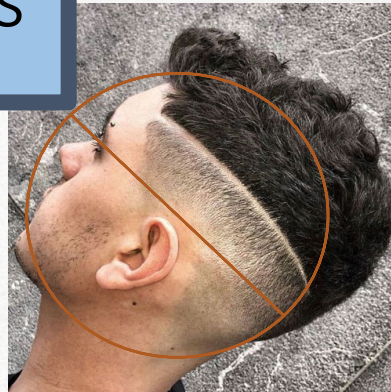
No excessive make up



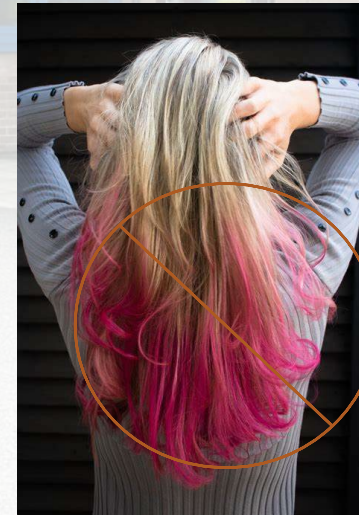
No false eyelashes



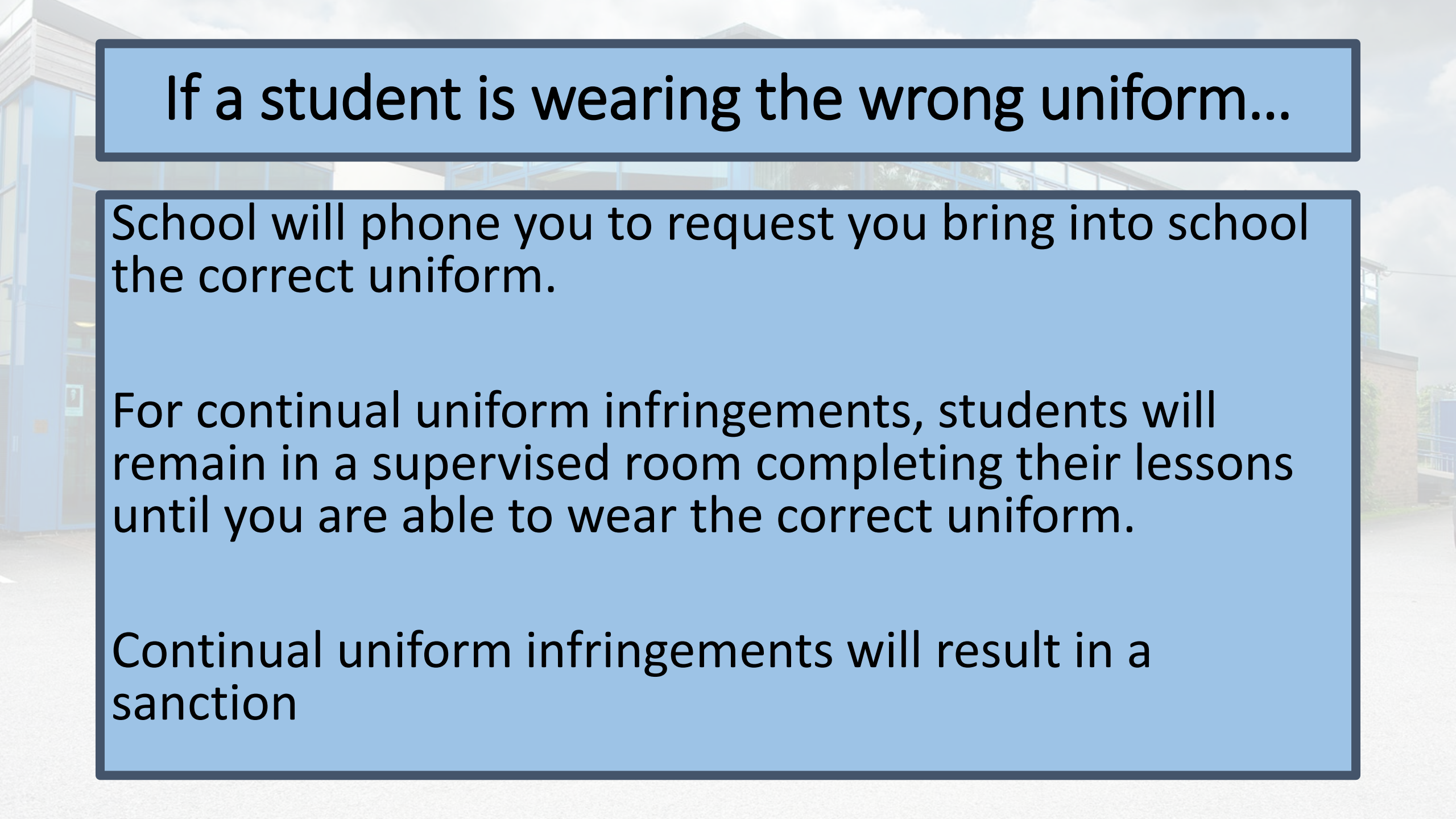
No tramlines



No fake tan



Only natural hair colour is allowed



If a student is wearing the wrong uniform...

School will phone you to request you bring into school the correct uniform.

For continual uniform infringements, students will remain in a supervised room completing their lessons until you are able to wear the correct uniform.

Continual uniform infringements will result in a sanction

Medical Information and Emergency Contact Details

- You can always **update emergency forms** as and when you need to throughout the academic year – this can be done on MCAS
- **Phone numbers and house moves are big ones that parents/guardians often forget to update!**
- We are a nut free school
- If your child requires an **epi-pen, a spare one kept in our medical cabinet** is much appreciated
- **Asthma** – if you have written asthma on an emergency form they will NOT BE ALLOWED on any school trips if they do not have an inhaler with them (keep a spare one with reception)

Heads of Faculty

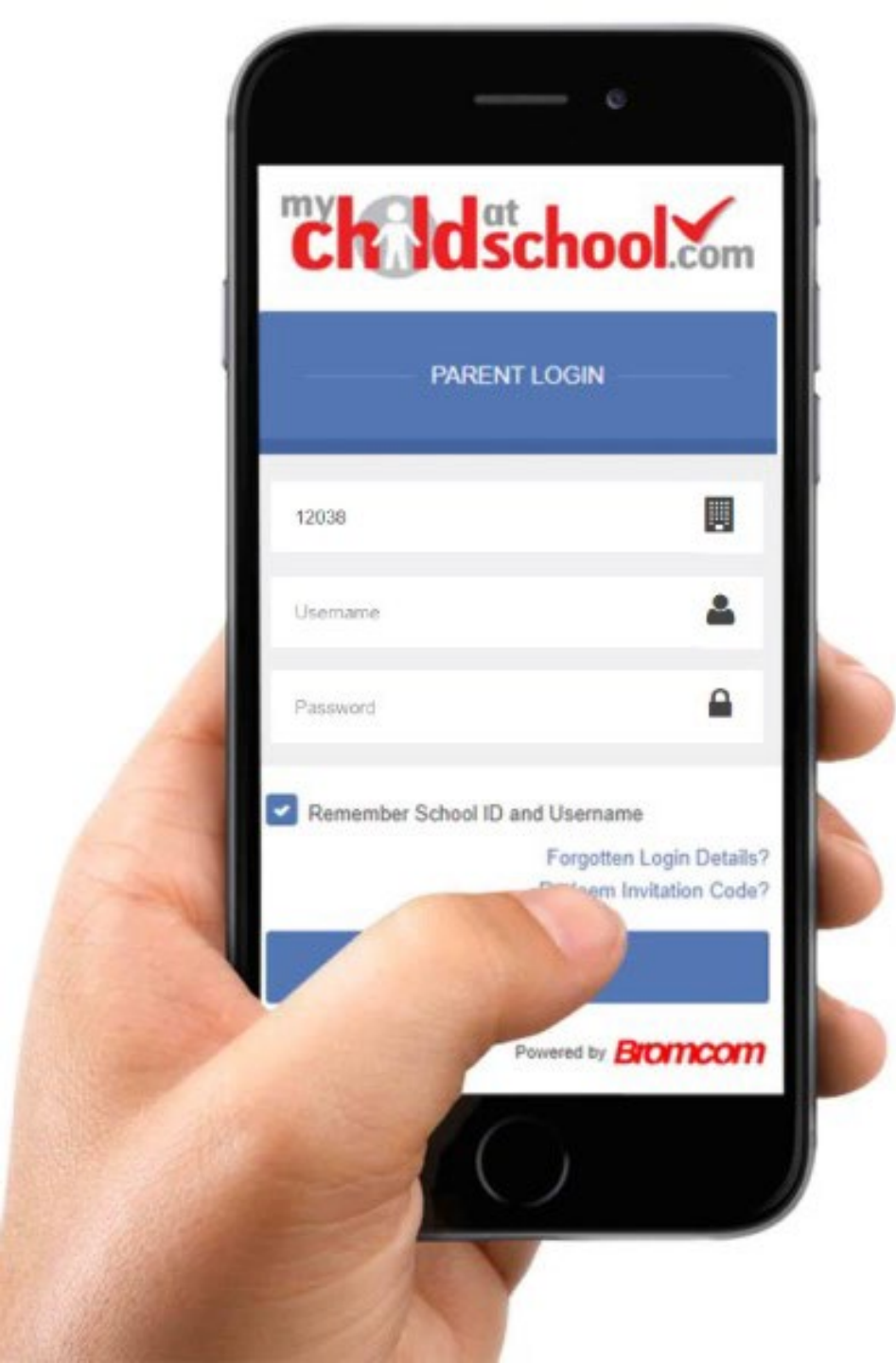
- SENDCO – Mr Richard Peters
- Communication – Mrs S. Meggett
- Creative – Mrs Hobby
- Humanities & Social Sciences – Miss K. Bates
- Maths and Computing – Mrs L. Varcoe
- PE & Community – Mr N. Hamilton
- Science – Mr J. Hillsmith
- Technology & Business – Mr B. Price

If you need to contact a Head of Department about a subject specific query it is their name e.g.

R.peters@wfarr.uk

s.Meggett@wfarr.uk





Parent communication – MCAS

- Whichever email you used to apply to the school initially – you have then had an invite to join MCAS already – you should really be on it already
- Please contact t.subden@williamfarr.lincs.sch.uk if you have missed this.
- Timetable
- Term dates
- Emergency contact info
- Attendance
- Documents - such as consent form
- Rewards and behaviour
- More features coming!

Reward 1 Individual and One-Off (Lesson/Event) 5 House Points
Being helpful
Department House Event
Good contribution
Good effort in lessons
Good group work
Good homework
Good manners
Good presentation
Good work
Good test/quiz score
Independent Learning
Smart uniform

Reward 2 Sustained and Continued Lesson/Event (over a half term) 10 House Points
Attending Clubs (regularly)
Cadets
Contribution to Department / Subject
Contribution to Year Group
Department Competition
Extended homework
House Event Participation (Whole School)
Project work
Student of the Term
School Values: Compassion
School Values: Friendship
School Values: Perseverance
School Values: Respect
School Values: Responsibilities
School Values: Wisdom

Reward 3 Consistent and Persistent (School Ambassadors) 20 House Points
Charity Representative (Sixth Form)
Department / Subject Ambassador
Form Representative
House Leaders
House Captains
Leading Assemblies
Open Evening Ambassador
Peer Mentoring (Sixth Form)
Prefect
School Ambassadors
School Council Representative
Senior Prefect
Running Clubs
Wellbeing Champions
Year Representative



BRONZE CERTIFICATE

OF ACHIEVEMENT

In recognition of achieving 250 house points

Awarded to...

CONGRATULATIONS

Mr G Edgar
Headteacher

HOY



SILVER CERTIFICATE

OF ACHIEVEMENT

In recognition of achieving 500 house points

Awarded to...

CONGRATULATIONS

Mr G Edgar
Headteacher

HOY



GOLD CERTIFICATE

OF ACHIEVEMENT

In recognition of achieving 750 house points

Awarded to...

CONGRATULATIONS

Mr G Edgar
Headteacher

HOY



PLATINUM CERTIFICATE

OF ACHIEVEMENT

In recognition of achieving 1000 house points

Awarded to...

CONGRATULATIONS

Mr G Edgar
Headteacher

HOY



Key Stage 3 Achievement Files

- We are currently launching Achievement Files with Year 9
- This is a record of achievement which contains certificates, personal statement, letters of praise, Work Related Learning – a careers focus covered in PSHE and any awards outside of school
- This is presented to the students in the Key Stage 3 Celebration Evening in June/July and celebrates all their achievements throughout Key Stage 3, before starting their new journey in Key Stage 4
- This file will support applications into Sixth Form or a College
- Not just academic, but about giving back to School or the Community.

- **Achievement Folder
Launch Sept 2026**

- WHAT ARE THEY and
WHAT ARE THEY FOR?

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C of E Comprehensive School

**END OF KS3
CELEBRATION
EVENING**

June/July 2027

Snapake
snapakebrands.com

Executive
Presentation
RingBinder 4/25
A4 Electra Blue



Reverse this label for
full-length index area

4 1/4" ring Presentation
RingBinder with index
holder on spine

Classique à anneaux en 4 1/4"
avec étui d'index sur la
tranche

Carpeta de presentación
de 4 anillas «D» con
índice en el lomo

4 1/4" Ring
Präsentationsordner mit
Rücklängelschreiber



Made in FRG



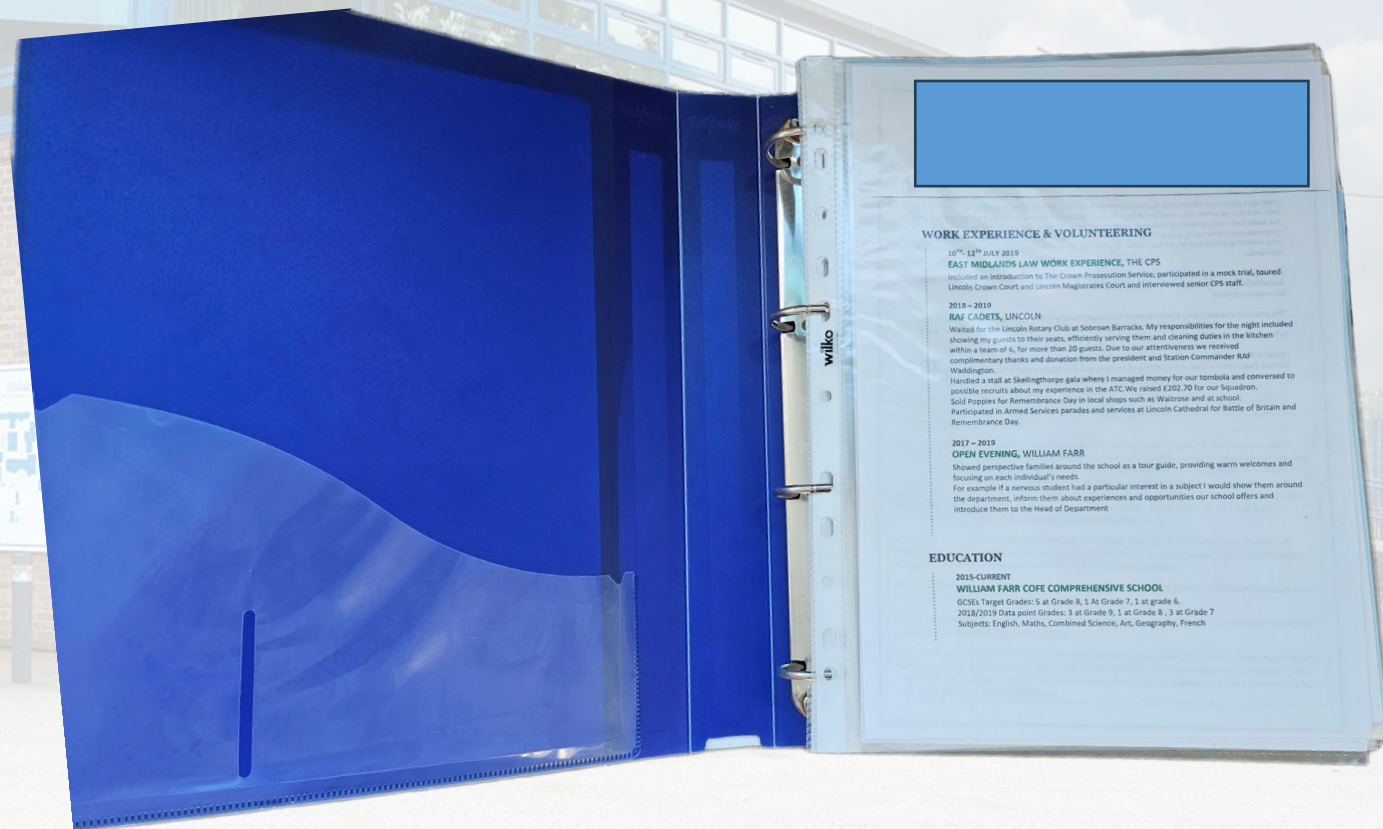
WILLIAM FARR

C of E Comprehensive School

School Achievement

KS3 & 4

Achievement File



WORK EXPERIENCE & VOLUNTEERING

10th - 12th JULY 2019
EAST MIDLANDS LAW WORK EXPERIENCE, THE CPS
Included an introduction to The Crown Prosecution Service, participated in a mock trial, toured
Lincoln Crown Court and Lincoln Magistrates Court and interviewed senior CPS staff.

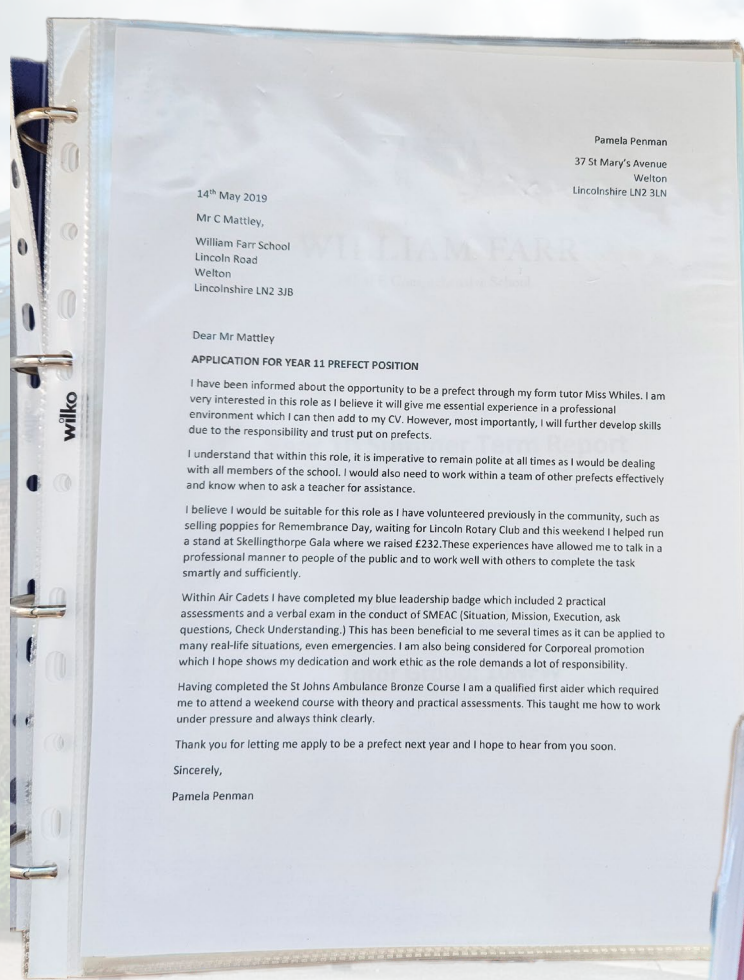
2015 - 2019
RAF CADETS, LINCOLN
Waited for the Lincoln Rotary Club at Sebrion Barracks. My responsibilities for the night included
showing my guests to their seats, efficiently serving them and clearing duties in the kitchen
within a team of 6, for more than 20 guests. Due to our attentiveness we received
complimentary thanks and donation from the president and Station Commander RAF
Waddington.

Handled a stall at Skellingthorpe gala where I managed money for our tombola and conversed to
possible recruits about my experience in the ATC. We raised £202.70 for our Squadron.
Sold Poppies for Remembrance Day in local shops such as Waitrose and at school.
Participated in Armed Services parades and services at Lincoln Cathedral for Battle of Britain and
Remembrance Day.

2017 - 2019
OPEN EVENING, WILLIAM FARR
Showed perspective families around the school as a tour guide, providing warm welcomes and
focusing on each individual's needs.
For example if a nervous student had a particular interest in a subject I would show them around
the department, inform them about experiences and opportunities our school offers and
introduce them to the Head of Department.

EDUCATION

2015-CURRENT
WILLIAM FARR COFE COMPREHENSIVE SCHOOL
GCSEs Target Grades: 5 at Grade 8, 1 At Grade 7, 1 at grade 6.
2018/2019 Data point Grades: 3 at Grade 9, 1 at Grade 8, 3 at Grade 7
Subjects: English, Maths, Combined Science, Art, Geography, French



The behavioural system

Stage	Heading	Consequences
C1	1 st Formal Warning	Verbal Reprimand
C2	Continued Disruption	Verbal Reprimand OR Removed from lesson OR Moved seat
C3	Sustained Disruption	Longer removal form lesson OR Teacher Detention OR Reflection Task OR Step Out Room

Potential Year 9 issues:

‘Keep your hands, feet and comments to yourself’

- **Vaping** – this trend across secondary schools is worrying.
- **Anxiety** – Continues to be a worry – further information about how to support with this later in the presentation
- **Friendship issues** – Will always be present. We try and work with students to give them strategies to see that they don't have to be best friends but hopefully can co-exist! – **Empowerment for your child**

Potential Year 9 issues:

- **Online issues** – A proportion of issues we deal with are a result of online issues that were brought into school.
- **Misogyny or inappropriate sexist comments**– Whether a comment is mindless or deliberate it will not be tolerated and will be treated very seriously. All students should be able to feel safe.
- **Racist and homophobic comments**
- **Mobile Phones** – While some schools allow them, we do not. Safeguarding alone is a good enough reason. We do ask for your support in ensuring that your child does not bring their phone
- **Impulsive behaviour resulting in mindless vandalism**
- **Issues surrounding homework**

Suggestions on helping with homework:

- **Establishing a routine/set time**
- A calm space to work. A desk or table
- No mobile phone whilst working
- Offer help but don't do it for them
- Try to manage frustrations – **empower them to seek help from their teacher the next day/speak to form tutor about it**

Mobile phone use outside of school:

- As parents and guardians, you are responsible for your child's mobile phone use outside of school
- Please ensure you check your child's phone to ensure you are aware of their social media presence
- Social media, online gaming and what children can be exposed to online are all issues we see within school
- Our job is to protect and educate your children, but social media makes our powers more limiting.

The importance of teaching resilience to empower your child – letting the reins go slowly.

“Children need to be taught how to resolve conflict on their own. If you ‘swoop in’ and ‘save them’ every time then they will never learn how to do it themselves.”

- ❑ Paraphrase the problem back to them
(The most successful students come from homes where parents help them process but find their OWN solutions)
- ❑ Say things like ‘I hear you’, ‘That sounds like a tricky situation to be in’ ‘What did you say/do?’ ‘How did it make you feel? How do you feel now?’ ‘Did you speak to an adult?’
(This shows empathy that you ‘get it’ but not that you will ‘fix it’ for them)
- ❑ Encourage them to solve the problem in their own mind and then help them to work through what their next steps are going to be. E.g. go and speak to their tutor the next morning or speak to the class teacher at break about the seating in that class. Perhaps a friendship issue means they need to offer an apology or to sort out a miscommunication.
(guide them through different ways of solving the problem)

How to support your child with anxiety:

Kooth.com

Call the Here4you helpline – 0800 234 6342

Healthy Minds Website

GP

Encourage them to try the strategies we have covered in our mental wellbeing sessions

Mental Wellbeing Programme

Thank you so much for all your support over the last couple of years

Term 1– Connect

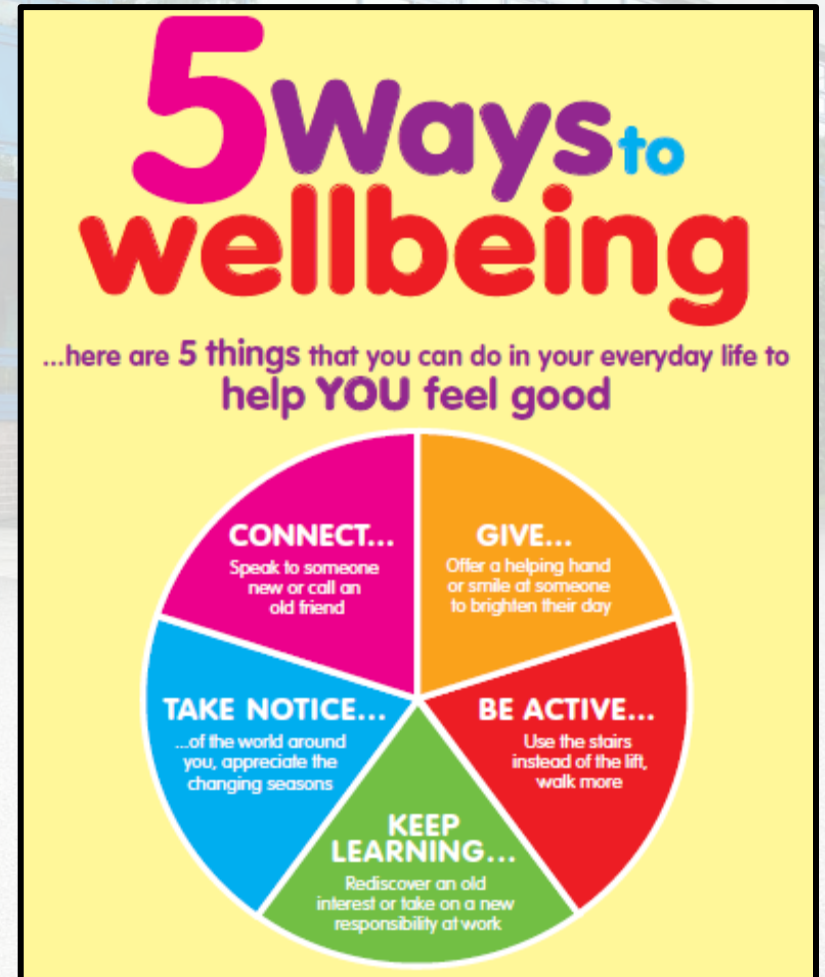
Term 2– Giving to others

Term 3 – Keep Learning

Term 4 – Notice

Term 5 – Active

Term 6 - Challenges



PSHE – What are we studying this year?

- 1. Terms 1 and 2: Focus on Sexual Health, Online Safety and Misogyny – Until January 2027**
- 2. Terms 3 and 4: Focus on Careers – Personal Statement writing, Career Action Plan, Interview Skills and an introduction into Options Choices – Until May 2027**
- 3. Terms 5 and 6: Multicultural Britain – Focus the wider society, Youth Justice, The Power of Gendered Language – Until July 2027.**

Options Information – What is the Options Process?

- By the end of March all students in Year 9 will have chosen the subjects they wish to continue into GCSE
- All students will continue to study compulsory subjects:
 - English (Language and Literature)
 - Maths
 - Combined Science,
 - Religious Studies
 - PSHE
 - PE (1 hour of core)

Options Information – What is the Options Process?

- January

- Tutor interviews to discuss options
- Letters out to parents
- Information evening

- February – options morning

- Options morning for students
- Options forms released

- March – 4th March Parents' evening

- End of March – deadline handing forms in

Helping students make informed choices

- Students will chose 3 options, each with 3 hours lesson time per week
- Some students will also be offered Study Support in place of an option choice
- The options process encourages students to make decisions based on their own interests, strengths and future plans
- We believe that this supports our ethos '*to live life in all its fullness*' and to ensure students '*are known and valued as individuals*'

Questions for your child to consider:

- **Do I enjoy the subject?** Students usually do better at the subjects they like
- **Does the course description interest me?** Look at the information about each course on the school website and follow the links to the exam board specifications for further information
- **Am I prepared for the demands of the course?** Look at your Year 9 grades. The subjects where you have higher grades are the ones where you are making the best progress currently.
- **Does my teacher advise me to choose the subject?** We would strongly recommend that you talk to your teachers. They will offer you impartial, expert advice.

Questions

The background image shows a modern school building with a brick base and a large glass upper section. A prominent blue banner is overlaid across the middle of the image, containing the word 'Questions' in white text. The building has several entrances, some with blue frames, and a sign on the wall that reads 'William Farr'. The sky is blue with some clouds.