



**Years 7 to 11  
Parents' Handbook**

**2016 - 2017**

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*Please note: in this handbook, 'parent' refers to anyone who has parental responsibility for, or care of, a child.*

### **School Day**

The school day begins at 8.40 a.m. and ends at 3.10 p.m. There is a morning break as well as lunchtime. For reason of safety all students, whether walking to school or travelling on public or private transport, should come straight onto the school campus via the main entrance on Saredon Road and they must stay on site throughout the day unless they have received written permission from the school to leave the site.

### **Learning Journal**

The Learning Journal is one of the most useful items of a student's equipment. It is the single most important link between home and school. It contains key information and space for details such as home learning tasks, rewards and detentions, permission to be off campus, announcements, special arrangements and so on. Please check the Journal each weekend to ensure your child uses it wisely and keeps it in excellent condition. Your child's Tutor will sign the Journal at some time during the week. The students have been told that the Journal remains the property of the school and must not be used for graffiti or for doodling. Please urge your child to take care of the Journal and to use it wisely.

### **Books and Equipment**

All students are issued with a number of books that they are allowed to take home. These become their responsibility and must be brought into school when required. **Although specialist equipment is provided, students need to have their own basic tools for the job such as pens (blue, black and green), pencils and ruler. They will also need a scientific calculator, a protractor and a pair of compasses.** All this equipment is available to purchase in school. Carrying a small dictionary is also strongly advisable. Some type of sturdy bag is necessary to keep a student's belongings together and protect them from damage.

### **Home Learning**

We expect all students to do some learning at home in all their subjects on a regular basis. This will increase their opportunities to learn. When set home learning tasks the students write the details into their Journals so that they have a record of what they must do and by when.

### **Grouping**

Children are placed in mixed ability tutor groups denoted by the code used to identify a teacher on the timetable. As the students move up the school, they are increasingly set according to ability. The sets are reviewed at regular assessment points during the year and students are moved as appropriate.

### **Key Stage 3 Programme**

In their first three years our students study art, design & technology, English & drama, geography, history, independent studies, computer science, mathematics, music, modern foreign languages, physical education, religious education and science. They also follow programmes in personal wellbeing, citizenship and economic wellbeing.

### **Key Stage 4 Programme**

In Years 10 and 11 all students are prepared for an appropriate number of public examinations. The core subjects include English language and English literature, mathematics, religious education, physical education and science. All students also continue to follow the personal wellbeing, citizenship and economic

wellbeing programmes. A wide range of other examination courses are offered annually. Currently the range includes art & design, business studies, a number of design & technology subjects, dance, drama, French, geography, health and social care, history, computer science, music, physical education, religious education, Spanish and sociology. We also run some vocational learning programmes in conjunction with other education providers such as Wightwick and South Staffs College.

### **Religious Education and Acts of Collective Worship**

Religious education is a compulsory part of the school curriculum in England and Wales and by law we are expected to provide opportunities for collective worship. Our course is based on the Staffordshire Agreed Syllabus and enables our students to consider what we can learn about and from religion. Students study Christianity and other world faiths as well as investigating social and world issues and this leads to a GCSE qualification. A copy of the specification is available from the school. Any child withdrawn from our religious education programme or our acts of collective worship through parental request will be supervised as appropriate.

### **Sex and Relationships Education**

Our sex and relationships education programme is part of the positive, person-centered education that is at the heart of the school's purpose. The programme seeks to ensure that all students accept their own and others' sexuality positively in order to enjoy relationships based on mutual respect, dignity and responsibility. The biological aspects are largely taught within the science curriculum whereas the emotional, legal and moral aspects are covered in the personal wellbeing programme supplemented by work done by other subjects such as religious education. Great care is taken to teach this work in a manner which promotes a responsible attitude towards sexual behaviour and the value of family life. Any child withdrawn from our sex and relationships education programme through parental request will be supervised as appropriate. The school's Sex and Relationships Education policy and further information is available from the school.

### **Special Educational Needs**

We believe that all students are entitled to a broad and balanced curriculum and should be involved in the full life of the school including children who have special educational needs. This is so that they, too, can fulfil their potential as learners, and experience and contribute to the life of the school. Our provision matches needs, takes account of the wishes and feelings of the individual student and is delivered in partnership with parents. We identify students who are experiencing learning difficulties by using information from the primary schools and the results of our screening tests, listening to the concerns of the students and their parents and by noting teachers' observations and assessments. Provision for many students with special educational needs simply means ensuring staff know that a little extra attention may be necessary. Other students who need more specific help might be taught by specialist learning support staff in small withdrawal groups, or they might be helped in their normal lessons when a second member of staff is present. In addition in English and maths there are extra classes timetabled. A full copy of the school's Special Educational Needs Policy and information about its implementation is available from the school.

### **Disability**

We are committed to ensuring the school does not treat disabled students less favourably for a reason related to their disability and we continue to make reasonable adjustments for the disabled so that they are not at a substantial disadvantage. We have plans in place to increase access for disabled students so that they can access the education we offer. Details are available from the school and on the school website regarding: recent steps taken to prevent disabled students being treated less favourably than other students; our existing facilities to assist access to the school by students with disabilities; and our Accessibility Plan.

### **Charging and Remissions**

The Governing Body's Charging and Remissions Policy complies with ss.449–462 of the Education Act 1996 and defines what the school cannot charge for, what the school can charge for, the position in respect of voluntary contributions and the school remissions policy. A copy of the policy is available from the school and on the school website.

## **ASSESSMENT AND REPORTING**

### **Progress Reports**

In Years 7-9 students will receive two Progress Reports containing information on academic progress, the student's attitude to learning and a specific target the student needs to achieve in order to improve. The final report of the year will also contain the tutor's comment that reflects on the student's school year overall. In Years 11-13 students receive a Progress Report in the Autumn term and then an Action Plan report following their mock exams, which will detail what they need to do in response to the mock exam in order to improve. Dates when reports are issued can be found in the Parents' Calendar.

### **Annual Parents' Consultation Opportunities**

Parents of Year 7 are expected to attend the individual Target Day interviews in December, involving the students and the tutors where academic and personal progress is discussed and targets agreed. These take place during the day. For parents of all year groups there are Parents' Consultation Evenings where individual appointments can be made with subject teachers. Appointments are made via our online booking system. Please note that in practice, there is usually time for five to six appointments so it is important that you book early to ensure that you arrange to see the teachers you are most eager to meet with.

### **Parent Engagement Calendar**

A Parent Engagement Calendar is distributed to parents early in the academic year that indicates when you can expect your child's Termly Report, and the dates of the Target Setting interviews, Parents' Consultation Evenings and other key events that you may wish to attend.

## **STUDENT CARE**

### **Form Tutors**

The children are placed in a tutor group of approximately twenty-seven children that stays together until the end of Year 11. These groups are looked after by teachers who act as the students' tutors, meeting with their groups for at least twenty minutes a day. The tutors are responsible for the academic and personal progress and welfare of the students entrusted to their care. As you can imagine, over time they come to know your child very well, perhaps better than anyone

else at the school. As such, the tutor is your first point of contact for most queries such as attendance, progress or uniform.

### **Heads of Year**

All the tutor groups in one year are looked after by a Head of Year who co-ordinates the work of the Tutors. As well as being responsible for the academic and personal progress of the year as a whole, they deal with the more serious issues that sometimes arise. If a student is seriously underperforming or experiencing a major problem, the Tutor will ask the Head of Year to become involved.

### **Learning Mentors**

A team of learning and behaviour mentors support the Heads of Year in each key stage ensuring there is appropriate support for pupils who struggle emotionally, have personal or behavioural difficulties.

### **Appointments**

You will appreciate that the teachers have responsibility for a variety of teaching groups and we try to ensure that this teaching is disturbed as little as possible. Therefore, if you wish to talk to a member of staff, it is requested that an appointment is made. However, if it is a matter of urgency, please do come in and we will do our best to arrange for someone to see you as soon as is possible.

### **School Nurse**

We are able to call on the services of a School Nurse who visits us weekly. Her times of availability are publicised to the students so that they can self-refer if they wish to do so. On occasions when we think a student would benefit from seeing the nurse, we seek to arrange a meeting.

### **Support Worker**

Through the county's Local Support Teams we have access to a Support Worker. She can help you deal with any worries or concerns that might arise. The service is confidential and flexible, providing support, guidance and advice to you as well as your child. This can relate to either school or within the home. She can also provide details of other agencies and services and how these can be accessed. The SW can be contacted via the school.

### **Uniform and Appearance**

We expect all students to wear their full school uniform each day in a neat and tidy manner. A copy of what is expected can be found in the Learning Journal and on the school website. **Should your child be unable to wear the full uniform please enter a note in his or her Journal informing the Tutor of the circumstances and indicating when the missing item will be worn.** A uniform card will then be issued to the student temporarily until the uniform issue has been resolved. We all appreciate the cost of uniform and, for this reason, it is important that all items of uniform be identified as belonging to your child. Items of uniform occasionally get mislaid. We make a central provision for lost property where students can claim back their belongings.

### **Jewellery**

To prepare students for the world of work and on grounds of health and safety, all jewellery must be small and discreet. **Students may only wear one watch, one ring and one pair of stud earrings (no other type of piercing is acceptable).**

### **Hairstyles**

We appreciate that fashions in hairstyles are constantly changing and parents and schools have to cope with new trends. However, students should not have styles or cuts that are extremes such as tramlines, unnatural coloured hair dye or cuts below a Number 2. Long hair should be clean, tidy and be tied back.

### **Make Up**

For students in Years 7, 8 and 9 make up is not allowed. For those in Years 10 and 11 a small amount will be tolerated. However, if in our view we think it is excessive, the student will be obliged to remove it.

### **Valuables**

Problems sometimes arise from students bringing into schools expensive items such as iPods and jewellery. For this reason valuables of this nature are banned. Students are not to bring in personal property to swap or sell as this, too, creates many problems. Please see the section on confiscation below.

### **Large Sums of Money**

On occasions it is necessary for students to bring in to school large sums of money. When this is the case the money should be put into a sealed envelope and given to the Finance Office or the member of staff collecting the money for safe keeping as soon as possible. At the back of the Journal there is a sheet to record when money has been handed in. On no account are students to carry large sums around with them. The times when the Finance Office is open to students are displayed on the door of the Finance Office.

### **Safeguarding**

As part of pastoral care provision, we seek to adopt an open and accepting attitude towards all of our students. In turn, we hope that the students and their parents will talk about any concerns they might have and that they come to see school as a safe place if there are any difficulties at home. Children's worries and fears will be taken seriously if they seek help from a member of staff. As we have a responsibility for the welfare of all our students and in keeping with our statutory duties, we are obliged to make referrals to Social Services in very specific cases. Therefore, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare. Safeguarding is managed by the school's designated safeguarding leads. Further information is available from the school.

### **PREVENT**

All staff and volunteers working in school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. The school also has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism and radicalisation. The school's [PREVENT](#) policy is available on the school website and should be read in conjunction with the policy for Safeguarding.

## **ATTENDANCE AND PUNCTUALITY**

### **Absence**

As you will know, it is a legal duty of parents to ensure good, regular attendance and to explain any absences. When your child is absent from school, please call the school office to confirm the reason for the absence. If you feel that the

absence might be lengthy, please contact the Main Office who will pass on the message to the Tutor. When you phone school to explain an absence please also send in a note on the day of return. We monitor the attendance of all our pupils and we will write to all parents notifying them of their child's attendance three times a year. In keeping with the Local Authority's policy, any student whose attendance falls below 90 per cent will trigger the involvement of the local Educational Welfare Service (EWS). The EWS can take legal action against you if you fail to make sure that your child goes to school regularly and there is no legitimate reason for the absence. This action might take one of two forms: the issuing of a Penalty Notice and, if necessary, prosecution in the local magistrates court. If you would like further information please ring the EWS on 01902 506150 or 01543 512333.

### **Lateness**

If your child is going to be late for school, please provide a note in the Journal. Students arriving before 8.40a.m. must go to their tutor bases. Arrivals after 8.40a.m. must report to the Main Office where they will sign in.

### **Leaving the Campus**

Parents may request permission for students to leave the campus during the day via a letter to your child's form tutor. Please keep these requests to a minimum as permission will only be granted for essential appointments such as dental visits that could not be arranged in the holiday or after school. If granted, written permission will be confirmed by the Tutor in the student's Journal. For reasons of safety students are required to sign out with school reception before leaving.

### **Holidays**

On 1<sup>st</sup> September 2013 the DfE made changes to the Education Regulations 2006 regarding leave during term time. Leave of absence will not be granted unless the Headteacher considers that there are exceptional circumstances relating to the application.

### **Education Welfare Workers**

Our Education Welfare Workers (EWW) visits the school regularly to check attendance and punctuality. She is also available to assist staff, parents and students with a wide range of other matters. You can contact our EWW through the school.

## **REWARDS AND SANCTIONS**

### **Code of Conduct**

To ensure that effective teaching and learning can take place and that everyone's health and safety is protected, we have put together a Code of Conduct that promotes the fundamental importance of respect. Further information, including details about consequences, can be found in the Learning Journal. Please read it through with your child so that you are familiar with our expectations.

### **Rewards**

The school believes strongly in the power of praise so there are many ways that we reward students ranging from the quiet word in class to the presentation of trophies. We reward all areas of achievement from academic excellence to outstanding attendance. The school's reward scheme (Cheslyn Hay Incentive Points – CHIPs) recognizes work that is of a very high standard, exceptional effort, perseverance and service to the school or to the wider community. Formal

Prize and Certificate Evenings are also held annually to which parents are invited. We are also pleased to celebrate students' achievements outside school by mentioning them in assemblies and the school newsletter. You are strongly urged to let us know about such achievements as we cannot always rely on the students telling us.

### **Sanctions**

The school has a very good reputation for student behaviour and in the vast majority of cases our students follow the Code of Conduct. On occasions, however, we are let down. For this reason we have a simple, but effective, staged sanction scheme. In brief, students receive an appropriate punishment, such as a break or lunchtime detention when, despite a warning, their behaviour continues to be unacceptable (e.g. rudeness) or when they continually fail to fulfil our work-related expectations (e.g. chatty in class or forgetting their home learning task or equipment). Such continued behaviour will then lead to after-school detentions. These include Head of Department, Head of Year and Senior Leadership detentions of 60 minutes. Failure to turn up for one of these detentions is taken very seriously. Senior Leadership Detention of 60 minutes may also be used for other circumstances. Most after school detentions take place Tuesday-Thursday when there is a late bus available.

More serious sanctions are also applied when students persist in misbehaving, endanger the education of others or pose a health and safety risk. These include isolation during social time, part and whole day isolation, fixed term exclusions and permanent exclusion.

Should your child be required to attend a detention after school, we will aim to inform you at least a day in advance so that you can make alternative travel arrangements if required. Although by law schools do not require parental permission to apply any of the above sanctions, including after school detentions, we do appreciate the support we get from home when sanctions are imposed. A detailed overview of how we typically apply sanctions is available from school and on the school website.

### **Verbal and Physical Violence**

The vast majority of our students are a credit to the school. Like all schools, however, we have had incidents of foul or abusive language being used or children striking other students. We have also had isolated incidents of bullying. We strive to make school a violence free zone where all can feel safe, secure and happy. Students who use abusive language, are violent or bully, put themselves at great risk of fixed or permanent exclusion. Students and parents are urged strongly to let the school know immediately of any acts of violence or bullying so that we can address them quickly.

### **Discrimination**

We take very seriously any example of discrimination on grounds of race, gender, disability or other status. Again, students and parents are urged to inform us of any such incidents. All racist and homophobic incidents will be reported to the local authority in keeping with our legal obligations.

### **Substance Use and Misuse**

Drug misuse is a major threat to individuals, families and the wider community. If a student is found with illegal substances in his or her possession, or is caught using an illegal substance, the substance will be immediately seized and appropriate action will be taken that could result in exclusion. The same is true of

a student in possession of alcohol or under the influence of alcohol. In the case of tobacco students caught smoking or in the company of those smoking will receive an appropriate punishment. Students who are caught a second time put themselves at great risk of exclusion.

Where students have been excluded for any drug-related matter, terms and conditions may have to be agreed between the school, the student and the parents before a return to school takes place. This may include a commitment to counselling and restricted movement around the school. Any student found to be selling, supplying drugs or intending to supply will be reported to the police and will be permanently excluded from the school.

### **Searching Pupils**

School staff can search a pupil for any item if the pupil agrees. Authorised staff have the statutory power to search pupils and their possessions, without consent where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Staff may also confiscate any prohibited item found as a result of a search or any item they consider harmful or detrimental to school discipline.

## **HEALTH, SAFETY AND THE ENVIRONMENT**

### **Open Access**

Unlike many schools, we allow the students access to the buildings during break and lunchtime and various areas have been allocated to each year. Students are allowed in on the understanding that they behave sensibly as the buildings and campus are very important to the school and the wider community. All are expected to take great care of our facilities by treating the fabric of the building with respect, not dropping litter, keeping to the designated areas and by keeping to the pathways rather than taking shortcuts across grass.

### **Lunchtime Arrangements**

The school has a small café and snackbar where a variety of lunches and other items are on offer. Payment for food is via a 'Cashless' system which uses thumbprint recognition or a PIN number. Parents can use Parentpay or a PayPoint store to pay into a personalized account. Students are also allowed to bring in food and drink from home and these can be eaten in the allocated sandwich room or outside only. High energy drinks should not be brought into school.

### **Light Refreshments**

Students are welcome to use the cafe which is open before school and is also open to Year 10 and 11 students and the sixth form at morning break. Other years can buy light refreshments at this time from the snack bar.

### **Chewing Gum**

Owing to the mess that it creates, chewing gum is not allowed on the campus under any circumstances.

### **Medication and illness**

If your child has, or has had any serious illness or medical problem, it is important that we are told about it so that we can respond correctly should any problem occur. A medical care plan may need to be completed in liaison with the school nurse. This is kept in the school office along with any medication which is needed. If your child carries his/her own medication or stores medication in school we will also need a form completing to tell us that they are doing so.

**Parents must update us** on any changes to any medical condition so staff know the procedure to follow in any emergency. Please clearly mark the medication with your child's name. Full guidance that we follow can be found in the Department for Education document 'Supporting pupils at school with medical conditions'.

On occasions, students arrive at school already suffering an illness or start to feel ill during the school day. Like many schools, our facilities for caring for sick students are very limited and we usually need to call parents to collect their child. If your child is really suffering, parents are asked to keep them at home and let us know in the normal way.

### **Emergencies and Hospital**

We have a number of trained First Aiders in school and they deal with most problems. If the First Aider considers that a student needs hospital treatment, we adopt the following procedure:

- the hospital is contacted by the school with details of our concern and informed that the child is on the way or needs an ambulance
- immediately after we contact the hospital, we contact a parent to inform them of the situation in order that they can get to hospital as soon as possible
- the child will be accompanied by an adult, or in the case of a sixth former, possibly another student, who will stay with your child until you arrive

For this reason could we re-emphasise that it is essential that parents ensure the main office has up-to-date personal details including emergency telephone numbers and that these are also recorded in the Learning Journal.

### **Medicals**

During a student's school career a variety of inoculations and immunisations e.g. HPV, are available through the County Schools' Health Service. Parents will be informed at the appropriate time.

### **Bus Passes**

We trust the students to behave in a sensible and considerate manner when travelling to and from school. The Local Authority reserves the right to withdraw travel passes in cases of misbehaviour. Although the travel pass remains the property of the transport company, its safe-keeping becomes the responsibility of the individual student. The Local Authority will levy a charge if the pass is lost or defaced. In the case of loss, you or your child should immediately contact the school office who will issue a note to enable your child to get home that day and give you a form for completion to obtain a new pass. Should you have any questions about bus transport, please contact our Director of Business and Finance, at the school.

### **Severe Weather Emergency Closure**

Unlike some local authorities, Staffordshire does not make a blanket decision to close but chooses to leave the decision to individual schools. As such, it is up to us to determine whether children and staff can travel safely to and from school and if the site will remain safe throughout the day. To do this we are expected to conduct a risk assessment taking into account a range of factors. These include: the state of the pathways, steps and slopes around the school; the condition of the local roads and paths; if the school has heating, lighting and water; whether we can provide catering; the availability of public transport and school coaches at the beginning and end of school; and what the forecast is telling us about the

weather later in the day.

Should we need to close before school starts, a decision will be reached by 7.15 a.m. based on the best information available at that time. This will be communicated as soon as possible via texting, the school website, and the local radio stations. You will appreciate, however, that we have no control over what time they publicise the message. A decision by 7.15 a.m. will leave enough time for those parents who need to make alternative arrangements. The downside is that we might be caught out if the forecast is wrong. On balance, however, the early notice outweighs this risk as most parents, students and staff want to know as early as possible.

In the case of closure during the day please ensure that your child has an address/phone number in his or her journal where he or she can be looked after by an adult. You will appreciate that we cannot send a child to an address where there is no adult supervision.

Parents sometimes ask why is it that primary schools can often stay open but high schools cannot. This is owing to how primary schools operate. Typically, once into school, primary children stay in one classroom with one teacher and there is little need to go outside. High school students, however, need to change lessons at least five times a day and very often have to use the external areas to travel from class to class. In our case, as well as going outside, we have a number of enclosed quads that are open to the elements. These are essential thoroughfares but which can quickly become very dangerous.

### **Mouth Guards and Shin Pads**

Parents are strongly advised to provide students with mouth guards for use when playing hockey and shin pads for use when playing football and hockey.

### **Confiscation**

The school has the right to confiscate any items brought in that we deem to be dangerous such as knives and in certain circumstances we are obliged to involve the police. Other items that should not be brought into school may also be confiscated and kept under lock and key until the end of term or are collected by parents. Any jewellery that should not be worn will be confiscated and also kept safe until the end of the term unless collected by parents. A different rule applies to mobile phones and iPods etc.

### **Mobile Telephones and other electronic devices**

We would very much prefer if students did not bring these items into school. Not only is there the risk of the items being stolen, their use can disrupt lessons. Mobile phones can also cause unnecessary stress for a parent if they are called during the day by an anxious child. However, given that so many students travel long distances to and from school, students are allowed to have mobile devices with them. This is under the strict condition that while on the school campus such equipment must be switched off and stored in their bags. On no account are students to call or text parents directly during school time. If students need to call parents they can use the landline in the Main Office. Parents are requested not to arrange to call or text during the school day as this encourages the students to switch on their mobiles. Students who disobey these rules may have their mobiles or electronic devices confiscated until the end of the day. Should it happen a second time, the student will lose the item until the end of the week. If the phone is confiscated for a third time parents must collect the phone from reception and the student will receive an SLT detention. They lose the privilege of bringing the phone into school. If it is needed for safety reasons it must be

handed into reception every morning. After the third incident this will be viewed as defiance, as they should not be bringing their mobiles into school. If they are confiscated a fourth time this will result in a day in the isolation room and an SLT detention. A fifth time would result in a 1 day fixed term exclusion. Should the student have their phone confiscated after the fifth time, the phone will be confiscated until the end of term. If a student fails to hand over their phone to a member of staff when requested, this will result in them being placed in isolation for defiance. The school will not be liable for any loss or damage to such equipment brought onto the campus. Our full mobile phone policy is available on our website.

### **Social Media**

The school requires that all users using social media adhere to the standard of behaviour as set out in the full social media policy and other relevant policies. The school will take appropriate action in the event of breaches of the social media policy. Where conduct is found to be unacceptable, the school will deal with the matter internally. Where conduct is considered illegal, the school will report the matter to the Police and other relevant external agencies, and may take action according to the disciplinary policy.

### **Privacy Notice**

In order to fulfill our legal responsibilities, we need to process personal data about our students. As such, we are considered a data controller for the purposes of the Data Protection Act 1998 and are obliged to provide you and your child with certain information. Please refer to the relevant section at the back of this handbook and ensure your child is aware of it.

## **OUT OF SCHOOL ACTIVITIES**

### **Extra Curricular**

As part of our commitment to develop the whole person the school offers a range of activities for the students that take place during lunchtime, after school, at weekends and during the school holidays. The activities always depend upon the availability of staff and the students are informed of the activities that are available at the beginning of each term. It may then be necessary for your child to make alternative arrangements with regard to the timing of his or her lunch. Please encourage your child to get involved in one or more of the activities.

Your child may be selected for one of the school teams or may decide to stay behind to participate in something else. You will appreciate that bus travel passes unfortunately cannot be used after a certain time. Please ensure that your child possesses money for the journey home and has a telephone number where you, a relation or a close neighbour can be contacted in the case of any change of plans.

### **Sport**

Our physical education staff have coaching qualifications in many sports. As the hub of the South Staffordshire School Sports Partnership, we also have access to other external coaches. This allows us to run our large out of school hours learning programme. Our teams compete regularly in local, county and regional tournaments.

### **Expressive arts**

Opportunities to get involved in art, dance and drama activities feature regularly

and individual music tuition is available for a range of instruments. Many students reach high grades in examinations and some play in various school and county orchestras and bands. Annually, there are a number of evening performances, shows, exhibitions and concerts to which parents are invited.

### **Trips**

The school has an outstanding reputation for the number and variety of trips it runs each year. To aid their studies, students are given the opportunity to take part in day visits to such places as art galleries, exhibitions, museums and theatres as well as other locations such as airports and factories. For a number of years Year 7 students have visited the Standon Bowers outdoor pursuits residential centre, Year 8 students have participated in the Spanish Sports Tour and Year 9 students have spent a week in Venice. Other annual trips abroad have included modern language visits to France and Germany. We recognise that such trips can be beyond the means of some families. For those students who might need some support we are able to access funds to contribute to the costs through the Brewood Educational Endowment Charity. Further information is available from the school's Bursar. On grounds of health and safety, the school reserves the right to take into account a student's behaviour record when deciding who should be allowed to participate in a trip.

## **PARTNERSHIP WITH PARENTS**

### **Home School Agreement**

The school's present Home School Agreement (HSA) has been arrived at after consulting with parents and students and working with all the middle and high schools in South Staffordshire. The purpose of the HSA is to promote stronger links between the student, home and the school through stating what each of the three partners will seek to do. Having a joint South Staffordshire we hope will help communication, lead to more consistent expectations and improve the outcomes for all our students. The HSA can be found at the back of this handbook. Please ensure that you and your child read the HSA as it helps to explain what is expected from all parties.

### **PTFA**

The Parent/Teacher/Friend Association supports the school in a number of ways. Money is raised through a variety of events and this goes towards the purchase of individual items beyond the resources of the school and individual departments. These money-making events also bring students, teachers and parents together and are invaluable in this respect. The money raised benefits every child in the school and, for this reason, we need the support of every parent. Please try to support at least one PTFA event each year.

### **Parental Licence**

Through the school's practice of welcoming the parents of our registered students into the school and parents' natural right to need to visit the school regularly to deal with matters related to their children's education, parents acquire what is seen in law as a limited licence to enter the campus. It should be noted, however, that the law also recognises that in inappropriate circumstances of either very serious or persistent cases of unacceptable behaviour, this licence can be revoked by the Headteacher.

### **Concerns and Complaints**

The school is a community that seeks to serve a large number of people.

Thankfully, most parents are very pleased with what we do. It is to be expected, however, that occasionally someone is unhappy with something. If you are not satisfied or have a concern please let us know. To aid consistency there are a number of stages. First, it is usually best to speak directly to the person in question as very often this will resolve the matter. Second, if you are still not happy, write to the Headteacher who will ensure your concern is investigated. Third, should that not lead to a satisfactory conclusion, you can write to the Chair of Governors who can be contacted via the school address. After these three stages have been exhausted, any parent still not satisfied can write to the Secretary of State for Education or if the matter is curriculum-related, the local authority. A copy of our compliments, concerns and complaints policy is available from school and on the school website.

### **Further Information**

We hope this handbook has helped explain some of the policies and procedures that we have in place in the school to help your child be safe and succeed. However, if you are still unsure about a particular matter, please do not hesitate to contact us at the school where we will do our very best to assist you with your enquiry.

## **PRIVACY NOTICE FOR STUDENTS**

### **Data Protection Act 1998: How we use pupil information**

We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE). We use this personal data to:

- support our pupils' learning
- monitor and report on their progress
- provide appropriate pastoral care; and
- assess the quality of our services

This information will include their contact details, national curriculum assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information. For pupils enrolling for post 14 qualifications, the Learning Records Service will give us the unique learner number (ULN) and may also give us details about your learning or qualifications.

Once our pupils reach the age of 13, the law requires us to pass on certain information to Staffordshire Local Authority and Youth Support Services who have responsibilities in relation to the education or training of 13-19 year olds. We may also share certain personal data relating to children aged 16 and over with post-16 education and training providers in order to secure appropriate services for them. A parent/guardian can request that **only** their child's name, address and date of birth be passed to Staffordshire Local Authority and Youth Support Services by informing the school reception. This right is transferred to the child once he/she reaches the age 16. For more information about services for young people, please go to our local authority website: [www.staffordshire.gov.uk](http://www.staffordshire.gov.uk)

We may also pass on information for careers guidance services. We also use

CCTV for security.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so. If you want to receive a copy of the information about your son/daughter that we hold, please contact: the school reception.

We are required, by law, to pass certain information about our pupils to our local authority (LA) and the Department for Education (DfE).

DfE may also share pupil level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of data requested and the arrangements in place to store and handle the data. To be granted access to pupil level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit:

<https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

If you need more information about how our local authority and/or DfE collect and use your information, please visit:

- our local authority at : [www.staffordshire.gov.uk](http://www.staffordshire.gov.uk) or
- the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

## HOME SCHOOL AGREEMENT

**This Home School Agreement (HSA) reflects a collaborative commitment on the part of the South Staffordshire middle and high schools to (a) articulate a common sets of values and principles which underpin our shared educational ethos and (b) set out clearly the expectations and ambitions of each of the key partners: the governors, the school, the students and the parents.**

**While schools are legally required to have such agreements at present they are not legally binding. However, research shows that where home school agreements are in place they do strengthen the partnership between the staff of a school and the parents to the great benefit of the students.**

**The schools involved with this HSA include:**

- *Bilbrook Middle School*

- *Brewood Middle School*
- *Cheslyn Hay Sport & Community High School*
- *Codsall Community High School*
- *Codsall Middle School*
- *Edgecliff High School*
- *Great Wyrley Performing Arts High School*
- *Ounsdale High School*
- *Penkridge Middle School*
- *Perton Middle School*
- *Wightwick Hall School*
- *Wolgarston High School – A Specialist Technology College*

### **Our Vision**

To be recognised as an outstanding school that demonstrates excellence in:

- the quality and vibrancy of our learning culture
- our levels of achievement
- the ways in which we work together with our students, parents and wider community
- our contribution to developing lifelong learners by making learning accessible and enjoyable for all
- enabling our young people to make a positive contribution as confident and responsible citizens
- providing opportunities to empower young people by nurturing their creativity
- enabling young people to make informed choices about healthy lifestyles

### **Our Values**

We are committed to ensuring that our school is a community based on:

- honesty, fairness and openness in our dealings with others
- accepting responsibility for ourselves, our actions and our environment
- respecting the right of others to learn
- treating one and other with courtesy and respect, caring for and supporting each member of our school community
- striving to be the best we can be, demonstrating perseverance and resilience

Aspect	The School and Governing Body will:
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Provide a safe, pleasant and well-resourced learning environment</li> <li>• Deliver a broad and balanced curriculum that is personalised to meet individual needs</li> <li>• Ensure that young people receive the support and guidance they need to achieve and make progress</li> <li>• Ensure that young people receive the support they need to become independent learners</li> </ul>
<b>Conduct in school and beyond the school gates</b>	<ul style="list-style-type: none"> <li>• Consult upon the school's behaviour policy and review it regularly</li> <li>• Ensure that the policy is implemented fairly and that children with difficulties are not overly represented in the school's sanctions</li> <li>• Ensure that staff implement the behaviour policy in a fair and consistent way</li> <li>• Ensure that behaviour is taught and that children are encouraged and rewarded for good behaviour</li> <li>• Ensure that sanctions reflect the offence and that young people understand why they are sanctioned and how to improve</li> </ul>
<b>Home Learning</b>	<ul style="list-style-type: none"> <li>• Produce an appropriate home learning timetable for every student</li> <li>• Set home learning that is relevant and purposeful</li> <li>• Ensure that home learning is set in accordance with the home learning timetable</li> <li>• Ensure that home learning is marked regularly and young people provided with helpful feedback</li> </ul>
<b>Uniform and Appearance</b>	<ul style="list-style-type: none"> <li>• Communicate the uniform and appearance requirements clearly</li> <li>• Ensure that young people understand the relationship between appropriate dress and appearance and attitudes to learning and the school community</li> <li>• Be consistent in the implementation of the school uniform and appearance regulations</li> </ul>
<b>Attendance and Punctuality</b>	<ul style="list-style-type: none"> <li>• Publish term dates in advance of the school year</li> <li>• Encourage only authorised absence in exceptional circumstances and after a formal application has been made to the school</li> <li>• Ensure that young people with a poor attendance record receive support to improve their attendance</li> <li>• Ensure that parents and carers understand the relationship between attendance and attainment and raise attendance at Parents' Evenings</li> <li>• Be proactive in ensuring an excellent record of attendance and punctuality</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Provide a high quality, safe, pleasant and well resourced environment</li> <li>• Provide a climate of respect for each other and the school and wider environment through the curriculum and by praising and rewarding positive, caring behaviour</li> </ul>
<b>Extra Curriculum</b>	<ul style="list-style-type: none"> <li>• Provide a rich and varied programme of extra curricular activities</li> <li>• Ensure that all children are encouraged and enabled to participate in a range of activities including those with Special Educational Needs</li> <li>• Ensure that children are kept safe on activities and that parents are provided with information well in advance</li> </ul>
<b>Home School communication</b>	<ul style="list-style-type: none"> <li>• Arrange consultation time for parents to discuss their child's progress</li> <li>• Keep parents informed about school activities through regular newsletters</li> <li>• Communicate with students and parents about behaviour, effort and attainment</li> <li>• Consult with parents on important school issues and invite them to participate in school events</li> </ul>
<b>Personal Wellbeing</b>	<ul style="list-style-type: none"> <li>• Ensure that the school is a safe and friendly place to be in and to learn in</li> <li>• Ensure that all young people and staff understand what bullying is and that bullying comes in many forms and that it will not be tolerated</li> <li>• Ensure that young people know how to access help and support when needed</li> <li>• Ensure that young people understand that the choices made about their diet, exercise, and lifestyle will effect their personal wellbeing</li> </ul>

Aspect	As a student I will:
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Work hard and do my best at all times</li> <li>• Take responsibility for my own learning and not give up when learning is hard</li> <li>• Know my subject targets and try to achieve my learning goals</li> <li>• Take responsibility for being fully equipped for learning</li> </ul>
<b>Conduct in school and beyond the school gates</b>	<ul style="list-style-type: none"> <li>• Contribute sensibly to the school's behaviour policy and obey the school rules so that everyone is kept safe and treated with respect.</li> <li>• Behave in a reasonable and sensible manner and never disrupt the learning of others</li> <li>• Take responsibility for my own safety and that of others by ensuring that I am aware of the consequences of risk in my lifestyle</li> <li>• Recognise that behaviour out of school, including travel to and from school, reflects upon myself, my parents /carers and the school and that good behaviour is expected on trips, buses, college placements and work experience</li> <li>• Follow the e-safety safety policy in school and at home because it is there for my own protection and the protection of others</li> </ul>
<b>Home Learning</b>	<ul style="list-style-type: none"> <li>• Recognise that home learning is an important part of learning and submit it punctually completed to the best of my ability</li> </ul>
<b>Uniform and Appearance</b>	<ul style="list-style-type: none"> <li>• Maintain high standards of uniform and appearance at all times in accordance with the school dress regulations.</li> </ul>
<b>Attendance and Punctuality</b>	<ul style="list-style-type: none"> <li>• Aim to achieve 100% attendance</li> <li>• Be punctual to school and to lessons</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Respect and care for the school environment</li> <li>• Maintain a working atmosphere by moving sensibly around the building</li> <li>• Help staff to keep the school clean and tidy by placing litter in bins and taking care of displays</li> <li>• Respect plants and trees in the school grounds and respect the property of others</li> <li>• Help to keep the school environment safe by not bringing any harmful substance or weapon onto the school site</li> </ul>
<b>Extra Curriculum</b>	<ul style="list-style-type: none"> <li>• Participate with determination and pride in sporting and other organised school events.</li> <li>• Enjoy and participate in extra-curricular activities designed and planned by staff to enrich my educational experience</li> </ul>
<b>Home School communication</b>	<ul style="list-style-type: none"> <li>• Accept responsibility for helping the school communicate with my parents, carers by ensuring that all letters and circulars are taken home and given to my parents/carers</li> </ul>
<b>Personal Wellbeing</b>	<ul style="list-style-type: none"> <li>• Through my actions and conversations treat all people with respect in and out of school</li> <li>• Make sure that my diet, exercise and lifestyle keep me safe and ensures that I am ready to learn</li> <li>• Make sure that I inform a relevant adult if I am concerned about the wellbeing of another member of the school</li> </ul>

Aspect	As a parent/carer I will:
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Reinforce the teaching in school by assisting, supporting and encouraging learning at home</li> <li>• Ensure that my child is properly equipped for school by encouraging him/her to be organised</li> <li>• Encourage my child to learn in advance and think independently</li> </ul>
<b>Conduct in school and beyond the school gates</b>	<ul style="list-style-type: none"> <li>• Contribute to the school's consultation of the behaviour policy</li> <li>• Support the school in its implementation of the behaviour policy</li> <li>• Ensure that my son/daughter is aware that his/her behaviour out of school is as important as his/her behaviour in school</li> </ul>
<b>Home Learning</b>	<ul style="list-style-type: none"> <li>• Provide a suitable environment for my child to do his/her home learning</li> <li>• Take an interest in home work set by the school and encourage my child to be an independent learner</li> <li>• Ensure that homework is submitted punctually and completed to the best of my child's ability</li> </ul>
<b>Uniform and Appearance</b>	<ul style="list-style-type: none"> <li>• Support the school in the implementation of the uniform and appearance regulations by ensuring that my child attends school in line with the school's dress code and understands the importance of being sensibly dressed</li> </ul>
<b>Attendance and Punctuality</b>	<ul style="list-style-type: none"> <li>• Ensure that my child attends school on published term dates as required</li> <li>• Not seek to remove my son/daughter from school unless it is in 'exceptional circumstances' in which case I will make a formal application to the school</li> <li>• Ensure that my child arrives punctually to school</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Encourage my child to contribute to maintaining the school's environment by reminding them to use litter bins in and around the school, respect displays, fittings, furniture and the property of others</li> </ul>
<b>Extra Curriculum</b>	<ul style="list-style-type: none"> <li>• Provide appropriate support in order to enable my son/daughter to participate in extra-curricular activities</li> <li>• To encourage my child to participate in new and challenging experiences to enrich his/her education</li> </ul>
<b>Home School communication</b>	<ul style="list-style-type: none"> <li>• Attend Parents' Evenings and other meetings where appropriate</li> <li>• Respond to communications from the school and remind my child to check their bags for school/home communications</li> </ul>
<b>Personal Wellbeing</b>	<ul style="list-style-type: none"> <li>• Work in partnership with the school to identify and eradicate all forms of bullying including cyber bullying</li> <li>• Ensure that my child knows what to do if he/she is being bullied at school and ensure that they know that some of their own behaviours may be construed as bullying</li> <li>• Be vigilant regarding my child's use of the computer at home and remind my son/daughter about safe internet use</li> <li>• Encourage my child to eat healthily, including eating breakfast, and take regular exercise</li> <li>• Ensure that my child has between 8.5 and 9.5 hours' sleep per night as recommended by the NHS</li> <li>• Ensure that my child understands peer pressure and is aware of the dangers of alcohol and substance abuse</li> <li>• Support the school in maintaining a safe and secure environment by ensuring that my child does not bring a weapon or dangerous substance into school</li> </ul>

