Welcome from the Headteacher

Dear Parents/Carers,

I am delighted to welcome you to Hodge Hill College and to introduce myself as the new Headteacher.

As I take on this new role here at the school, I look forward to continuing to work with the many of you as I have been doing over the previous six years as Deputy Head. Although times ahead may look challenging as we adapt to the new normal, all of us here at Hodge Hill College are committed to ensuring that our pupils, parents/carers and our community feel supported. We will ensure that whatever the challenges are that we face we will continue to do the very best for our students.

As one of the highest achieving schools in Birmingham we work hard to get the best out of every one of our pupils. We believe in providing a structured and disciplined working environment which alongside a broad, balanced and innovative curriculum ensures pupils can fulfil their potential. British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance permeate college life; they underpin our curriculum delivery and support the high expectations we set our pupils.

Everything that we do in school both as staff and pupils comes back to our CARE brand;

- **Courtesy** – Being polite to everyone in and out of school
- **Achievement** – Being resilient and making sure we achieve our very best
- **Respect** – Saying please and thank you, being honest
- **Empathy** – Understanding how others feel and empathising with them

We know it is qualifications that open doors for our young people and we want them to leave us ready to successfully take on the next stage in their education or career, whatever they chose that to be. We recognise however that it is not just the examined curriculum which is important. As a school we have a full programme of enrichment, CEIAG and SMSC that develops character and citizenship alongside pupil leadership opportunities.

I am immensely proud to work with the big team here at Hodge Hill College.

Mrs H Herrmann
Headteacher

Main Points of Contact

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<th>Headteacher</th>
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<tr>
<td>Mrs H Herrmann</td>
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<th>Deputy Headteachers</th>
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<tr>
<td>Mrs L Millington: Standards</td>
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<td>Ms S Gannon: Pupil Progress</td>
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<td>Mrs S Dancer: Pastoral</td>
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<td>Mr J Broadrick: Inclusion &amp; Literacy</td>
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<td>Mrs D Wildig: Curriculum</td>
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<td>Mr R Patel: Safeguarding &amp; Enrichment</td>
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<td>Mr R Fradley: Behaviour &amp; Attitudes</td>
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<td>Mr N Ali: Teaching &amp; Learning</td>
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<th>Directors of Learning</th>
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<tr>
<td>Mrs S Cartwright: English</td>
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<td>Mr Z Naqvi: Science and Computer Science</td>
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<td>Miss R Palfrey: Sports, Community &amp; Vocational</td>
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<td>Mr J Sheikh: Maths</td>
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<td>Mr M Northmore: Creative Enterprise</td>
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<td>Miss E Davies: Humanities and SMSC</td>
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<th>Pastoral Care Team</th>
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<tr>
<td>Year 7 Miss R Perks</td>
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<td>Year 7 Mrs A Clowes</td>
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<td>Year 8 Mr M Popo</td>
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<td>Year 10 Mrs D Moore</td>
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<td>Year 10 Mrs A Savic</td>
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<td>Year 11 Mr R Ahmed</td>
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Hodge Hill College Mission

“Together we create a safe, caring and successful environment, committed to empowering students to achieve their full potential.”

COURTESY

Staff and students will be polite.

ACHIEVEMENT

We will work together to provide opportunities for success in all aspects of school life.

RESPECT

Staff will be fair and consistent in tutoring students and students will take responsibility for their own actions.

EMPATHY

We need to understand how our behaviour shapes people’s opinions of us, our families and our upbringing.
## Term Dates

### Autumn Term 2020
- **Term Starts:** Tuesday 1st September 2020 (Staff Training Day)
- **Pupils Return:** Wednesday 2nd September 2020 8:40am: Year 7 Staggered start for Years 8-11. Timings to be confirmed
- **Half-term:** Monday 26th October 2020 - Friday 30th October 2020
- **Term Ends:** Friday 18th December 2020

### Spring Term 2021
- **Term Starts:** Monday 4th January 2021 (Staff Training Day)
- **Half-term:** Monday 15th February 2021 - Friday 19th February 2021
- **Term Ends:** Thursday 1st April 2021

### Summer Term 2021
- **Term Starts:** Monday 19th April 2021
- **Half-term:** Monday 31st May 2021 - Friday 4th June 2021
- **Pupils Finish:** Friday 16th July 2021
- **Term Ends:** Wednesday 21st July 2021 (Staff Training Day)

### Staff Training Days
- Tuesday 1st September 2020
- Monday 4th January 2021
- Monday 19th July 2021
- Tuesday 20th July 2021
- Wednesday 21st July 2021
## Timings of the School Day

### Year 7

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Attendance and Punctuality

**Why is attendance and punctuality important for academic success and career progression?**

Research shows that children with consistent school attendance learn more. A student who is **10 minutes** late every day will miss **30 hours** of instruction during **the year** – a significant loss to learning. Children can never recover this learning as they miss out on:

- Discussion
- Questions
- Explanations

This is why we require all pupils to be on site by **8:35am** to give them time to get to their forms or assembly by the 8:40am deadline. Developing positive attendance and timekeeping habits will serve the child well throughout their life.

**How Parents Can Improve a Child’s School Attendance and Punctuality?**

- Avoid scheduling family trips or doctor appointments during school hours.
- Make sure your child stays healthy by eating nutritious food and getting enough exercise.
- Establish a regular bedtime to ensure that your child gets a good night’s sleep, awakes rested the next morning and has enough time to prepare for school. **No electronic devices in the bedroom.**
- Don’t accept excuses for why your child “must” miss or be late for school.
- Discuss with your child what happened at school each day.
- Support school rules and consequences.
- Show your child why education is important. Give specific examples of how education helps people succeed.

*Research shows that attendance is the single most important factor in school success.*
The Importance of Good Attendance

Every student at Hodge Hill College, in line with the Government’s expectations, is expected to maintain an attendance level of 98% or above. It is the responsibility of everyone in our school community – parents, students, staff and governors to ensure they achieve this. We monitor and review the attendance of all students constantly.

Holidays/Absence During Term Time

The law does not grant parents an automatic right to take their child out of school during term time. Any absence from school will disrupt your child’s learning. You may consider that a holiday/absence will be unavoidable but your child will miss out on the teaching that their peers will receive. Pupils returning from a term time holiday/absence are also unprepared for the lessons which build on the teaching they have missed. Children rarely catch up on missed work; this poses a potential risk of under-achievement. It is your responsibility to ensure your child attends school regularly.

Any Term Time Holiday will be recorded as Unauthorised

The Education Welfare Service will be notified of the holiday/absence take and a Penalty Notice may be issued. Please note that a Penalty is issued to each parent for each child taken out of school. A Penalty Notice is a fine of £60 which increases to £120 if not paid within the first 28 days. Thereafter, if the Penalty remains unpaid this may result in court action.

How to Notify School of Your Child’s Absence

- Notification of absence must be made as early as possible prior to the beginning of the school day.
- Please inform the school by phoning 0121 783 7807
- Routine appointments for doctors or dentists should not be made during school time
- All other appointments in school time must be supported by a letter from the relevant establishment which should be brought to show their Achievement Coordinator/Assistant Achievement Coordinator before the day of the appointment.
Child Protection and Safeguarding

Hodge Hill College is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment
- Creating an atmosphere where all our children can feel secure, valued and listened to

Designated Senior Leads:

Lead:

- Ricky Patel (Ext 237) Assistant Headteacher: Senior DSL

If this person is not available, please contact another DSL listed below:

Deputies:

- Jamie Broadrick (Ext 242) Assistant Headteacher/SENCO: DSL jamie.broadrick@hodgehill.bham.sch.uk
- Hannah Herrmann (Ext 246) Headteacher: DSL hannah.herrmann@hodgehill.bham.sch.uk
- Ryan Fradley (Ext 210) Assistant Headteacher: DSL ryan.fradley@hodgehill.bham.sch.uk
- Siobhan Gannon (Ext 287) Deputy Headteacher: DSL siobhan.gannon@hodgehill.bham.sch.uk
- Lisa Millington (Ext 305) Deputy Headteacher: DSL lisa.millington@hodgehill.bham.sch.uk
- Dara Wildig (Ext 320) Assistant Headteacher: DSL dara.wildig@hodgehill.bham.sch.uk
- Nazim Ali (Ext 318) Assistant Headteacher: DSL nazim.ali@hodgehill.bham.sch.uk
- Matthew Jamieson (Ext 286) Sports Facilities Manager: DSL matthew.jamieson@hodgehill.bham.sch.uk

Working with Community Partners

At Hodge Hill College we have strong links with our local community. We ask you to give your full support to any other community organisations with which the school works for example, the Police, the Education Welfare Service and Social Services.

We provide a positive ethos based upon British values that are shared across the school community. The culture and ethos of the school promotes respect as well as healthy and productive attitudes towards learning, life and work. Pupils are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. As part of empowering student to be responsible members of the community we have a coordinated fundraising programme that supports the collective worship calendar.

We have developed close links with the local care Home, and regularly carry out fundraising events within school to support local organisations. Year 10 pupils carry out a period of work experience towards the end of the academic year, and a large number of these placements are held with businesses in the local community. Each year our Head Boy and Head Girl chose a charity to focus their fundraising efforts on, in the past these have included organisations such as Save the Children, Mind, Help for Heroes and Shelter.
General Information

Communication
The school will provide five attainment reports on your child’s progress each year. Teachers may also contact you about particular matters of concern and you should feel free to do the same. Consultation with parents on whole school issues is normally done through Parents Evenings and through the school newsletter. The school newsletter is available to read on the school website – www.hodgehill.bham.sch.uk and is also available on the Hodge Hill College App.

Hodge Hill College have a Mobile App to download for both iPhone and Android.

Parental Contacts with the School
Your child’s tutor is your first point of contact. Please speak to them before you see the Achievement Coordinator for your child’s year group. Please avoid contacting a member of the Leadership Team until you have spoken to your child’s tutor or Achievement Coordinator.

Contact Details
Please remember to inform the school of any changes to your contact details. This is important because we may need to contact you if:

- if your child is injured or taken ill
- to provide you with information about trips and closures
- to send you reminders and cancellations of any event

Please telephone the school with any new details or alternatively email enquiry@hodgehill.bham.sch.uk. Alternatively you can pick up a Change of Details form from the West Office.

In order to protect our students we have a facility to record Court Orders confidentially. It is the responsibility of parents/carers to keep us fully updated with the details of the Court Orders. We will try to act in accordance with them at all times. It is also important for the parents/carers to inform us of information that needs sending to more than one address as a result of adults with parental rights living separately.

Governors
We have a very active Governing Body, including elected Parental Governors who represent your interests. Governing Body meetings are held termly and minutes are available, upon request, from the school. Details of the current Governing Body meetings and Instrument of Governor are available on the school website.

Valuables and Lost Property
- Your child must not bring valuable items into school. The school cannot be held responsible if they get lost or stolen.
- Please put your child’s name on uniform and PE kit so that it can be returned if found.
- Mobile phones must not be used on school premises and it is safer for students to leave them at home. If your child must bring a mobile phone with them, please ask your child to keep it in their bag, turned off and out of sight.
- We recommend that parents, who want their child to carry a phone for emergencies, should purchase a Nokia basic phone which allows calls and texts only.
- Any mobile phones viewed by staff to be out on school site will be confiscated until the end of the week. Parents, not students, must collect the mobile phone from West Office on the Friday between 1:30pm – 3:00pm.
- If your child loses any items in school, please enquire or visit West Office. Please note any property not claimed is donated to a local charity at the end of each school term.
School’s Expectations

Pupil Passport
At the start of every term all pupils receive a ‘Hodge Hill Passport’. It is important that the pupils bring this with them to school every day as it contains their ID, timetable, useful information and meal pass. Without their passport pupils are unable to visit the canteen at break times and receive their FSM.

Detentions
Hodge Hill College operates a detention system. If your child is late, misbehaves or doesn’t hand in their homework on time, they will be given a detention at break, lunchtime or up to 30 minutes at the end of the day. You will usually get a text to inform you. Please ensure your contact details are up to date. For more serious matters, staff can issue one hour detentions after school without giving Parents/Carers notice.

Rewards for Good Behaviour
Good behaviour leads to good learning, which in time leads to good results. In the end this is the biggest and best reward your child can get as it goes with them into their future and stays with them forever. Our rewards include:

- Praise, phone calls, letters and postcards home
- Attendance at Rewards Events such as concerts, trips and treats
- Representing the school as a member of our student leadership team

Keeping Pupil’s hydrated with Reusable Bottles
At Hodge Hill College we encourage pupils to help the environment we live in and share behaviours that protect our environment in and out of school. We are focused upon improving the wellbeing of our pupils, by ensuring they are well hydrated during the day. In addition, it is our aim to become an Eco Friendly school, we have banned the use of plastic single use bottles and strongly encourage pupils to bring water to school in a reusable water bottle. Here are some key reasons why using a reusable water bottle is important for you and the environment:

Help your school reduce waste with a reusable water bottle:
- When you’re trying to drink more water, a reusable bottle can save you money while helping to cut down waste from single-use plastic.
- Plastic can take 450 years or more to decompose, with 20000 single-use drinking bottles being bought every second worldwide.

Save more money:
- The label on water bottles usually show mountain streams or fresh springs, but that doesn’t mean that’s where the water is actually coming from.
- The markup on plastic bottles of water is in the thousands!
- Skip the unnecessary cost and save money by filling up at home or in school.

Protect your health:
- Plastic isn’t just bad for the planet, it’s bad for your bloodstream too. Many studies show that polycarbonate plastic, a type of plastic used in many household and food products, gradually leaks a chemical called bisphenol A (BPA) into the foods and liquids that are stored in containers made from this material.
- The chemicals released by these plastics can alter hormones and have other negative effects. Animals are also affected by the chemicals and can be permanently injured or die as a result of the poison.

Please ensure your child brings water to school in their reusable water bottle. Pupils are also able to refill their reusable water bottles in the canteens at break times.
## School Uniform

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<th>Girls Uniform</th>
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</thead>
<tbody>
<tr>
<td>- Black blazer with school badge (Griffin)</td>
<td>- Black blazer with school badge (Griffin)</td>
</tr>
<tr>
<td>- White shirt</td>
<td>- White shirt</td>
</tr>
<tr>
<td>- Black trousers</td>
<td>- Black trousers/knee length straight skirt/tunic</td>
</tr>
<tr>
<td>- Clip on school tie</td>
<td>- Clip on school tie</td>
</tr>
<tr>
<td>- Black or dark grey socks</td>
<td>- Black or dark grey socks</td>
</tr>
<tr>
<td>- Appropriate leather shoes (not trainers or boots and no embellishments)</td>
<td>- Black headscarf – this is optional and headscarves with the school logo are available to buy.</td>
</tr>
<tr>
<td></td>
<td>- Appropriate leather shoes (not trainers or boots and no embellishments)</td>
</tr>
</tbody>
</table>

### During Cold Weather

| Boys and girls are allowed to wear an option black v neck jumper under their blazer | Official School Blazer and Tie |
| Outdoor coats need to be plain, black, waterproof, warm and have no large logos or patterns | |
| Fleece, hoodies, sweatshirts and body warmers are **NOT** acceptable. Blazers must still be worn | |

Please ensure all uniform is labelled with your child’s name

## Boys PE Kit

- Red polo shirt with school logo
- Blue football shorts
- Red football socks
- Trainers
- Plastic moulded studded football boots (Please see next page for more information)
- Navy blue tracksuit trousers
- Plain black waterproof jacket with hood
- **Optional** - Navy blue rugby shirt with red band

## Girls PE Kit

- Red polo shirt with school logo
- Blue football shorts
- Red football socks
- Trainers
- Plastic moulded studded football boots (Please see next page for more information)
- Navy blue tracksuit trousers
- Plain black waterproof jacket with hood
- **Optional** - Navy blue rugby shirt with red band

For outdoor winter lessons, pupils are encouraged to wear a base layer underneath their polo shirts
**School Uniform**

**Official Suppliers**

<table>
<thead>
<tr>
<th>Sheldon</th>
<th>Wylde Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>2286 Coventry Road Sheldon</td>
<td>409-411 Birmingham Road Wylde Green</td>
</tr>
<tr>
<td>Sheldon</td>
<td>Birmingham</td>
</tr>
<tr>
<td>B26 3JR</td>
<td>B72 1AU</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td><strong>Telephone:</strong></td>
</tr>
<tr>
<td>0121 722 2286</td>
<td>0121 384 4186</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RAK - Uniforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>603 Washwood Heath Road RAK - Discounts</td>
</tr>
<tr>
<td>Washwood Heath</td>
</tr>
<tr>
<td>Birmingham</td>
</tr>
<tr>
<td>B8 2HB</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
</tr>
<tr>
<td>07503 967232</td>
</tr>
</tbody>
</table>

An easy way to get great value uniform online and raise money for Hodge Hill College just by shopping with My Clothing Limited. A 5% cash donation to your school when embroidered purchases are made. UK Home delivery within 14 days. For more information please visit the following link: [https://myclothing.com/ueslink/9472.school?t=1585815952397](https://myclothing.com/ueslink/9472.school?t=1585815952397)

Please note, Hodge Hill College are not affiliated to any retailer and our uniform can be purchased from any retail store. Only the school badge, tie and hijab can be purchased from School Reception.

All pupils have access to the 3G rubber crumb pitch during PE lessons and extra-curricular clubs. This is a fantastic new facility, which due to the high grading requires specific footwear in order to use it.

All pupils must have a pair of plastic moulded studed football boots as part of their PE kit preferably black, but not compulsory.

Here are some photos for guidance of what is and is not suitable. These boots are available from most local sports shops such as Sports Direct and JD Sports.

We ask all parents/carers to uphold the correct wearing of school uniform by their child and to support the school.
School Uniform

Students are NOT allowed to wear:

- Trainers or non-uniform items
- Sweatshirts, tracksuit tops, hoodies and caps are not allowed. Gilets, pouches and gogglehats/coats are also not permitted
- No extreme haircuts or hairstyles, tram lines (in hair or eyebrows) motifs, shaved or partially shaved heads
- No floor length skirts or dresses or leggings
- Make up and jewellery are not allowed, but students may wear up to one plain small stud earring in each ear. Students wearing inappropriate or unsafe jewellery will be asked to remove it and parents asked to collect the confiscated items on the Friday of each week

All students are expected to wear full school uniform and their appearance should be appropriate to a working environment. Shirts must be tucked in, top button fastened and ties worn correctly. Coats may not be worn around the building. If pupils are not in the correct uniform and they refuse to borrow replacement uniform; parents will be contacted and the pupil sent home to change.

Examples of inappropriate items, styles and clothing (NOT acceptable):
School Uniform

Examples of Appropriate Trousers and Skirts:

Example of Appropriate Headscarf:  Example of Inappropriate Headscarf:

Examples of Appropriate Footwear:
Healthy Eating

We are keen to support Government initiatives to encourage students to live a healthy lifestyle. Your child, on average will spend a quarter of his/her life at school and we recognise that this is a big step from Primary School. Poor diet is a major contributor to the lack of concentration, dehydration and poor behaviour.

We would therefore encourage you to make sure that your child has breakfast each morning. Fizzy drinks, crisps, sweets, chocolate and chewing gum are not allowed to be brought in to school so please ensure your child brings a bottle of water to school every day. Research studies have proven that children who eat a nutritious breakfast e.g. Bowl of cereal, toast or a piece of fruit have higher levels of concentration and are more actively engaged in their learning.

No food should be consumed in classrooms or in the corridors and litter or unwanted food must be placed in a bin, not dropped on the floor. Students may drink water during lessons if needed and water bottles must be kept in pupils bags at all times.

Please Note: students have to remain on-site during lunchtime.

School Dinners

Where can students go at Break and Lunchtime?

- We have two Dining Rooms (East/West Canteen)
- Students will have hot meals in West Canteen and cold snacks, salads and sandwiches in East/West Canteen
- The cost of an average meal is £2.15
- Students can bring their own lunch, if you wish

When are meal times?

- **Breakfast Club**: 8:00am - 8:30am
- **Morning Break**: 11:00am - 11:30am
- **Lunch**: 1:30pm - 2:00pm (Monday to Thursday)
- **Friday Brunch**: 11:00am - 11:30am

At Hodge Hill College, we employ the international catering company, Aspens, to run our food services. They work hard to meet the high standards we expect for our catering and both staff and students say that the food they serve is really great!
## School Dining - Menu

### Core Range Every Week

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buttered Toast</td>
<td>2 x 45p</td>
<td>Buttered Toast</td>
<td>2 x 45p</td>
<td>Buttered Toast</td>
<td>2 x 45p</td>
</tr>
<tr>
<td>Pizza Bagel</td>
<td>90p</td>
<td>French Bread Pizza</td>
<td>£1.00</td>
<td>Pizza Bagel</td>
<td>90p</td>
</tr>
<tr>
<td>Hash Browns</td>
<td>35p</td>
<td>Hash Browns</td>
<td>35p</td>
<td>Hash Browns</td>
<td>35p</td>
</tr>
<tr>
<td>Bacon Roll</td>
<td>90p</td>
<td>Bacon Roll</td>
<td>90p</td>
<td>Bacon Roll</td>
<td>90p</td>
</tr>
</tbody>
</table>

### Daily Guest Offers

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panini</td>
<td>£1.80 full / 90p ⅔</td>
<td>Panini</td>
<td>£1.80 full / 90p ⅔</td>
<td>Panini</td>
<td>£1.80 full / 90p ⅔</td>
</tr>
<tr>
<td>Savoury Turnover</td>
<td>90p</td>
<td>Potato Wedges with Cheese</td>
<td>£1.00</td>
<td>Potato Wedges with Cheese</td>
<td>£1.00</td>
</tr>
<tr>
<td>Chicken Wings x 4</td>
<td>£1.10</td>
<td>Chicken Wings x 4</td>
<td>£1.10</td>
<td>Chicken Wings x 4</td>
<td>£1.10</td>
</tr>
<tr>
<td>Cheese &amp; Bean Wrap</td>
<td>£1.00</td>
<td>Cheese &amp; Bean Wrap</td>
<td>£1.00</td>
<td>Cheese &amp; Bean Wrap</td>
<td>£1.00</td>
</tr>
</tbody>
</table>

### Lunchtime

#### Freshly Made Sandwiches with a Range of Fillings

<table>
<thead>
<tr>
<th>Sandwiches</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just Sandwiches</td>
<td>£1.50</td>
</tr>
<tr>
<td>Just Baguettes</td>
<td>£1.65</td>
</tr>
<tr>
<td>Just Rolls</td>
<td>£1.00</td>
</tr>
<tr>
<td>Classic Sandwiches</td>
<td>£1.60</td>
</tr>
<tr>
<td>Classic Baguettes</td>
<td>£1.75</td>
</tr>
<tr>
<td>Deli Sandwiches</td>
<td>£1.70</td>
</tr>
<tr>
<td>Deli Baguettes</td>
<td>£1.85</td>
</tr>
</tbody>
</table>

#### Wraps

<table>
<thead>
<tr>
<th>Wraps</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marinated Halal Chicken</td>
<td>£1.70</td>
</tr>
<tr>
<td>Jacket Potato with Hot and Cold Toppings</td>
<td>£0.85</td>
</tr>
<tr>
<td>Beans or Coleslaw</td>
<td>£1.15</td>
</tr>
<tr>
<td>Cheese or Tuna</td>
<td>£1.50</td>
</tr>
<tr>
<td>Cheese and Beans</td>
<td>£1.65</td>
</tr>
<tr>
<td>Cheese and Tuna</td>
<td>£1.75</td>
</tr>
</tbody>
</table>

#### Pasta

<table>
<thead>
<tr>
<th>Pasta</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penne or Fusilli Pasta with Choice of Sauces</td>
<td>£1.60</td>
</tr>
<tr>
<td>Penne or Fusilli Pasta with Baked Beans</td>
<td>£1.40</td>
</tr>
<tr>
<td>Extra Cheese</td>
<td>£0.35</td>
</tr>
</tbody>
</table>

#### Dessert Pots

<table>
<thead>
<tr>
<th>Dessert Pots</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza (includes Salad &amp; Baked Beans)</td>
<td>£1.50</td>
</tr>
</tbody>
</table>

#### Home Bakes

<table>
<thead>
<tr>
<th>Home Bakes</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Classic Margherita Pizza</td>
<td>£1.50</td>
</tr>
</tbody>
</table>

#### Drinks (Break and Lunchtime)

<table>
<thead>
<tr>
<th>Drinks</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold Drinks</td>
<td>£0.50</td>
</tr>
<tr>
<td>Calypso Cuplet 85ml</td>
<td>£0.55</td>
</tr>
<tr>
<td>Aqua Juice 185ml</td>
<td>£0.45</td>
</tr>
<tr>
<td>Aqua Juice 330ml</td>
<td>£0.80</td>
</tr>
<tr>
<td>Radnor Fizz 330ml</td>
<td>£0.80</td>
</tr>
<tr>
<td>Milkshake 200ml</td>
<td>£0.85</td>
</tr>
</tbody>
</table>

Why not make it into a meal and have a meal deal dessert too for £2.15?
Parents can access the school’s policies via the school website or by contacting the School Office. All our school policies are approved by the Governing Body. You are able to view the school stance on important issues that may affect your child and also see the Codes of Conduct which your child should adhere to as a member of the School Student Body. Listed below are school policies and information you can access and download from our school website:

http://www.hodgehill.bham.sch.uk/Parents/Policies/

- Acceptable Use Policy (Pupils)
- Acceptable Use Policy (Staff)
- Anti-bullying Policy
- Accessibility Statement
- Attendance and In Term Leave
- Behaviour for Learning Policy
- CCTV Policy
- Charging & Remissions Policy
- Complaints Procedure
- Data Protection Policy
- Equality Objectives 2018
- E-Safety Policy
- Freedom of Information Policy
- General Regulations for Approved Centres
- Governing Board Virtual Attendance Policy
- Governors Statement of General Principles with Regard to Behaviour
- Health & Safety Policy
- Incidents Outside of School Premises
- Instructions for conducting Examinations
- Keeping Children Safe in Education Part 1
- Lettings Policy
- Equalities Statement & Equal Opportunities Policy
- Privacy Notice for Parent
- No Platform for Extremism Policy
- Privacy Notice for Pupils
- Privacy Notice for Lettings
- Provider Access Policy
- Safeguarding & Child Protection Policy
- Safeguarding & Child Protection Policy - Codicil Insert
- Child Protection & Safeguarding Addendum COVID-19
- Safer Recruitment Policy
- Sex Education & Relationships Policy
- Special Educational Needs & Disability Policy
- Supporting Pupils at School with Medical Conditions
- Subject Access Request Policy
- Subject Access Request Form
- Whistleblowing and Serious Misconduct Policy
Follow the Golden Rules – Ground Rules
Discuss as a family how the internet will be used in your house. Consider what information should be kept private (such as personal information, photos etc.) and decide rules for making and meeting online friends. Make sure you know what your child is doing online. Discuss using strong passwords with your child so they understand how they can protect their online accounts. It’s important they know they need to keep their passwords safe and not share with anyone or use the same password for several accounts. If your child’s account is “hacked” or compromised then make sure they change their password and report any concerns or suspicious activity. Check how secure your passwords are here: http://howsecureismypassword.net/. For more advice on using strong passwords visit http://www.getsafeonline.org

Follow the Golden Rules – Online Safety
Install antivirus software, secure your internet connection and use Parental Control functions for computers, mobile phones and games consoles to block unsuitable content or contact. Always remember that parental control tools are not always 100% effective and sometimes unsuitable content can get past them, so don’t rely on them alone to protect your child.

Follow the Golden Rules – Location
Locate your computers and laptops in a family area where children’s online activity can be monitored or supervised. Always supervise the use of webcams and any applications or devices which allow voice or video chat. Do not allow extended use of other devices which allow internet access such as mobile phones and games consoles.

Follow the Golden Rules – Dialogue
Talk to your child and ask them to show or even teach you how they use the internet, learn which websites or tools they like to use and why. Learning together with your child can often open opportunities to discuss safe behaviour online. Always ensure your child knows how to block and report people online who may send nasty or inappropriate messages or content. Encourage your child not to retaliate or reply and to keep any evidence. Make sure your child knows it’s important that they tell an adult they trust if anything happens online that makes them feel scared, worried or uncomfortable. It’s essential to be realistic: banning the internet or websites often will not work and it can make a child feel less able to report a problem or concern, so education around safe use is essential.
<table>
<thead>
<tr>
<th>Online Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ThinkUKnow by CEOP</strong> Everything you need to know about online safety from the risks to advice and much more.</td>
</tr>
<tr>
<td><strong>Parents Protect!</strong> Jargon Buster to explain our most common terms and acronyms from the online world.</td>
</tr>
<tr>
<td><strong>PEGI ONLINE</strong> PEGI (Pan-European Game Information) age rating system was established in 2003 to help European parents make informed choices about the games children play.</td>
</tr>
</tbody>
</table>
Social network websites such as Facebook offer amazing communication and social connections, however they are created with their audience in mind and this is specifically for **over 13s**.

We feel it is important to point out to parents the risks of underage use of such sites, so **you** can make an **informed** decision as to whether to allow your child to have a profile or not at the moment.

All IT used in the college is monitored and any misuse is flagged on our systems. Pupils cannot access social media on our system. The college has a ban on the use of mobiles in school which we rigorously reinforce and any child spotted with their mobile on display the mobile is confiscated until the following Friday.

All of the reported inappropriate use of the internet that we deal with in school has been done from home or on students’ mobile devices during evenings, weekends and holidays. We need parents to monitor social media use at these times.

**Staff at the College have no jurisdiction to deal with this, and cannot investigate it.**

It should be noted that in many cases a child may put themselves at considerable risk due to the misuse of social media accidentally. For example, giving personal details or publishing photographs, to a ‘friend’ who then distributes this information more widely. You and your child need to be fully aware of this risk.

**The responsibility for monitoring a child’s use of social media, or indeed the internet in general, must lie with parents/carers.** We strongly encourage you to discuss issues around this with your children. If your child is the victim of inappropriate use, then we strongly recommend that you as a parent/guardian report the matter to both the website developer and to the police. As stated earlier, unless an issue manifests itself during the normal college day, our staff are not able to address this.
Online Safety - How to Stay Safe

1. **Be a responsible cyber citizen.**
   If you use the Internet, you have a responsibility to keep yourself and everyone safe.

2. **Protect your computer – Use anti-virus software.**
   Installing a good anti-virus software will help to protect your devices against known viruses. It is important to make sure that your anti-virus software is up to date.

3. **Do not open emails from unknown sources.**
   If you receive any emails from unknown sources, don’t open them, delete them straight away. Do not click on links or open attachments. Watch out for scam emails. Do not forward them.

4. **Use passwords and keep them private.**
   Do not write passwords down on small pieces of paper taped to your computer. Change your passwords regularly and don’t give your passwords to anyone!

5. **Protect computers with firewalls.**
   Install a firewall. It helps prevent hackers from breaking into your computer.

6. **Do not share access to your computers with strangers.**
   Your computer may allow other computers on a network, including the Internet, to access your hard-drive to “share files”. This could infect your computer with a virus.

7. **Disconnect from the Internet when not in use.**
   Turning off the Internet makes sure that someone else on the Internet can’t enter your computer and cause harm.

8. **Back-up your computer regularly.**
   Back up all your files onto an external media such as USB, external hard-drive, CD or DVD.

9. **Regularly update your software.**
   Updating your software regularly means that your system will be up to date and protected against most known viruses or malicious software.

10. **Seek help or advice from your local Computer store.**
    If you don’t know, ask an expert.

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**Cyber-bullying**

Cyberbullying is a major problem that happens online and can be difficult to track.

**How can I prevent cyber-bullying?**

- Don’t say harmful things to people
- Don’t get involved in any confrontational conversations online
- Block people who start any conversations that might lead to arguments
- Keep records of conversations and show the police
- Report any such incidents
**E-Safety Awareness**

**Understand the risks children may need to deal with**

<table>
<thead>
<tr>
<th>What they could see or do:</th>
<th>Who they might see:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seeing or sharing violent, sexual and pornographic content</td>
<td>• People who might bully, intimidate or frighten</td>
</tr>
<tr>
<td>• Inaccurate of false information and extreme views</td>
<td>• People posing behind fake profiles for:</td>
</tr>
<tr>
<td>• Promotion of harmful behaviours including self-harm, anorexia and suicide</td>
<td>• Mischief-making</td>
</tr>
<tr>
<td>• Oversharing of personal information</td>
<td>• Sexual grooming and stalking</td>
</tr>
<tr>
<td>• Actively or unintentionally getting involved in bullying</td>
<td>• Blackmail and extortion</td>
</tr>
<tr>
<td></td>
<td>• Identity theft and hacking</td>
</tr>
</tbody>
</table>

**How could this affect them:**

- Fear of missing out leading to excessive use or exaggeration
- Getting upset by things they have seen and being uncertain about what to do
- Engaging, or being pressured into engaging in more risky behaviour either by accident or by design
- Developing unrealistic, and perhaps depressing ideals of body image and gender
- Becoming subject to peer pressure or interactions that are intense or too difficult to handle

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Why children use social media

- Self-esteem
- Expression
- Confidence
- Popularity
- Belonging
- Entertainment
E-Safety Awareness

Practical tips to help minimise the risks your child might face:

It’s good practice for apps and websites to have safety advice and well-designed safety features which can make a real difference to how safe your child will be when using them.

Work through safety and privacy features on the apps that your child is using, or might use. Make sure they understand the point of these and how to use them. Don’t be put off by believing your child knows more than you: the tools are actually quite easy to manage.

- **Ask them to show you** which social media apps they use and what they like about them. Talk about how they use them and what makes them so engaging.

- **Explain** how you can use privacy settings to make sure only approved friends can see posts & images.

- **Check if any of their apps have ‘geo-location’** enabled, sharing their location unintentionally.

- **Show them how to report offensive comments** or block people who upset them.

- **Check ‘tagging’ settings** so that when others are posting or sharing photos online, your child’s identity is not revealed. Also, get people’s consent before sharing photos.

- **Encourage your child to come and talk to you** if they see anything that upsets them.

Keep talking and stay involved:

In a mobile age, children can’t be completely protected, even by the best privacy controls; another child may use different settings. So it’s important to keep talking to your child about the implications of social media. Getting a sense of what they think is a useful place to start; you may be surprised by how much thought they may have given to the issues.

Encourage your child to think carefully about the way they, and others behave online, and how they might deal with difficult situations.

- People may **not always be who they say they are** online: how can this create problems?

- Why is it **unwise to meet** anyone in the real world that you’ve only ever met online?

- Even if you think your messages are private, remember that words and images can always be **captured and broadcast**.

- People **present themselves differently online** – do they really look like that? Are they always having that good a time?

- Be aware that screens, and especially being anonymous, can lead people to say things they **wouldn’t say to someone’s face**.

- What does **being a good friend and a likeable person** online look like?

- There can be **pressure to be part of a particular group** online or to be seen to be following a certain set of ideas. How can you take a step back and make your own decisions?

For more information:

You can find out more about how children use social media, the apps they use, the risks they face, how to use privacy settings, and advice and tips about how to talk to your children at:

- www.childnet.com/sns
- www.internetmatters.org
- www.nspcc.org.uk/onlinesafety
- www.parentzone.org.uk
- www.thinkyouknow.co.uk/parents
- www.askaboutgames.com

To make a report:

Concerned about online grooming or sexual behaviour online? Contact CEOP:

www.ceop.police.uk

If you stumble across criminal sexual or obscene content on the internet you should report it to the Internet Watch Foundation:

www.iwf.org.uk
Healthy Body Healthy Mind

Physical Health

Eat Properly
At Hodge Hill College we want to encourage all students to eat well during the day and so all crisps, sweets, chocolate, chewing gum, sugary snacks and drinks are banned from the site. Only plain water in a re-useable bottle can be brought to school. Students will be checked regularly and any banned items will be confiscated. Parents need to make sure that packed lunches brought to school do not contain crisps or chocolate.

Exercise
All students will have 2 hours of Physical Education per week. There are plenty of opportunities to exercise at breaks: Football on the 3G pitch and the outdoor MUGA areas; table tennis; outdoor gym equipment; “walk a mile” route. There are lots of clubs to join which allow you to be active in school time and after. (See the enrichment page). If possible students should walk or bike to school rather than being collected by car. This is good for physical fitness and for the environment.

Sleep Well
A good bedtime routine is still important for secondary school students. If you are tired during the day you don’t learn well and are more likely to behave badly in lessons and fall out with peers. Mobile devices should not be taken into bedrooms. They should be left to charge somewhere else in the home. Students should stop using screens about one hour before they go to bed.

Mental Health

Tell Someone You Trust
We want all students in Hodge Hill College to know that they can tell a trusted adult if they have a problem or a concern about themselves or a friend. This will often be a Form Tutor or member of the pastoral team but every adult in school has had safeguarding training and will know how to help a student find the right person to support them.

Bullying
Wherever there are lots of people in an organisation there will be people who try to bully others. This is unacceptable and makes people very unhappy and can affect mental health and wellbeing. We have a zero tolerance of bullying and will always take any reports seriously and endeavour to support victims and make bullying stop. We define bullying as behaviour which is: deliberate, repetitive, intended to cause hurt and harm, and which often involves some sort of imbalance of power. See the school Anti-bullying Policy http://www.hodgehill.bham.sch.uk/Parents/Policies/.

Getting Help:
There are many useful resources on-line to help if a young person is struggling with their mental or emotional health:
- **Young Minds**: https://youngminds.org.uk/
- **Local support can be accessed via Pause/FTB**: https://www.forwardthinkingbirmingham.org.uk/services/13-pause
First Aid and Medical

If your child becomes unwell during a school day they will be encouraged to continue at school. If this is not possible they will be referred to their Achievement Coordinator who will make the decision as to whether your child should be sent home. Students should not contact parents themselves.

Hodge Hill College has a number of staff trained as “Emergency First Aiders”. This role involves providing first aid for those injured during school hours. If a student has any other injury, or a medical problem, the School First Aider cannot deal with this and the child should be dealt with by their family practitioner or local hospital.

It is your responsibility to inform the school of any medical conditions that your child suffers from. Parents will be contacted to assist in medical matters and any emergencies involving the need for a student to attend hospital. In this instance it is vital that the school has contact telephone numbers of parents and that these are updated as necessary. Parents can help by not sending children to school who are unwell before leaving home.

Students who require any medication should ask their family practitioner to make every effort to prescribe them for use out of school hours. All medication has to be administered by the child independently or by the parent/carer if the child is unable to do so.

For medical conditions that may require specialist input and guidance, parent/carers must ensure that the school is informed and emergency contact numbers provided. The school will not be able to provide specialist medical advice, support or assistance.

Pupil Well-Being and First Aid

At Hodge Hill College we have robust procedures for dealing with and monitoring accidents and illness that may occur whilst your child is in our care.

If a child has a minor accident, e.g. a fall, and it is reported to a member of staff the accident is recorded and referred to a qualified first aider. We do not always send pupils home and will if necessary telephone you to advise you of the accident, particularly if your child is distressed.

Where an injury is of a more serious nature or is causing particular concern (e.g. a more persistent nose bleed or a significant head bump or suspected broken limb) we will contact you immediately and advise that your child needs to be collected as soon as possible and taken to a Doctor or Hospital.

In any instance where there is a serious and obvious injury, such as an open fracture, the school would immediately call the ambulance services and inform parents.

Medicines

If your child is taking prescribed medication which needs to be taken during the school day then he/she must leave the medication in the West Office and a consent form must be signed by the parent/carer. Medications must be taken in the presence of a member of staff to ensure the correct dosage.

All medication must be in the original container with the child’s name and dosage instructions. If your child suffers with asthma an inhaler can be kept in school in case of emergency, as well as the child carrying an inhaler. It is the responsibility of the parents/carers to ensure that their child’s medication is renewed and has not reached its expiry date.
Claim your Free School Meal and save up to £40 per child every month!

To register for free school meals online today please visit www.hodgehill.bham.sch.uk/Parents/FSM/
Free School Meals

The Government gives extra money to schools to help children from lower income families do their very best. This funding is called ‘Pupil Premium’ and means that every child registered for Free School Meals receives a daily meal allowance amounting to over £400 per year, whilst Hodge Hill College receives £935 in extra funding for each Pupil Premium child.

With this money we could increase the educational opportunities available to your child and their peers through funding educational visits, providing additional classroom resources (such as laptops and interactive devices), improving school facilities etc. The possibilities are endless.

Please register as soon as possible to make sure your child and others in their class don’t miss out.

How does it work?

1. First check if you qualify – it is not just if you are unemployed, so please look at the list below.
2. Registering is really quick and easy – simply visit www.hodgehill.bham.sch.uk/Parents/FSM
3. If you would like your child to have a free, healthy meal at lunchtime that’s great – they will get the free meal (saving you more than £400 a year), extra benefits and the school gets an additional £935.
4. If you do not want your child to have school meals they don’t have to; as long as you register and qualify for FSM, the school stills gets the extra funding.

Do you qualify?

You should apply for Free School Meals if you get any of these benefits:

- Income Support
- income-based Jobseeker’s Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you’re not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - your household income must be less than £7,400 a year (after tax and not including any benefits you get)
- Due to recent changes by the government, if your child is eligible for Free School Meals, they will remain eligible until they finish secondary school.

How to register for Free School Meals

All you need to do is apply online at www.hodgehill.bham.sch.uk/Parents/FSM. You will need to provide:

- Your name and date of birth
- Contact details
- National Insurance Number or National Asylum Seekers Number
- Child’s name and date of birth
- School your child is attending/will attend
- Once you have registered, the online system will automatically update if your circumstances change in future; there is no need to reapply! If you have any queries, or need help in applying for Free School Meals, please contact the school office on 0121 783 7807.
A Guide to Progress 8 Measure

Changes to Education – A Parent’s Guide

Factsheet: Progress 8 Measure

Since 2016 all students in Schools and Academies are now measured on **how much progress they make** from when they start in Year 7 to when they complete their exams at the end of Year 11. This is known as Progress 8.

Progress 8

The Progress 8 measure is designed to encourage all students to study a **broad and balanced curriculum**. This measure is based on student’s progress measured across eight subjects.

For each student the 8 subjects must be a combination from the diagram below.

The Progress 8 score will always be determined by dividing the points total by 10 (the eight qualifications with English and Mathematics counting double), regardless of how many qualifications your child sits or in which subjects.

Each student will also leave the school with the following information; (This will also be available about schools, for parents to be able to compare School performance)

- **Attainment 8** – Showing the pupil’s average achievement in the same suite of subjects as the Progress 8 measure.
- **English and Mathematics** – If your child achieved a pass grade or better in both English (either Language or Literature) and Mathematics.
- **The EBacc** – If your child achieved good grades across a range of academic subjects.
A Guide to Progress 8 Measure

Qualifications that will count towards the Progress 8 measure

All full-course GCSEs count towards the Progress 8 measure, along with any approved, high-value qualifications.

Other approved qualifications

Up to three vocational qualifications can count towards the Progress 8 measure.

In the open group of subjects, any GCSE can count, or any of the high-value, approved vocational and academics qualifications can count.

Double-weighting of English

All students at Hodge Hill College will study both English Language and English Literature. When results are in, the higher grade will count twice and the lower grade will form part of Progress 8 as one of their best 8 grades.

All students at Hodge Hill College will study Mathematics. The result of this will automatically count twice.

Science Subjects

All students at Hodge Hill College will study Science up to the age of 16.

Pupils will take either Trilogy GCSE science which will count as two slots, or individual science GCSEs (Biology, Chemistry and Physics) that will take up one slot each in the Progress 8 measure.

Students who are capable of achieving good grades and enjoy Science should be encouraged to sit individual Science subjects.

GCSE Grading

From 2017 GCSEs have moved from letter to number grades.

The new GCSE grading structure is shown on the right; the same proportion of pupils who would have received a Grade C or above will now be awarded a grade 4 or higher.

A smaller proportion of pupils will receive a Grade 9 than received the old A* grade.
Homework and Independent Learning

Homework for Key Stage Three Pupils

There are two types of homework for pupils in Key Stage Three to complete on a weekly basis;

- Daily independent tasks
- Formal revision activities for upcoming assessments which can be access via the school website

Daily Independent Tasks

All pupils are expected to use the MathsWatch website to practice mathematical skills and complete online quizzes, worksheets and questions. Tasks particular to each year group are set on a weekly basis by the Mathematics teachers and relate to what pupils are studying during lesson time. Teachers and Achievement Coordinators are able to track how well pupils are doing with these tasks and will contact home if pupils are not completing them to a satisfactory standard.

There is a list of Recommended Reads for each year available on the school website and all of these books are also available in our library. Every book that is taken out by a student, returned on time and reviewed will result in 3 points being allocated to that form with regard to winning the KS3 challenge and corresponding reward event.

All student form groups are provided with a full library catalogue from which they are required to choose an age appropriate text. Students are required to read their chosen text during form time and at home in order to strengthen their literacy skills and reading ability. Parents can keep track of texts being read by students via reading records provided to all Key Stage 3 Pupils.

Formal Revision Activities

In order to be successful at GCSE all pupils need to be able to work independently outside of school to revise and prepare appropriately for assessments. We aim for all pupils at Hodge Hill College to start learning how to do this from the time they join us in Year 7.

Assessment timetables and revision materials (PowerPoints, revision cards, worksheets) for all subjects and all year groups are available to pupils via the school website. Pupils can access these via the Foldr link directly from the Hodge Hill College website using their school username and password. A guide on how to use Foldr is available on the school website banner and help is available at all Parents’ Evenings.

The Impact of Reading Everyday

<table>
<thead>
<tr>
<th>Student A Reads</th>
<th>Student B Reads</th>
<th>Student C Reads</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes a day</td>
<td>5 minutes a day</td>
<td>1 minute a day</td>
</tr>
<tr>
<td>3600 minutes per school year</td>
<td>900 minutes per school year</td>
<td>180 minutes per school year</td>
</tr>
<tr>
<td>1,800,000 words per year</td>
<td>282,000 words per year</td>
<td>8,000 words per year</td>
</tr>
<tr>
<td>Scores in the 90th percentile of standardised tests</td>
<td>Scores in the 50th percentile of standardised tests</td>
<td>Scores in the 10th percentile of standardised tests</td>
</tr>
</tbody>
</table>

Homework for Key Stage Four Pupils

At Hodge Hill College we have a two pronged approach to homework for KS4 pupils;

All pupils complete activities related to their upcoming assessments in every subject using resources found on Foldr (online system accessible by pupils through the school website) and guided by the ‘how to’ guides also found in that location. Pupils should also be revising for their option and core subjects using revision notes made in class, the revision guides as provided by the school and any other relevant material. As a weekly expectation, pupils should be using MathsWatch, Doddle or Kerboodle and completing independent reading. The school website provides more information on the expectations for homework, and the resources pupils should be using for each subject.
Benefits of Independent Study

- There is a very visible link between those who complete effective independent study and those who leave Hodge Hill College with the best GCSE results.
- A major study conducted by the University of Oxford, Birkbeck College and the Institute of Education which tracked 3000 pupils over a 15 year period found that spending more than two hours a night completing independent study is linked to achieving better results in Maths, English and Science.
- It teaches students ‘soft’ skills such as time management, problem solving, taking responsibility, priority setting and self-management amongst other competences which are all very important and highly valued skills within the workplace.
- It prepares pupils for further and higher education where independent study is a fundamental part of education and without it, students will quickly fall behind.
- Pupils learn reference skills such as using libraries, revision guides, dictionaries and other relevant resources.
- Students can see their progress within subjects and will see the benefits of practise and resilience which will lead to further success.

There is an expectation at secondary school that pupils take responsibility for any work missed in class and must catch up as soon as possible to avoid falling further behind.

Key Stage 4 Form Time Debate Programme

For the 2019/20 academic year Hodge Hill College has introduced a Form Time Debate Programme which will form the basis of all group sessions outside of scheduled assemblies for all Key Stage 4 Pupils. The programme centres around a Debate resource provided to all form tutors and form groups around which students will debate a wide variety of SMSC (Social, Moral, Spiritual, Cultural) themes and ideas related to current affairs within our media and as part of broadsheet newspaper articles.

During the course of the academic year, students will be required to sharpen skills vital to GCSE success, including building a coherent argument and weighing up and selecting evidence in order to strengthen an argument. During a fortnightly debate cycle, students will read a high quality article, find, refine and utilise evidence and debate some of the most hotly contested issues of our day. This is then followed by an evaluation process within which students reflect upon and take stock of their findings during the course of the debate. Debate within form time is fast proving to be a great way to build relationships, team spirit and to introduce a competitive edge into form time in an area within which has flourished within recent years. The inspiration for our form time debate programme was borne out of our great successes in recent times as a subscribing school to the ‘Debate Mate’ organisation of which we have been a member since 2012.
Key Stage 3 Form Time Global Citizens Programme

The Global Citizens form time programme aims to develop our pupils’ skills, character and understanding of the wider world. The activities and topics that are discussed each week are focused on one of these three overarching themes, and these sessions are also linked to the themes covered within weekly assemblies where possible.

Over the past half term, pupils have discussed wider world topics such as World Religion Day and Holocaust Memorial Day as well as the importance of character traits like resilience.

KS3 form time also includes opportunities for pupils to develop their literacy skills through the KS3 reading programme and to keep up to date with world news through discussion of the Newsround bulletin.
The curriculum at Hodge Hill College aims to provide breadth and balance for all pupils at both Key Stage 3 and Key Stage 4. Pupils all undertake studies in the core subjects: English, mathematics and science, together with humanities, language, arts, creative, design and sports based subjects. This is maintained at key stage four to ensure that pupils gain a balance of qualifications which will provide them with the widest possible opportunities for progression into sixth form. This breadth also offers diverse opportunities for university, apprenticeship and employment choices. Balance ensures doors are held open at all times to all pupils.

As a college, we are committed to ensuring that pupils gain an understanding of the contribution the arts play to enriching their lives, and the key part they play in the national and global economy. Learning to contextualise our common history, geography and religious beliefs builds greater understanding, character and stronger communities. Finally, healthy bodies support healthy minds and as a college we believe, all our pupils need to understand how these two issues are intertwined. Enabling all pupils to take charge of their health secures good learning and future economic security for our community.

**Key Stage 3 Curriculum Overview**

**Year 7 Curriculum Pathways**

All pupils in Year 7 study a wide range of subjects including Art, Design, Food Technology, Drama, Music and Computer Science. Some pupils in Year 7 study additional numeracy and literacy together with an introduction to French. This additional support allows them to access all areas of the curriculum areas.

**Year 8 & 9 Curriculum Pathways**

All pupils in Year 8 & 9 study a wide range of subjects including Art, Design, Food Technology, Drama, Music and Computer Science. Some pupils in Year 8 & 9 study additional numeracy and literacy together with an introduction to French. This additional support allows them to access all areas of the curriculum areas. Option choices for GCSEs are not made until pupils are in Year 9 and study of these commences at the start of Year 10 which begins immediately following the summer half term.

**Key Stage 4 Curriculum Overview**

**Year 10 & 11 Curriculum Pathways**

All pupils in Years 10 and 11 study core GCSEs in Maths, English Literature, English Language and Science. Dependent on which pathway they will either take two (double award) or three science (triple) GCSEs. In addition, all pupils in Years 10 and 11 study BTEC PE. A full list of the core and non-core subjects offered can be found on the school’s website.
SMSC

At Hodge Hill College we aim to provide a community ethos that reflects Fundamental British values and enables pupils to grow as individuals, appreciating both their own worth and that of others. Throughout the curriculum, staff in all subjects work towards developing the Spiritual, Moral, Social and Cultural (SMSC) aspects of all pupils. SMSC education develops pupil’s appreciation and understanding of different people’s feelings and values, cultural diversity and different communities. Hodge Hill has a caring ethos that is embodied in the school’s CARE brand, an ethos that nurtures the whole student. SMSC is a vital part of a pupil’s character development to ensure they become fully rounded and valued people.

RSE

We aim to provide an environment at Hodge Hill College where young people can develop and flourish. RSE is fundamental part of our SMSC programme preparing students for the opportunities, responsibilities and experiences of adult life. RSE at Hodge Hill College focuses on relationships and issues that arise from them. In delivering RSE it is our aim for pupils to develop a healthy, safer lifestyle.

The school believes that the aim of RSE should be to provide students with the knowledge and skills to enable them to make informed and responsible choices, emphasizing the benefits of a healthy lifestyle. Sex and relationship education should contribute to promoting the spiritual, moral, cultural, emotional and physical development of students and prepare them for the responsibilities and experiences of adult life.

RSE policy at Hodge Hill College is informed by DFE statutory guidance. Parents have the legal right to request to have their child excused from sex education, which is delivered as part of the RSE curriculum. For any child to be withdrawn, a request would need to be put in writing to the Head Teacher. Parents only have the legal right to withdraw children up until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school would make arrangements to provide the child with sex education as this is the policy dictated to the school by the government.

Assemblies and Collective Worship

At Hodge Hill College we have a collective worship calendar that provides pupils with an opportunity to consider spiritual, social and moral issues and to explore their own beliefs. The aim is to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes. Each week the Collective Worship calendar has a focus that provides pupils with an opportunity for reflection and spiritual development. The focus of the week is delivered through ‘Thought for the day’, which is presented during morning registration, a leadership assembly once a week for each year group and through the form time Global Citizens Programme at KS3.

Character Education

Character Education at Hodge Hill College is delivered in a wide variety of curricular and extra-curricular activities, including: assemblies, thought for the day, CARE brand, subject lessons, discreet lessons, sports, performance art, outward bound activities, enrichment activities, CEIAG activities and the Global Citizens Programme. These opportunities help young people to explore and express their character and build the skills they need for resilience, empathy and employability.

The Global Citizens Programme at Hodge Hill College aims to use form time to develop our pupils’ skills, character and understanding of the wider world, therefore supporting our students’ own personal development. This focus on skills, character and wider world knowledge is to ensure that our pupils leave Hodge Hill College with the cultural capital they need in order to become educated global citizens who understand the world that they live in and their role within it.
At Hodge Hill College our enrichment and extra-curricular provision provides our pupils with a breadth and balance of activities designed to broaden their horizons, allowing them to develop their own interests and talents. The programme is an extension of the school’s curriculum and builds on our CARE brand whilst instilling British Values. We offer quality provision which provides our pupils with a number of opportunities to develop their resilience, character and performance. Our sports provision has continued to improve to develop pupils physically and mentally.

**Careers Education, Information and Guidance (CEIAG)**

Students in all year groups at Hodge Hill College involved in CEIAG events can expect to take part in a variety of trips such as business walks, university visits and to relevant national events. Internally, there are guest speakers including successful alumni such as Chris Bartlett who is a Senior Director at Adobe and Tahir Mahmood who is a Senior Electronic Engineer at Nissan. We have also had speakers from the world of work such as Ian Stuart who is the CEO of HSBC Ltd and Duncan Wilson OBE who is CEO of Historic England. There are also events such as Careers Speed Dating, Mock Interviews and the Further Education and Apprenticeship Fair held inside the school. Within all lessons students think about the key transferable soft skills such as communication and team work which they use and develop when completing their work and how they relate to the world of work.

**Creative Design**

In Creative we offer many enrichment and extracurricular opportunities for our students at Hodge Hill. As a school we continue to develop Creative and Cultural Capital, giving all learners, particularly the most vulnerable and disadvantaged the opportunities to gain a wider experience, knowledge and understanding of culture. Our aim is to broaden their experiences within the Creative sector expanding upon skills and developing creative thinking. Our extracurricular activities are aimed at developing character and providing valuable experiences, raising the profile and standards of whole school enrichment and in turn improving outcomes across the key stages. With this we are fortunate to have links with external professionals and agencies, bringing in knowledge, expertise and resources to develop the students of Hodge Hill, providing education, experience and aspiration. As well as Creative capital workshops, we also deliver a KS3 Art and Design club after school, and a ‘Formula 9’ club with a focus on pushing the higher ability students for the future. Our overall focus as a Creative Faculty is for the students to imagine, experience and express new possibilities through creative activity, sharing and developing culture through the Arts.

**English & Drama**

The purpose of Enrichment within the English and Drama is twofold; on the one hand we try and encourage all pupils to take an active interest in their English/Drama learning outside of the classroom, whilst also developing skills that will help them improve their grades. We have authors visit the school from various disciplines, who both deliver a talk to the whole year group and also run workshops on their interests. We have had performance poet Adisa, children’s author Bali Rai and writer Beverly Naidoo to name but a few. Drama helps build pupil confidence and we have a Drama club as well as ‘Open Mic’ once a month. At Key Stage 4 various theatre groups come in to perform the set texts that Year 10 & 11 are expected to study. Every year the English Department also run a ‘Debate Mate’ club, which is jointly provided by an outside partner.

**Sports**

We offer a variety of extra-curricular clubs on a weekly timetable including lunch times and after school to give pupils the opportunity to stay active and take part in new activities or continue to participate in those activities that they enjoy doing. By taking part in sport in school pupils are able to communicate and build friendship groups across different years, learn how to work as a team, be a positive leader and work well in a competitive environment playing against other schools.

Alongside sports clubs Team PE run a variety of enrichment visits in and out of the school day, we have taken pupils to watch professional sports performances including Manchester United matches, Aston Villa matches, Wasps Rugby matches, British Basketball League finals, Table Tennis championships and watching cricket at Edgbaston. Further information regarding the enrichment events at Hodge Hill College can be found on the school’s website.
Enrichment

STEM

The enrichment activities offered in science are hand-picked to expose pupils to new experiences with the aim of generating excitement and interest in science and science based careers. Many of the workshops offer pupils an insight into careers and the requirements needed to pursue a successful career in science.

It is important to show pupils the world of Science outside of the lesson setting. We provide the following enrichment activities:

- Interactive workshops on alternative NHS jobs. These allow pupils to explore the practical side of employment as well as giving them a chance to talk to professionals about career entry routes and salaries
- 4D immersive lessons on cells and the atmosphere. These allow pupils to ‘talk science’.
- Virtual reality workshops on aerospace and what it is like to work at an exciting workplace environment
- Rocket launch events. These allow pupils to demonstrate their collaborative and creative sides as well as stimulating an enjoyment of Science.
- Visits to RAF Cosford. These allow pupils to see a workplace that is reliant on science skills and engineering. This is aimed mainly at girls that are studying physics to help inspire the next generation of female engineers

Enrichment in Maths is aimed to inspire and motivate the students to see the relevance of mathematics outside of the classroom. This can be achieved within the lessons through references to “maths in real life”, with links drawn to areas such as engineering, architecture, and sports. Outside the classroom, we offer a number of clubs and opportunities for students to draw the links for themselves, such as through competition in the UK Maths Challenge, trips to local universities and colleges, and trips aimed specifically at the KS4 students to connect their GCSE content to the real world.
Why are we giving this to you?

As your school we need to use information about you. We do this for a number of reasons. This form tells you what information we use about you and why we use it. It is very important that information about you is kept safe. We explain below how the school keeps your information safe.

If you want to know anything about what we do with information about you then please ask your teacher, or speak to your parents/carers and ask them to contact the school. The school wants you to feel free to raise any questions at all.

We also have a person called the Data Protection Officer at the school. They can answer any questions you have about what the school does with your information. If you or your parents/carers want to speak to them, then you can do at:

Data Protection officer- Mrs S Butt  
Hodge Hill College  
Bromford Road  
Birmingham  
B36 8HB  
Telephone: 0121 783 7807

Policy Statement

We are Hodge Hill College. During your time with us, we will use information that we gather in relation to you for various purposes. Information that we hold in relation to you is known as “personal data”. This will include data that we obtain from you directly and data about you which we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after you have left the school. Anything that we do with your personal data is known as “processing”.

This document sets out what personal data we will hold about you, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we use about you?

We will collect, hold, share and otherwise use information about you set out in the boxes below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone and email contact details</th>
<th>Date of birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Assessment details</td>
<td>Details of previous/future schools</td>
</tr>
<tr>
<td>Unique Pupil Number</td>
<td>Behaviour information or exclusion</td>
<td>Language(s)</td>
</tr>
<tr>
<td>Nationality</td>
<td>Country of birth</td>
<td>Eligibility for Free School Meals</td>
</tr>
<tr>
<td>Photographs</td>
<td>Attendance information</td>
<td>CCTV images</td>
</tr>
</tbody>
</table>

We will also collect, hold, share and otherwise use some information about you which is special “special category personal data” and we will take extra care to make sure that this is kept safe:

<table>
<thead>
<tr>
<th>Racial or ethical origin</th>
<th>Religious beliefs</th>
<th>Medical or health information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual orientation</td>
<td>Sexual life</td>
<td>Dietary requirements</td>
</tr>
<tr>
<td>Special educational needs and disability information</td>
<td>Information relating to keeping you safe</td>
<td></td>
</tr>
</tbody>
</table>
Pupil Privacy Notice

Where do we get this information from?

We get this information from:

- You
- Your parents/carers, and other children’s parents/carers
- Teachers and other staff
- People from other organisations, for example, doctors or the local authority

Why do we use this information?

We use this information for lots of reasons, including:

- To make sure that we give you a good education and to support you through this
- To make sure that we are able to address and support any educational, health or social needs you may have
- To make sure everyone is treated fairly and equally
- To keep you and everyone at the school safe and secure
- To deal with emergencies involving you
- To celebrate your achievements
- To provide reports and additional information to your parents/carers

Some of these things we have to do by law. Other things we do because we need to so that we can run the school. Sometimes we need permission to use your information. This includes taking pictures or videos of you to be used on our website or in the newspaper. Before we do these things we will ask you or if necessary your parent/carer for permission.

Why do we use special category personal data?

We may need to use the information about you which is special (mentioned above) where there is a specific interest to do so for example health and social care purposes or to provide you with equal opportunities and treatment. We will also use this information where you have given us permission to do so.

There may also be circumstances where we need to use your information in relation to legal claims, or to protect your vital interests and where you are unable to provide your consent.

How long will we hold information in relation to our pupils?

We will hold information relating to you only for as long as necessary. How long we need to hold on to any information will depend on the type of information. Where you change school we will usually pass your information to your new school.

Who will we share pupil information with?

We may be give information about you with:

- Other schools or educational institutions you may attend or require support from Local Authorities, to assist them in the exercise of their responsibilities in relation to education and training, youth support and safeguarding purposes
- The Department for Education as required by the law
- Your family and representatives
- Educators and examining bodies
Pupil Privacy Notice

- Our regulator e.g. Ofsted
- Service providers and Contractors, to enable them to provide an effective service to the school, such as school meal providers or external tutors
- Health authorities
- Police forces, courts, tribunals
- Professional bodies
- Charities and voluntary organisation
- National Pupil Database

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census.

Some of this information is then stored in the National Pupil Database (NPD), which is owned and managed by the Department and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children’s education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data.

For more information, see the Department’s webpage on how it collects and shares research data.

You can also contact the Department for Education with any further questions about the NPD.

- Youth support services

Once our pupils reach the age of 13, we are legally required to pass on certain information about them to Birmingham local authority or youth support services provider in your area, as it has legal responsibilities regarding the education or training of 13-19 year-olds.

This information enables it to provide youth support services, post-16 education and training services, and careers advisers. Parents/carers, or pupils once aged 16 or over, can contact our data protection officer to request that we only pass the individual’s name, address and date of birth to [name of local authority or youth support services provider].

- Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

Keeping this information safe

It is very important that only people who need to use your information can see it. The school keeps your information safe by ensuring it is secure.

We will keep personal information about you while you are a pupil at our school. We may also keep it after you have left the school, where we are required by law.

We have a Birmingham Pupil Record Keeping and Management Guidance and this can be accessed on our school website, a retention schedule from Information and Records Management Society’s toolkit for schools, these documents sets out how long we must keep information about pupils.

Your rights in relation to your information

You can ask to see the information we hold about you. If you wish to do this you should contact:

Data Protection Officer- Mrs S Butt
You also have the right to:

- Object to what we are doing with your information
- Have inaccurate or incomplete information about you amended
- Ask us to stop doing certain things with your information in some cases
- Ask that decisions about you are not made using automatic systems

If you feel it necessary to do any of the above, you can speak with your Achievement Coordinator. The school does not have to meet all of your requests and we will let you know where we are unable to do so.

**Concerns**

If you are concerned about how we are using your personal data then you can speak with Mrs S Butt, or if necessary you or your parent/carer can contact an outside agency – the information Commissioner’s Office who could help at: [https://ico.org.uk/concerns/](https://ico.org.uk/concerns/).
Parent/Carer Privacy Notice

Policy Statement

We are Hodge Hill College. During your child’s time with us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after your child has left the School. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will hold about you, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process in relation to you?

- We will collect, hold, share and otherwise use the following information about you:
  - Personal information (such as name, address, home and mobile numbers, personal email address, emergency contact details and relationship marital status)
  - Financial details (such as bank account or credit card details), and other financial details such as eligibility for free school meals or other financial assistance
  - CCTV footage and images obtained when you attend the School site
  - Your relationship to your child, including any Court orders that may be in place

We will also use special categories of data such as gender, age, ethnic group, sex or sexual orientation, religious or similar beliefs, information about health, genetic information and biometric data. These types of personal data are subject to additional requirements.

Where do we get your personal data from?

We will obtain an amount of your personal data from you, by way of information gathering exercises at appropriate times such as when your child joins the School, and when you attend the School site and are captured by our CCTV system.

We may also obtain information about you from other sources. This might include information from the local authorities or other professionals or bodies, including a Court, which might raise concerns in relation to your child.

Why do we use your personal data?

We will process your personal data for the following reasons:

1. Where we are required by law, including:
   - To provide reports and other information required by law in relation to the performance of your child
   - To raise or address any concerns about safeguarding
   - To the Government agencies including the police
   - To obtain relevant funding for the school
   - To provide or obtain additional services including advice and/or support for your family

2. Where the law otherwise allows us to process the personal data as part of our functions as a School, or we are carrying out a task in the public interest, including:
   - To confirm your identity
   - To communicate matters relating to the School to you
   - To safeguard you, our pupils and other individuals
   - To enable payments to be made by you to the School
Parent/Carer Privacy Notice

- To ensure the safety of individuals on the School site
- To aid in the prevention and detection of crime on the School site

3. Where we otherwise have your consent

Whilst the majority of processing of personal data we hold about you will not require your consent, we will inform you if your consent is required and seek that consent before any processing takes place.

Why do we use special category personal data?

We may process special category personal data in relation to you for the following reasons:

1. Where the processing is necessary for reasons of substantial public interest, including for purposes of equality of opportunity and treatment, where this is in accordance with our Data Protection Policy.
2. Where the processing is necessary in order to ensure your health and safety on the School site, including making reasonable adjustments for any disabilities you may have.
3. Where we otherwise have your explicit written consent.

There may also be circumstances where we need to use your information in relation to legal claims, or to protect your vital interests of those of your child, and where it is not possible to seek your consent.

Failure to provide this information

If you fail to provide information to us we may be prevented from complying with our legal obligations.

How long will we hold your personal data for?

We will hold your personal data only for as long as necessary. How long we need to hold on to any information will depend on the type of information. For further detail please see our Birmingham Records Management Guidance and Information Management Toolkit for schools.

Who will we share your personal data with?

We routinely share information about you with:

- Local authorities, to assist them in the exercise of their responsibilities in relation to education and training, youth support and safeguarding purposes
- The Department for Education, in compliance with legal obligations of the school to provide information about students and parents as part of statutory data collections
- Contractors, such as payment processing providers to enable payments to be made by you to the School
- Health Authorities and Social Welfare organisations
- Charities and voluntary organisations
- Police forces, courts and tribunals
- Pupils family and representatives
- Educators and examining bodies
- Professional advisors and consultants
- Financial organisations
- The Department for Education may share information that we are required to provide to them with other organisations. For further information about the Department’s data sharing process, please visit: https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data.
Parent/Carer Privacy Notice

Contact details for the Department can be found at https://www.gov.uk/contact-dfe.

Local authorities may share information that we are required to provide to them with other organisations. For further information about Birmingham local authority’s data sharing process, please visit: https://www.birmingham.gov.uk/info/20154/foi_and_data_protection/384/privacy_statement

Contact details for Birmingham City Council can be found at: https://www.birmingham.gov.uk

Your rights in relation to your personal data held by us

You have the right to request access to personal data that we hold about you, subject to a number of exceptions. To make a request for access to your personal data, you should contact:

Mrs Butt
Hodge Hill College
Bromford Road
Birmingham
B36 8HB

Please also refer to our Data Protection Policy for further details on making requests for access to your personal data.

You also have the right, in certain circumstances, to:

- Object to the processing of your personal data
- Have inaccurate or incomplete personal data about you rectified
- Restrict processing of your personal data
- Object to the making of decisions about you taken by automated means
- Have your data transferred to another organisation

If you want to exercise any of these rights then you should contact Mrs S Butt at Hodge Hill College. The law does not oblige the School to comply with all requests. If the School does not intend to comply with the request then you will be notified of the reasons why in writing.

Concerns

If you have any concerns about how we are using your personal data then we ask that you contact our Data Protection Officer in the first instance. However an individual can contact the Information Commissioner’s Office should you consider this to be necessary, at https://ico.org.uk/concerns/.

Contact

If you would like to discuss anything in this privacy notice, please contact:

Data Protection Officer
Mrs Butt
Hodge Hill College
Bromford Road
Birmingham
B36 8HB
**Rationale**

The Policy is the underpinning structure by which the school operates a consistent approach in order to:

- Provide a safe, calm, purposeful climate for effective teaching and learning
- Promote good relationships and respect between all members of the school community

The college recognises that positive behaviour and a healthy attitude to learning are essential when creating an establishment where academic expectations are valued and allow pupils to: ‘Dream, Believe and Achieve’.

**Aims**

- To promote good behaviour, self-discipline and respect
- To promote strong partnerships with students, parents, the community and local authority in supporting positive achievement and behaviour
- To ensure that there are strategies in place to deal with poor behaviour effectively
- To ensure a safe working and learning environment for staff and students
- To enable all staff to be responsible for the effective management of student behaviour

**Promoting Character, Good Learning Behaviours and Resilience**

We promote the development of character, good working ethos and resilience by rewarding pupils who demonstrate these traits through the following:

- Head Boy/Girl, deputies and assistants
- Top Cat – pupils meeting their target grades in all subjects
- Nearly Top Cat – pupils meeting all but one target grades
- Badge reward System for participation in extra-curricular activities
- Positive referrals
- Rewards as an acknowledgement for taking part and excelling through subjects and extra-curricular opportunities
- Termly reward events for KS3 & KS4
- Charitable events and focus for all year groups
- Supporting our local residential care homes

**Expectations of Pupils**

Good behaviour is promoted through clear expectations which require all pupils to respect one another, staff, visitors and members of the community. It requires us all to ensure we create a safe and respectful environment for all through our CARE brand: Courtesy, Achievement, Respect and Empathy. These traits are embodied in the following positive actions:

- Wearing the correct uniform every day
- Ensuring the correct hairstyles
- Following college policy on digital devices
- Completing homework and revising for tests and exams
- Treating others how we would like to be treated ourselves
- Following the advice and guidance of teachers and support staff
- Behaving in a way which allows every pupil equal access to education
- Self-manage behaviour in unstructured time
- Acknowledge that verbal, electronic or physical assault will not be tolerated
Pastoral support from all college staff

Promoting good behaviour in college is the responsibility of all staff. Good behaviour leads to high academic achievement and high social contribution to the college community. This is central to the College ethos. It is the responsibility of all members of staff to work purposefully towards our goals and to comply with guidelines set out in this document. The pastoral support system comprises:

- Two Deputy Head Teachers responsible for pastoral welfare and behaviour
- Assistant Head Teacher for pastoral welfare and behaviour
- The AHT and DHT are responsible for providing extra support and advice where necessary. Where serious incidences or continual poor behaviour is evident support is provided by: The Head teacher.
- A Head of Key Stage 3
- A Head of Key Stage 4
- Achievement Co-ordinators (AC)
- Assistant Achievement Co-ordinators (AAC)
- Tutors
- Teachers

The AAC’s and AC’s are responsible for individual Year groups. Their roles include:

- Monitoring attendance and punctuality
- Monitoring behaviour and welfare
- Supervising unstructured time
- Implementing sanctions and rewards
- Liaising with parents where necessary

All staff will promote the following:

- Good behaviour including use of standard English, appropriate dress, correct equipment
- Keep accurate records
- Administer the system of rewards and sanctions which should be applied fairly and firmly

Working in Partnership with Parents and Carers

We believe in the importance of working in partnership with parents and carers to promote a positive ethos of good behaviours. Whilst pupils spend a significant amount of time in school, home is the most significant influence in their lives. Whilst the college seeks to promote, manage and reward good behaviours during the school day, it is only parents who can do this once school finishes, and in the home. Therefore, it is vital that good behaviours are promoted at all times by:

- Parental modelling of British Values; Democracy; The rule of law; Individual Liberty; Mutual Respect for and tolerance of those with different faiths and beliefs and those without faith
- Parental modelling of good use of social and electronic devices
Behaviour for Learning

Additional parental/care responsibilities:

- Contacting the college if contact details change
- Making sure that your child attends every day and arrives on time
- Contacting the college in any case of absence
- Ensuring that your child wears correct uniform as illustrated in the parent handbook
- Ensuring the college is aware of any issues, including medical needs or allergies
- Refraining from booking holidays during school term. It is important that parents understand that there is an incurrence of a fine for term time holidays
- Familiarising themselves with all the policies and strategies that the school uses to keep a positive working atmosphere
- Supporting the school’s ‘Behaviour for Learning Policy’
- Monitoring your child’s use and access to social networking sites
- Understanding that where contact between parents and school is necessary, accurate information will be used to arrive at the best solution
- Treating all members of staff with courtesy and respect at all times

Legislation and statutory requirements

This policy is based on advice from the Department of Education on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability Code of Practice
- Section 175 of the Education Act 2002 which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Section 88-94 of the Education Inspections Act 2006 which require schools to regulate pupils’ behaviour

Off-site behaviour, beyond the school gates

Please note teachers have a statutory power to discipline pupils for misbehaving beyond school premises. This includes the following but the list is not exhaustive:

- Travelling to or from school
- Whilst taking part in an off-site activity
- Whilst wearing school uniform or other items identifiable with the school
- Incidents which could adversely affect the reputation of the school

Disclaimer

- All staff have the power to search any pupil without consent if they believe they have an item in their possession which may endanger the health and safety of any pupil or adult in the college.
- Staff also have the power to use reasonable force or make other physical contact if the situation requires this.
- IT systems are monitored at all times
Detentions
Below is a link to a government summary of the law relating to discipline in school.

What the law allows:
1. Teachers have a power to issue detention to students (aged under 18)
2. Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction
3. The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:
   - any school day where the student does not have permission to be absent
   - weekends - except the weekend preceding or following the half term break
   - non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days
4. Parental consent is not required for detentions
5. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances

Malicious Allegations
Please note that false allegations made against members of staff is a serious breach of the behaviour policy and will be dealt with accordingly.

Monitoring
The policy will be monitored and evaluated by:
- Annual review of strategies
- Monitoring of rewards and sanctions
- Student voice
- Regular consideration on SLT and Pastoral Team agendas
- Lesson observations and drop-ins
- Analysis of data held on SIMS

Campus Expectations
- All members of Hodge Hill College will embody the core principles of the CARE brand: Courtesy, Achievement, Respect, Empathy
- Disrespectful remarks about race, ethnicity, gender, sexuality, appearance or family background will be regarded as a serious incident.
- Bullying or harassment in any form will not be tolerated. This includes any form of harassment of staff including malicious allegations against members of staff.
- The college environment must also be treated with respect, graffiti or deliberate damage is not acceptable
- All litter should be placed in the bins
- The College discourages the use of single use plastic. Drinking water should be stored in refillable clear water containers
- The language of communication in college is English and French
- All students should be actively engaged in their learning
Health and Safety

- It is now an offence, under section 139A of the Criminal Justice Act 1988 to carry an offensive weapon or knife on school premises.
- Students may not bring anything to school that could be considered a weapon or injurious to the health of others. Offensive weapons such as knives, and items turned into weapons will be treated with zero tolerance.
- Verbal, electronic and physical abuse to any member of the college community is not tolerated in any circumstance.
- No illegal substances may be brought on site.
- Smoking is prohibited on school premises. Lighters must not be brought on site. This also applies to educational visits or events where the school is being represented.
- Any valuable items should not be brought into the college. We cannot accept responsibility for their loss or damage.
- All students must remain on the premises during college hours, permission for absence must be requested by parents and authorised in advance.
- All students must follow all rules as reflected in the Family Handbook.

Mobile Devices

Please note pupils are not allowed to use mobile devices on the school site, please see the Family Handbook for further details.

Confiscated Items

These items will be placed in the school office to be picked up by a parent/guardian on a Friday between 1.30pm to 2.30pm. If the item is confiscated on a Friday, this must be collected on the following Friday by a parent/carer.

Behaviour for Learning – class room code of conduct

Students are expected to engage in lessons for the duration of the lesson. The school uses a consequence system to encourage a healthy climate of reflection to amend behaviour. The consequence system is illustrated below:

<table>
<thead>
<tr>
<th>Consequence</th>
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</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>Verbal Warning</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>Move Seats</td>
</tr>
<tr>
<td>C3</td>
</tr>
<tr>
<td>Isolation within Classroom</td>
</tr>
<tr>
<td>C4</td>
</tr>
<tr>
<td>Removal from the Classroom</td>
</tr>
</tbody>
</table>

Sanctions may take the form of any combination of the following strategies:

- Being good neighboured to another classroom
- Being placed on report
- Detentions at lunch times and or after school
- Moving tutor group or class groups
- Personalised timetable
- Tailored school day
- Parental contact
Behaviour for Learning

Where disruptive behaviour shows no improvement the year team will work with the pupil and will have parental contact. Agreed sanctions will be put in place and monitored regularly.

Please note we work in partnership with other schools in the East Area Network to promote good behaviour and offer pupils a fresh start in another school when all internal strategies for managing good behaviour fail. In addition we work with the City of Birmingham School and offer identified pupils ‘Improving Behaviour Courses. Finally, the school works closely with our police liaison officer who comes into school once a week.

Serious behaviour infringements

For serious infringements of behaviour the college reserves the right to exclude. There are two possible exclusions which may be used dependent on the individual or series of serious infringements:

- Fixed term exclusions
- Permanent exclusion
Education and Health Care Plans

Education and Health Care Plans are local authority funded and are designed primarily for pupils that have an exceptionally high level of special educational needs.

In order for an EHCP Application to be successful, an application must be supported by substantial and detailed evidence gained from medical professionals, the school SENDCo of your child’s current and potentially previous school(s) and relevant external agencies and/or social workers or professionals connected to the child.

If you feel that your child could benefit from receiving an EHCP, please note that the local authority will only consider allocating funding for pupils demonstrating an exceptionally high level of need over a sustained period of time.

If you wish to begin the process of applying for an EHCP for your child, please read the below Birmingham City Council advice on the process of application, timescales and what to expect from each stage of the application process.

The application process can be triggered by both the school, with consent of yourselves as parents or you can request an EHCP assessment for your child individually through contacting SENAR@birmingham.gov and requesting and completing an EHCAR assessment form.

Please note that if you are concerned that your child may have an underlying diagnosis linked to their learning, physical wellbeing or social or mental health, please contact your GP in the first instance in order to establish an evidenced cause for concern which has been noted by a qualified medical practitioner.

| Step 1: Listen and Understand |
| Assessment, intervention and support (SEN graduated approach and Early Help) that informs the decision to refer for EHC needs assessment |

The Local Offer sets out services for children and young people with special educational needs and disabilities, and their families, from birth to age 25 which are available in their area.

Most children and young people with special educational needs and/or disabilities have their support needs met by their local agencies, schools and services (i.e. through the Local Offer) without the need for an EHC Plan. For some children and young people, an Education Health and Care Plan may be required.

Advice and Support: ongoing multi-agency support

Before a request is made for statutory EHC assessment, it is usual that intervention and support for a child or young person will be coordinated through key working processes that aim for timely involvement of the right professionals according to each child or young person’s personal profile of education, health and social care needs (SEN graduated approach and Early Help).

The decision to request a statutory EHC needs assessment is made in relation to the LA criteria published on the Local Offer website. The family and the advising professionals make the request based on their observations and assessments over time of a child’s/young person’s special educational needs, future aspirations and their views of the resources required that are additional to or different from what is available to their peers.

Making a Request for statutory EHC needs assessment

The keyworker organises a ‘Team around the Child/Team around the Young Person’ meeting with the family and advising professionals. The purpose of the meeting is to gather the information for making the request for statutory assessment. The meeting is conducted using person-centred approaches placing the child / young person at the heart of the process.
Education and Health Care Plans

To prepare for the meeting, the keyworker uses person-centred skills to gather the information needed to complete the child or young person’s personal profile and family’s views. The keyworker also makes sure that the family has the information they need about the assessment process, including information about options for educational provision, travel assistance where applicable and options for personal budgets.

At the meeting, the family and the key advising professionals contribute their views and information about the child or young person’s needs, their progress so far and what support they might need in the future to access learning and achieve success.

After the meeting the keyworker completes the Request for Education Heath and Care Assessment form and sends this with the supporting information to SENAR.

Step 2: Request for Statutory EHC Needs Assessment

SENAR consider the information in the Request for EHC needs assessment in relation to the LA criteria and evidence of a graduated approach i.e. that appropriate interventions, support and resources, available through the Local Offer and School’s SEN funding, have already been put in place. They also note any pre-existing health or social care/family support needs that have been identified which will need to be included should the request for EHC needs assessment be accepted.

SENAR make a decision whether or not to proceed to assessment based on the evidence presented. Some requests are referred to the EHC Panel when the evidence presented requires consideration by a multi-agency panel. The EHC Panel is made up of professionals from education, health and

Step 3: Information gathering

Information gathering and further assessment work completed.

A ‘Tell Us Once’ approach is used. The SENAR Principal Officer acts as the Plan Coordinator and builds on the information already provided requesting additional reports if necessary from advising professionals.

Once the advice and information has been received, the SENAR Principal Officer considers all the evidence and prepares a written summary of the assessment information and circulates it to all involved ready for the Planning Meeting with a reminder that an EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person’s needs without an EHC plan.

Step 4: Planning meeting and decision whether to proceed to EHC Plan

The purpose of the meeting is to ensure the completed assessment accurately reflects the child/young person’s needs, agree the outcomes with/for the child or young person and how these might be met, including resources and preference for placement if applicable.

The meeting is conducted using person-centred approaches and everyone is invited to contribute. At the end of the meeting, the SENAR Principal Officer confirms whether the intention is to proceed to EHC Plan or whether the completed assessment indicates that the child’s or young person’s needs could be met in other ways by the school, college or other provider.
### Education and Health Care Plans

#### Step 5: Draft EHC Plan and Consultation

If the decision is to proceed to EHC Plan, the SENAR Principal Officer, completes the Draft EHC Plan seeking any further advice from involved agencies if necessary, and liaises with health and social care commissioners to ensure personal budget or other resources are appropriately agreed as part of the consultation process.

The SENAR Principal Officer shares the Draft EHC Plan (including the appendices) with the family and notifies them that during this period they can request a particular school, college or post-16 institution to be named in their EHC Plan. Families have 15 calendar days to respond. Families are able to access support if needed to help them with this.

A SENAR officer must be available for a meeting with the child’s parents or young person on request if they wish to discuss the content of the Draft EHC Plan.

The SENAR Principal Officer consults with governing body, principal or proprietor of the appropriate educational provider(s). Educational providers must respond within 15 calendar working days.

#### Step 6: EHC Plan is finalised

Following consultation with the family and providers (including health and social care commissioners as appropriate) the SENAR Principal Officer finalises the EHC Plan and the elements (if any) the family wish to take up as personal budget.

#### Step 7: Implementation and Review

The SENAR Principal Officer asks the relevant school or setting to arrange an EHC Plan implementation meeting to plan the short term targets, support and monitoring in order to assure the outcomes identified in the child or young person’s EHC plan.

The EHC Plan will be reviewed at least annually to maintain its relevance to the child or young person’s individual situation. In certain cases it may be reviewed more frequently, if this is agreed by the family, the child or young person and those providing support. Using a person-centred approach can help ensure the Plan remains responsive to the child or young person’s changing needs.

*Up to 20 weeks*