



2023-2024

# Family Handbook



# CONTENTS PAGE

WELCOME FROM THE HEADTEACHER .....	2
MAIN POINTS OF CONTACT .....	2
HODGE HILL COLLEGE MISSION & ETHOS.....	3
TERM DATES.....	4
THE SCHOOL DAY .....	5
ATTENDANCE & PUNCTUALITY .....	6
CHILD PROTECTION & SAFEGUARDING .....	8
GENERAL INFORMATION .....	9
SCHOOL UNIFORM .....	12
SCHOOL DINING .....	16
SCHOOL DINING – MENU.....	17
SCHOOL POLICIES.....	20
ONLINE SAFETY .....	21
WELLNESS .....	25
FIRST AID & MEDICAL.....	26
FREE SCHOOL MEALS .....	28
A GUIDE TO PROGRESS 8 MEASURE .....	29
HOMEWORK & INDEPENDENT LEARNING .....	31
CURRICULUM & SMSC .....	36
ENRICHMENT .....	38
PRIVACY NOTICE FOR PUPILS & PARENTS.....	39
BEHAVIOUR FOR LEARNING.....	44
ENHANCED PROVISION .....	50
EDUCATION AND HEALTH CARE PLANS .....	52
EAL SUPPORT .....	54
SPEECH AND LANGUAGE THERAPY – LONG TERM PLAN/IMPACT REPORT .....	56
SPEECH & LANGUAGE TEAM (SALT)- CONTENTS OF PROGRAMME OF INTERVENTIONS PROVIDED BY OUR TRAINED COMMUNICATION CHAMPIONS:.....	59
ENHANCED PROVISION TEAM INTERVENTIONS .....	62
INTERVENTION LIST WITH TIMEFRAME .....	62
READING AGE ASSESSMENTS.....	64
SOCIAL, EMOTIONAL & MENTAL HEALTH FOCUSED INTERVENTIONS PROVIDED BY TEAM ENHANCED PROVISION .....	65

## WELCOME FROM THE HEADTEACHER

Dear Parents/Carers,

Welcome to Hodge Hill College, a popular and welcoming 11-16 community school that provides our pupils with a first-class education and amazing life experiences. As one of the highest achieving schools in Birmingham, we work hard to get the best out of everyone; whether that is on the sports pitch, performing in one of our musical and drama productions, producing stunning artworks or taking part in the Duke of Edinburgh Award, Team Hodge Hill will always go above and beyond.

Everything we do in school as pupils and staff comes back to CARE;

**Courtesy** – we are polite to everyone in and out of school

**Achievement** – we celebrate our successes together and be resilient in ensuring we achieve our very best

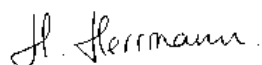
**Respect** – we treat each other with respect; being kind, honest and caring towards each other

**Excellence** – we go above and beyond every day and strive for excellence in everything that we do

Our pupils always strive for excellence in everything they do. We want them to leave us with qualifications that open doors but also with happy memories and wider experiences beyond the curriculum that will stay with them for life.

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

Yours faithfully,



Hannah Herrmann  
Headteacher

## MAIN POINTS OF CONTACT

Headteacher				
Mrs H Herrmann				
Deputy Headteachers				
Mrs L Millington: Curriculum & Standards		Mr R Patel: Behaviour & Safeguarding		
Assistant Headteachers				
Mrs T Abdul-Karim: Literacy, Equality & Diversity		Mr J Broadrick: Inclusion		
Mr R Fradley: Behaviour & Attitudes		Mr N Mughal: Teaching & Learning		
Mr Z Naqvi: Progression & Intervention		Miss R Palfrey: Enrichment		
Mr S Scale: Pupil Experience		Mrs C Southern: Pupil Wellbeing		
Directors of Learning				
Mr A Ali: Science		Ms S Ayub: Professional Learning		
Mrs S Cartwright: English & Literacy		Mrs J Weir: Humanities & SMSC		
Mr M Northmore: Creative Design		Mrs S Edgley: Sports, Community & Vocational		
Mr P Iqbal: Maths & Numeracy		Mrs C Southern: Enhanced Provision		
Pastoral Care Team				
Mrs S Richards: Deputy Designated Safeguard Lead				
Year 7	Year 8	Year 9	Year 10	Year 11
Mrs D Moore	Mr M Popo	Miss R Perks	Mr K Read	Mr R Ahmed
Miss C Dodd	Mrs A Savic	Miss E Maleady	Mrs A Clowes	Miss C Barnes



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

## **courtesy**

*we are polite to everyone in and out of school*

## **achievement**

*we celebrate our successes together, and be resilient in ensuring we achieve our very best*

## **respect**

*we treat each other with respect; being kind, honest and caring towards each other*

## **excellence**

*we go above and beyond every day and strive for excellence in everything that we do*

## TERM DATES

### AUTUMN TERM 2023

<b>Start of Term</b>	Monday 4 September 2023 ( <b>Staff Training Day</b> )
<i>Pupils Start</i>	<b>Year 7 &amp; 11:</b> Tuesday 5 September 2023 <b>Year 8, 9 &amp; 10:</b> Wednesday 6 September 2023
<b>Half-term</b>	Monday 30 October 2023 – Friday 3 November 2023
<b>End of Term</b>	Friday 22 December 2023 ( <b>Staff Training Day</b> )

### SPRING TERM 2024

<b>Start of Term</b>	Monday 8 January 2024 ( <b>Staff Training Day</b> )
<i>Pupils Start</i>	Tuesday 9 January 2024
<b>Half-term</b>	Monday 12 February 2024 – Friday 16 February 2024
<b>End of Term</b>	Friday 22 March 2024

### SUMMER TERM 2024

<b>Start of Term</b>	Monday 8 April 2024
<b>Half-term</b>	Monday 27 May 2024 – Friday 31 May 2024
<i>Pupils Finish</i>	Friday 19 July 2024
<b>End of Term</b>	Monday 22 July 2024 ( <b>Staff Training Day</b> )

### STAFF TRAINING DAYS

Monday 4 September 2023  
Friday 22 December 2023  
Monday 8 January 2024  
Friday 5 July 2024  
Monday 22 July 2024

## THE SCHOOL DAY

Year 7 & 10					
Monday	Start	Finish	Tuesday-Friday	Start	Finish
Registration	8:40am	9:00am	Registration	8:40am	9:00am
Period 1	9:00am	10:00am	Period 1	9:00am	10:00am
Period 2	10:00am	11:00am	Period 2	10:00am	11:00am
Break 1	11:00am	11:30am	Break	11:00am	11:30am
Period 3	11:30am	12:30pm	Period 3	11:30am	12:30pm
Period 4	12:30pm	1:30pm	Period 4	12:30pm	1:30pm*
Break 2	1:30pm	1:45pm	Period 5	1:30pm	2:30pm
Period 5	1:45pm	2:45pm	*School finishes at 1:30pm on Fridays		
Period 6	2:45pm	3:45pm			

Year 8, 9 & 11					
Monday	Start	Finish	Tuesday-Friday	Start	Finish
Registration	8:40am	9:00am	Registration	8:40am	9:00am
Period 1	9:00am	10:00am	Period 1	9:00am	10:00am
Period 2	10:00am	11:00am	Period 2	10:00am	11:00am
Period 3	11:00am	12:00pm	Period 3	11:00am	12:00pm
Break 1	12:00pm	12:30pm	Break	12:00pm	12:30pm
Period 4	12:30pm	1:30pm	Period 4	12:30pm	1:30pm*
Period 5	1:30pm	2:30pm	Period 5	1:30pm	2:30pm
Break 2	2:30pm	2:45pm	*School finishes at 1:30pm on Fridays		
Period 6	2:45pm	3:45pm			

## ATTENDANCE & PUNCTUALITY

### WHY ARE 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 learning loss. Children can never recover this learning as they miss out on:

- Discussion
- Questions
- Explanations

### HOW PARENTS/CARERS 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 by 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 aim for an attendance level of 100%. It is the responsibility of everyone in our school community – parents/carers, students, staff and governors to ensure they achieve this. We monitor and review the attendance of all students constantly.

ATTENDANCE DURING ONE SCHOOL YEAR	EQUALS APPROXIMATE DAYS ABSENCE	WHICH IS APPROXIMATELY WEEKS ABSENCE	WHICH IS APPROXIMATELY LESSONS MISSED
95%	9 days	2 weeks	40 lessons
90%	19 days	4 weeks	80 lessons
85%	29 days	6 weeks	120 lessons
80%	38 days	8 weeks	160 lessons
75%	48 days	10 weeks	200 lessons
70%	57 days	11 ½ weeks	230 lessons
65%	67 days	13 ½ weeks	270 lessons

### 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 classmates will receive during your holiday/absence. Students 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 Legal Team will be notified of the holiday/absence taken 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 legal action. Parents are fined individually and for each child who is out of school. (A week extra holiday for 2 children could therefore incur a fine of £60 per parent per child (£240) which if not paid on time would come to £480).

## HOW TO NOTIFY SCHOOL OF YOUR CHILD'S ABSENCE

- Notification of absence must be made as early as possible before the beginning of the school day
- Please inform the school by phoning **0121 783 7807** or by sending an in-app message to the *Absence Hotline* via our [MyEd app](#)
- 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 in to show your child's Achievement Coordinator/Assistant Achievement Coordinator before the day of the appointment

## PUNCTUALITY

The prompt arrival by all students each day is crucial to the effective running of the school. Pupils are expected to be on site at 8.30am. Any pupil that arrives after 8.40am will be marked late by staff members on the gates. The main school gates will lock at 8.55am and any student who arrives after this time will have to access the school by Reception.

Pupils who are late to school will receive a 30-minute detention the same day. Pupils who are late to lesson will also receive a 30-minute detention on the same day.

If a pupil is marked late more than once in a day, the detention will be for one hour on the same day.

The school reserves the right to adapt its sanctions for lateness during the course of a school year, based on whether the above described sanctions are having effect.



## CHILD PROTECTION & 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
- Encouraging pupils to 'tell someone you trust' if they have a concern

### DESIGNATED SENIOR LEADS:

LEAD	
NAME	TITLE
Mr R Patel	Deputy Headteacher: Behaviour & Safeguarding

If Ricky Patel is not available, please contact another DSL listed below:

DEPUTIES	
NAME	TITLE
Mrs S Richards	Deputy Designated Safeguarding Lead
Mr J Broadrick	Assistant Headteacher: DSL
Miss R Perks	Achievement Coordinator: DSL
Miss C Dodd	Aspiring Leader: Pastoral : DSL
Mr R Fradley	Assistant Headteacher: DSL
Miss R Palfrey	Assistant Headteacher: DSL
Mrs L Millington	Deputy Headteacher: DSL
Mrs H Herrmann	Headteacher: DSL

### 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 Children Services.

We provide a positive ethos based upon British Values that are shared across the school community. The culture and ethos of the school promote 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 the students 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 the 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 Senior Pupil Leadership Team 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

### MYED - FREE SCHOOL APP FOR PARENTS

We are very pleased to announce that we have a fantastic way to communicate and share information with you, our parent community. As a school, we want you to feel as much a part of your child's education as possible. With the increased use of smartphone technology, we want to make the best use of it. We operate a paperless communication structure to stay green and to ensure important documents are efficiently delivered to parents/carers. It is really important that you download and regularly check MyEd, as this is our main mode of communication with our parents/carers alongside emails.

MyEd is the free parent app that provides you with a multitude of communication and information features to stay in touch with what is going on at school. The app provides direct access to your child's attendance, timetable, absence records, achievements, behaviour and much, much more. You will also see that we update and change the information in the app as the school year moves along.

We can send you messages directly to the MyEd App relating to important information about your child's education and to remind you of events that are taking place at school. You will receive a notification if we send you a message and there is no charge for the messages you send to us.

The MyEd app is available for both iOS and Android devices and can be found on the App Store and Google Play by searching for MyEd or click [www.myedschoolapp.com/get](http://www.myedschoolapp.com/get) to download.

Once you have installed and opened MyEd, search for Hodge Hill College and follow the simple instructions to identify yourself.

We hope you enjoy using the app and find it a useful source of information. If you have any questions or if we could be of further assistance, please call 0121 783 7807 or email [myed@hodgehill.bham.sch.uk](mailto:myed@hodgehill.bham.sch.uk).

### COMMUNICATION

We provide three attainment reports and five effort reports on your child's progress each year. These reports and other digital documents will be delivered to you via **MyEd** or **email**. Therefore, you **must** download the app and ensure we hold a valid email address for you on our system.

Teachers may also contact you about particular matters of concern and you should feel free to do the same.

Consultation with parents/carers on whole school issues is normally done through Parents' Evenings and through the weekly bulletin which are available to read via our [MyEd app](#) and the school website – [www.hodgehill.bham.sch.uk](http://www.hodgehill.bham.sch.uk).

### 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.**



**MY Ed**

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1 Download on the App Store | GET IT ON Google play | 2 My Ed | 3 FREE Download

Information about your student and school direct into your pocket.

- 95% Attendance**  
Keep up to date with your child's attendance details.
- Forms**  
Fill in forms securely on your app and return them directly to school.
- Timetables**  
Get regular updates on timetables.
- Key Dates**  
Important dates the school needs you to know.
- News**  
Access the latest school news.
- Info Packs**  
Digital information packs reduces time, hassle & paper.

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SCAN ME

Find out more [www.myedschoolapp.com](http://www.myedschoolapp.com)

## 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 update and submit any new details via the **Change of Pupils Details Form** on the [MyEd app](#). Alternatively, you may visit the School Office to complete an electronic/paper copy of the form.

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 by 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.

## BIOMETRIC CASHLESS CATERING & PARENTPAY

At Hodge Hill College, we operate a biometric cashless payment system in the canteens.

This system enables us to deliver a more efficient and effective catering service for our pupils, parents, and staff, whilst at the same time helping the caterers to continue to provide wholesome, healthy, and enjoyable school meals at a reasonable price. In the future, this system has the potential to allow us to enhance and improve the efficiency of our registration, exam entry, and library systems.

We have introduced a more convenient way to pay for school meals, and other school items online, using a secure service called ParentPay.

We no longer accept cash and cheque payments, making the school a cash-free environment. Parents who need to continue making payments by cash may do so using the PayPoint network at local convenience stores.

ParentPay offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week - safe in the knowledge that the technology used is of the highest internet security available.

You will have a secure online account, activated using a unique username and password; you will be prompted to change these, and to keep them safe and secure. If you have more than one child at our school, or children at other ParentPay schools, you can create a single account login for all your children.

Making a payment is straightforward and ParentPay holds a payment history for you to view at a later date; no card details are stored in any part of the system. Once you have activated your account you can make online payments straight away.

For further information on ParentPay, please visit [www.parentpay.com](http://www.parentpay.com).

## 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 the 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/carers, 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 the school site will be confiscated until the end of the day. Parents/carers, not students, must collect the mobile phone from the School Office at the end of the day between the following times: Monday – 3:45pm to 4:45pm, Tuesday to Thursday – 2:30pm to 4:30pm and Friday 1:30pm to 2:30pm
- If your child loses any items in school, please enquire or visit the School Office
- ***Please note any property not claimed is donated to a local charity at the end of each school term***

## PUPIL PASSPORT

At the start of every term, all pupils receive a 'Hodge Hill Passport'. Pupils must bring this with them to school every day as it contains their ID, timetable, and useful information.

## KEEPING PUPILS HYDRATED WITH REUSABLE BOTTLES

At Hodge Hill College, we encourage pupils to help the environment we live in and share behaviour that protect our environment in and out of school. We are focused on improving the well-being of our pupils, by ensuring they are well hydrated during the day. In addition, 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 20,000 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 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

**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.**

## 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.

## SCHOOL UNIFORM

### UNIFORM

- Black blazer with school badge (Griffin)
- White shirt
- Black trousers/knee length straight skirt/tunic
- Clip-on school tie
- Black or dark grey socks
- Appropriate leather shoes (not trainers or boots and no embellishments)
- Black headscarf – *this is optional* and headscarves with the school logo are available to buy

### DURING COLD WEATHER

- Pupils are allowed to wear an optional black v-neck jumper under their blazer
- Outdoor coats need to be plain, black, waterproof, warm and have no large logos or patterns
- Fleeces, hoodies, sweatshirts and gilets are **NOT** acceptable. Blazers must still be worn

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

### OFFICIAL SCHOOL BLAZER & TIE



### PE KIT

- Red polo shirt with school logo
- Blue football shorts
- Red football socks
- Trainers
- Plastic moulded studded football boots
- Plain navy blue tracksuit trousers
- Plain black waterproof jacket with hood
- *Optional - Plain navy sweatshirt or fleece with school logo (no hooded top)*
- *Optional - Navy blue rugby shirt with red band*



*Pictured: Plain navy sweatshirt & fleece*  
**Available at Mansuri Schoolwear  
& RAK Uniforms**

### OFFICIAL SUPPLIERS



**CLIVE MARK SCHOOLWEAR**  
**Sheldon**  
2286 Coventry Road  
Sheldon  
Birmingham  
B26 3JR  
**Telephone: 0121 722 2286**

**Wylde Green**  
409-411 Birmingham Road  
Wylde Green  
Birmingham  
B72 1AU  
**Telephone: 0121 384 4186**

### RAK UNIFORMS



603 Washwood Heath Road  
Washwood Heath  
Birmingham  
B8 2HB  
**Telephone: 07503 967232**



### MANSURI SCHOOLWEAR

**Yewtree**  
163 Yewtree Lane  
Yardley  
Birmingham  
B26 1AY  
**Telephone:** 0121 784 4230

**Sparkhill**  
754-756 Stratford Rad  
Sparkhill  
Birmingham  
B11 4BP  
**Telephone:** 0121 778 2787

### CRESTED SCHOOLWEAR

### CRESTED SCHOOLWEAR

71 High Street  
Erdington  
Birmingham  
B23 6SA  
**Telephone:** 0121 350 8444  
**Website:**  
[https://www.crestedschoolwear.co.uk/-category/schools/g-i/hodge\\_hill\\_college/](https://www.crestedschoolwear.co.uk/-category/schools/g-i/hodge_hill_college/)



### MY CLOTHING LIMITED

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>

**Please note, Hodge Hill College is not affiliated with any retailer and our uniform can be purchased from any retail store. Only the school badge, tie and hijab can be purchased from the School Office.**

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 to use it.

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

Below 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:

Studs (Moulded)	Blades or boots with metal or metal tipped studs	Dimpled e.g. specialist hockey shoes	Flat soled e.g. trainers etc
YES ✓	NO ✗	NO ✗	NO ✗
			
			

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

**STUDENTS ARE NOT ALLOWED TO WEAR:**

- Trainers or non-uniform items
- Sweatshirts, tracksuit tops, hoodies and caps are not allowed. Gilets, sleeveless jackets, pouches and goggles/hats/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
- Makeup 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/carers asked to collect the confiscated items at the end of the school day

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 a replacement uniform; parents/carers will be contacted and the pupil sent home to change.

*The Headteacher's decision will be final in all matters relating to uniform, jewellery and hairstyles.*

**EXAMPLES OF INAPPROPRIATE ITEMS, STYLES AND CLOTHING (NOT ACCEPTABLE):**



**EXAMPLES OF APPROPRIATE TROUSERS AND SKIRTS:**



**EXAMPLE OF AN APPROPRIATE HEADSCARF:**



**EXAMPLE OF AN INAPPROPRIATE HEADSCARF:**



**EXAMPLES OF APPROPRIATE SHOES:**





# SCHOOL DINING

## 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 into school so please ensure your child brings a bottle of water in a reusable bottle 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 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?

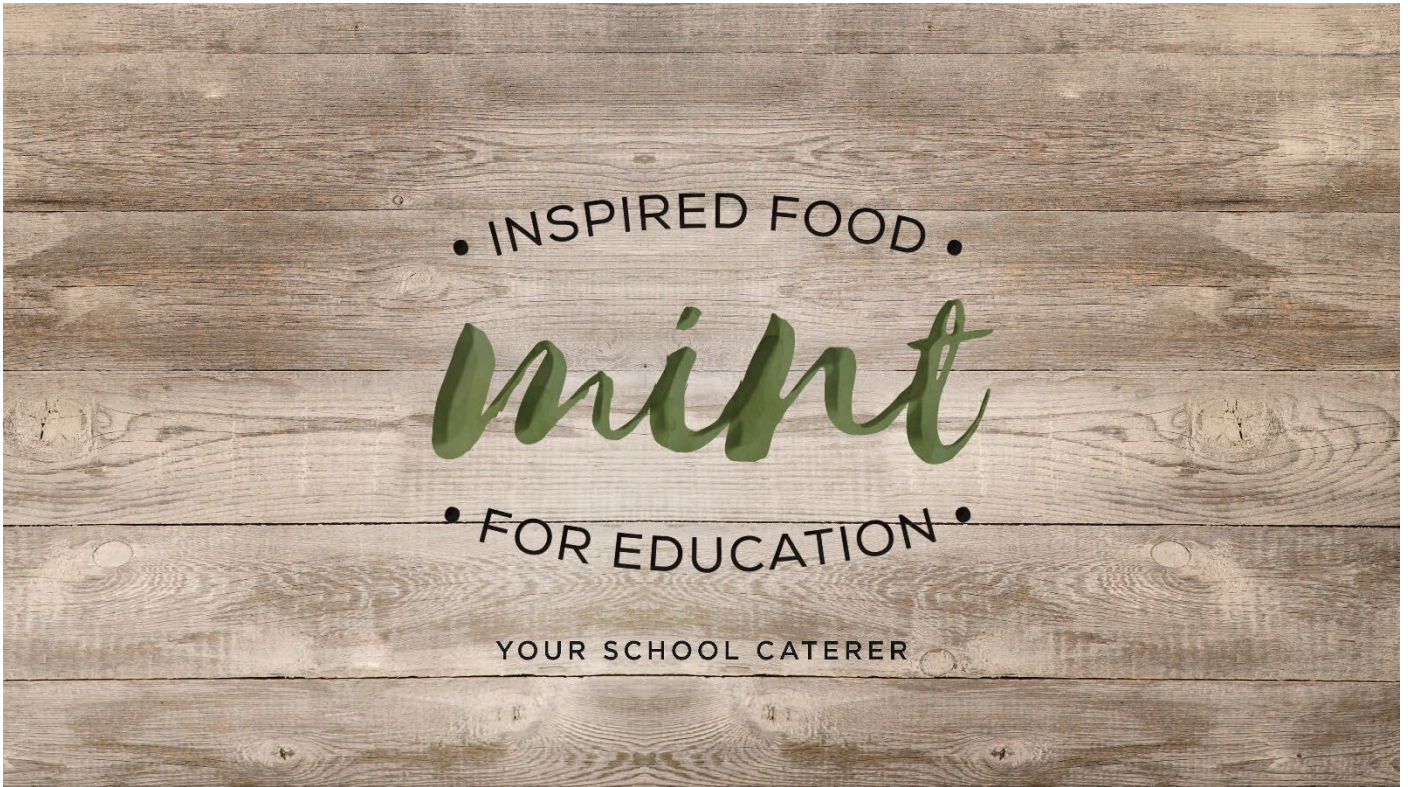
- We have two Dining Rooms (East/West Canteen)
- Students will have hot meals, cold snacks, salads and sandwiches in the West or East Canteen
- The cost of an average meal is £2.40
- Students can bring their own lunch if they wish

### WHEN ARE MEAL TIMES?

- **Break 1:** Mondays to Fridays - 11:00am-11:30am (Year 7 & 10), 12:00pm-12:30pm (Year 8, 9 & 11)
- **Break 2:** Mondays - 1:30pm-1:45pm (Year 7 & 10), 2:30pm-2:45pm (Year 8, 9 & 11)

At Hodge Hill College, we employ our school catering company, Mint for Education (ABM Catering), to run our food services. The great value for menus they have on offer can be accessed from our school website. 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 great!





## Our Food...

We really care about the food we serve, the ingredients and who supplies them. That's why we only used the highest quality ingredients that are;

- Locally Sourced
- MSC & Red Tractor Certified
- Soil Association & Assured Food Standards approved.
- We use Fairtrade & only British Lion Eggs



*mint*

# Lunch week 1

All our ingredients are locally sourced and delivered fresh by local suppliers. Our eggs are free-range and Red Lion stamped, our fish is sustainably sourced and MSC approved and our meat is British Red Tractor accredited wherever possible.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MAIN MEAL</b> FROM £1.90	HOMEMADE BEEF BURGER TOPPED WITH CHEESE	CHICKEN TIKKA FLATBREAD WITH SALAD	CHICKEN TIKKA MASALA WITH RICE	CHICKEN DHANSAK WITH PILAU RICE	BATTERED FISH & CHIPS
ALL SERVED WITH SEASONAL VEGETABLES & POTATO OR RICE DISH OF THE DAY					
<b>PLANT BASED / VEGETARIAN</b> FROM £1.90	VEGGIE BURGER IN A BUN WITH SALAD	QUORN MEATBALLS WITH TOMATO SAUCE & PASTA	CAULIFLOWER & POTATO CURRY WITH RICE	VEGETABLE SAUSAGE	CHEESE & TOMATO QUICHE
ALL SERVED WITH SEASONAL VEGETABLES & POTATO OR RICE DISH OF THE DAY					
<b>STREET FOOD</b> FROM £2.35	PANINI OF THE DAY	VARIOUS CHICKEN BURGER IN A BAP WITH SALAD & MAYO	CHICKEN GOUJONS IN NAAN BREAD WITH SALAD	SPICY LAMB WRAP WITH SALAD	HOT & SPICY CHICKEN WRAP WITH SALAD
<b>TAKEAWAY TUBS</b> FROM £1.75	FISH FINGER WRAP	CAJUN CHICKEN WINGS	CHICKEN & CHEESE LOADED WEDGES	FRENCH BREAD PIZZA & WEDGES	BBQ CHICKEN WINGS
NACHOS & CHEESE					
<b>PIZZA SLICE</b> FROM £1.45	MARGHERITA	MARGHERITA PIZZA OR BBQ CHICKEN PIZZA	MARGHERITA SPICY CHICKEN	MARGHERITA	MARGHERITA BBQ CHICKEN
<b>JACKETS</b> From 0.95p	TRY OUR DELICIOUS FILLINGS FOR 35p EACH				
<b>DESSERTS</b> 0.95p	BANANA CAKE	DROP PANCAKES SERVED WITH STRAWBERRY SAUCE &	KEY LIME PIE	MARBLE SPONGE	ICED SPONGE

## Meal Deal

Main Meal  
With Vegetables  
And Dessert



**£2.40**

All Of Our Main Meals,  
Sandwiches & Desserts Are  
Freshly Made On Site Every Day

# Lunch week 2

All our ingredients are locally sourced and delivered fresh by local suppliers. Our eggs are free-range and Red Lion stamped, our fish is sustainably sourced and MSC approved and our meat is British Red Tractor accredited wherever possible.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MAIN MEAL</b> From £1.90	LAMB BURGER SERVED WITH MINT YOGHURT	CHICKEN SAUSAGE WITH MASH & GRAVY	HOMEMADE BEEF LASAGNE	CHICKEN FAJITA	FISHCAKES SERVED WITH SWEET CHILLI SAUCE
<b>PLANT BASED / VEGETARIAN</b> From £1.90	CHEESE & ONION PASTY	VEGETARIAN SAUSAGE & MASH & GRAVY	MAC 'N' CHEESE	VEGGIE SAMOSA WITH YOGURT & MINT SAUCE	SAUSAGE ROLL
ALL SERVED WITH SEASONAL VEGETABLES & POTATO OR RICE DISH OF THE DAY					
<b>STREET FOOD</b> FROM £2.35	HOT & SPICY CHICKEN PANINI	VARIOUS CHICKEN BURGER IN A BAP WITH LETTUCE & MAYO	CHICKEN GOUJONS IN A NAAN BREAD WITH SALAD	SPICY LAMB WRAP WITH SALAD	TANDOORI CHICKEN WRAP WITH SALAD
<b>TAKEAWAY TUBS</b> FROM £1.75	PIRI PIRI CHICKEN WINGS	FISH FINGER WRAP WITH SALAD & SALSA	CAJUN CHICKEN WINGS	FRENCH BREAD PIZZA WITH WEDGES	BBQ CHICKEN WINGS
Nacho Pots					
<b>PIZZA SLICE</b> FROM £1.45	MARGHERITA	MARGHERITA OR BBQ CHICKEN	MARGHERITA OR SPICY CHICKEN	MARGHERITA	MARGHERITA OR BBQ CHICKEN
<b>JACKETS</b> From 0.95p	TRY OUR DELICIOUS FILLINGS FOR 35p EACH				
<b>DESSERTS</b> 0.95p	JAM & COCONUT SPONGE	STICKY TOFFEE APPLE	LEMON CHEESECAKE	LEMON DRIZZLE CAKE	CHOCOLATE BROWNIE

## Meal Deal

Main Meal  
With Vegetables  
And Dessert



**£2.40**

All Of Our Main Meals,  
Sandwiches & Desserts Are  
Freshly Made On Site Every Day

# Lunch week 3

All our ingredients are locally sourced and delivered fresh by local suppliers. Our eggs are free-range and Red Lion stamped, our fish is sustainably sourced and MSC approved and our meat is British Red Tractor accredited wherever possible.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MAIN MEAL</b> From £1.90	CHICKEN BURGER IN A BUN	STICKY CHICKEN & RICE	CHICKEN WRAP CHAPATI	CHICKEN TIKKA PASTA BAKE	BATTERED FISH WITH CHIPS
ALL SERVED WITH SEASONAL VEGETABLES & POTATO OR RICE DISH OF THE DAY					
<b>PLANT BASED / VEGETARIAN</b> From £1.90	VEGETABLE BURGER IN A BUN WITH SALAD	PLANT BASED SAUSAGE ROLL	VEGETABLE NUGGETS	CHEESE & POTATO PIE WITH BAKED BEANS	PEPPER & TOMATO QUICHE
ALL SERVED WITH SEASONAL VEGETABLES & POTATO OR RICE DISH OF THE DAY					
<b>STREET FOOD FROM</b> £2.35	HOT & SPICY CHICKEN PANINI	VARIOUS CHICKEN BURGER IN A BAP WITH LETTUCE & MAYO	CHICKEN GOUJONS IN A NAAN BREAD WITH SALAD	SPICY LAMB WRAP WITH SALAD	SPICY CHICKEN WRAP WITH SALAD
<b>TAKEAWAY TUBS</b> FROM £1.75	FISH FINGER WRAP	SPICY CHICKEN WINGS	CHICKEN & CHEESE LOADED WEDGES	FRENCH BREAD PIZZA WITH WEDGES	BBQ CHICKEN WINGS
Nacho Pots					
<b>PIZZA SLICE FROM</b> £1.45	MARGHERITA	MARGHERITA OR BBQ CHICKEN	MARGHERITA OR SPICY CHICKEN	MARGHERITA	MARGHERITA OR BBQ CHICKEN
<b>JACKETS</b> From 0.95p	TRY OUR DELICIOUS FILLINGS FOR 35p EACH				
<b>DESSERTS</b> 0.95p	STEAMED TREACLE SPONGE	PANCAKE BAR	BANOFFEE PIE	PINEAPPLE UPOSIDE DOWN	ICE CREAM VAN

**Meal Deal**  
Main Meal  
With Vegetables  
And Dessert



**£2.40**  
All Of Our Main Meals,  
Sandwiches & Desserts Are  
Freshly Made On Site Every Day

## SCHOOL POLICIES

Parents/carers 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 can 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: <https://www.hodgehill.bham.sch.uk/policies>

- Acceptable Use Policy (Pupils)
- Acceptable Use Policy (Staff)
- Accessibility Statement
- Anti-bullying Policy
- Attendance and In Term Leave
- Behaviour for Learning Policy
- CCTV Policy
- Charging & Remissions Policy
- Children with Health Needs Who Cannot Attend School
- Complaints Procedure
- Data Protection Policy
- Designated Teacher Policy
- Educational Visits and Learning Outside the Classroom
- Equalities Statement & Equal Opportunities Policy
- Equality Objectives
- E-Safety Policy
- Exclusion Policy with Statutory Guidance
- 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
- No Platform for Extremism Policy
- Privacy Notice for Lettings
- Privacy Notice for Parents & Pupils
- Provider Access Policy
- Safeguarding & Child Protection Policy
- Safer Recruitment Policy
- Sex Education & Relationships Policy
- Special Educational Needs & Disability Policy
- Subject Access Request Policy
- Subject Access Request Form
- Supporting Pupils at School with Medical Conditions
- Whistleblowing and Serious Misconduct Policy

## ONLINE SAFETY

### GROUND RULES

As a family, discuss 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. Ensure 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>

### 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.

### 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.

### 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.



## SOCIAL MEDIA

Social network websites 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/carers 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 school is monitored and any misuse is flagged on our systems. Pupils cannot access social media on our system. We have 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 end of the school day.

***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/carers to monitor social media use at these times.***

**Staff at the school 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/carer report the matter to both the website developer and the police. As stated earlier, unless an issue manifests itself during the normal school day, our staff are not able to address this.

## HOW TO STAY SAFE

- **Be a responsible cyber citizen** - If you use the Internet, you have a responsibility to keep yourself and everyone safe.
- **Protect your computer – Use anti-virus software** - Installing 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
- **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
- **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!
- **Protect computers with firewalls** - Install a firewall. It helps prevent hackers from breaking into your computer
- **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
- **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
- **Back-up your computer regularly** - Back up all your files onto external media such as USB, external hard-drive, CD or DVD
- **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
- **Seek help or advice from your local computer store** - If you don't know, ask an expert

## CYBER-BULLYING

Cyberbullying is a major problem that happens online and can be difficult to track. You can prevent cyber-bullying by:

- Not saying harmful things to people
- Not get involved in any confrontational conversations online
- Blocking people who start any conversations that might lead to arguments
- Keeping records of conversations and show the police
- Reporting any such incidents



## E-SAFETY AWARENESS

### UNDERSTANDING THE RISKS CHILDREN MAY NEED TO DEAL WITH

What they could see or do:

- Seeing or sharing violent, sexual and pornographic content
- Inaccurate or false information and extreme views
- Promotion of harmful behaviours including self-harm, anorexia and suicide
- Oversharing of personal information
- Actively or unintentionally getting involved in bullying or hurtful behaviour

Who they might see:

- People who might bully, intimidate or frighten
- People posing behind fake profiles for:
  - Mischief-making
  - Sexual grooming and stalking
  - Blackmail and extortion
  - Identity theft and hacking

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 riskier 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
- Creating an online reputation that may create problems for them in the future





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 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 the
  - **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 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](http://www.childnet.com/sns)
- [www.internetmatters.org](http://www.internetmatters.org)
- [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)
- [www.parentzone.org.uk](http://www.parentzone.org.uk)
- [www.thinkyounknow.co.uk/parents](http://www.thinkyounknow.co.uk/parents)
- [www.askaboutgames.com](http://www.askaboutgames.com)

To make a report:

Concerned about online grooming or sexual behaviour online? Contact CEOP: [www.ceop.police.uk](http://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](http://www.iwf.org.uk)

# WELLNESS

## 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 reusable bottle can be brought to school. Students will be checked regularly and any banned items will be confiscated. Parents/carers 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 area, table tennis, outdoor gym equipment, “walk a mile” route. There are lots of clubs to join which allow your child to be active during and after school. If possible students should walk or bike to school rather than being collected by car. This is good for physical fitness and the environment.

### SLEEP WELL

A good bedtime routine is still important for secondary school students. If your child tired during the day they 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 and a minimum of 8 hours sleep is recommended by the NHS for teenagers.

## 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.

### SUPPORT IN SCHOOL

We have a team of wellbeing prefects who have received specialist training in how to support their peers with their well-being. Our Year 9 & Year 10 Peer Mentors currently run a mentoring programme during tutor time for younger students. Mental health & wellbeing are topics we cover frequently in our tutor time programme and pastoral curriculum more broadly in order to make sure all pupils understand what positive mental health looks like and how they can keep themselves healthy.

### 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 which can affect mental health and wellbeing. We have zero-tolerance for bullying and will always take any reports seriously and endeavour to support victims and make bullying stop. We define bullying as behaviour that 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: <https://www.hodgehill.bham.sch.uk/Our-School/Policies/>

### GETTING HELP

There are many useful resources online 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>
- Kooth – an online mental wellbeing community - <https://www.kooth.com/>
- The Waiting Room - this provides an overview of the different health and wellbeing services available within Birmingham and Solihull - <https://the-waitingroom.org/>

## FIRST AID & 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 decide as to whether your child should be sent home. Students should not contact their parents/carers themselves.

Hodge Hill College has many 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 Doctor or local hospital.

It is your responsibility to inform the school of any medical conditions that your child suffers from.

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

Students who require any medication should ask their family Doctor 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 referred to a qualified first aider and recorded. 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 more serious 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/carers.

### **MEDICINES**

If your child is taking prescribed medication that needs to be taken during the school day, then he/she must leave the medication in the School 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.





# Hodge Hill College

Claim your Free School Meals and  
save up to £40 per child every month!



To apply for Free School Meals, please visit  
<https://www.hodgehill.bham.sch.uk/freeschoolmeals>

## FREE SCHOOL MEALS

The Government gives extra money to schools to help children from low 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 £450 per year, whilst Hodge Hill College receives £985 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 quick and easy – simply visit: <https://www.hodgehill.bham.sch.uk/freeschoolmeals>
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 £450 a year), extra benefits and the school gets an additional £985
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 still 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: <https://www.hodgehill.bham.sch.uk/freeschoolmeals>. 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

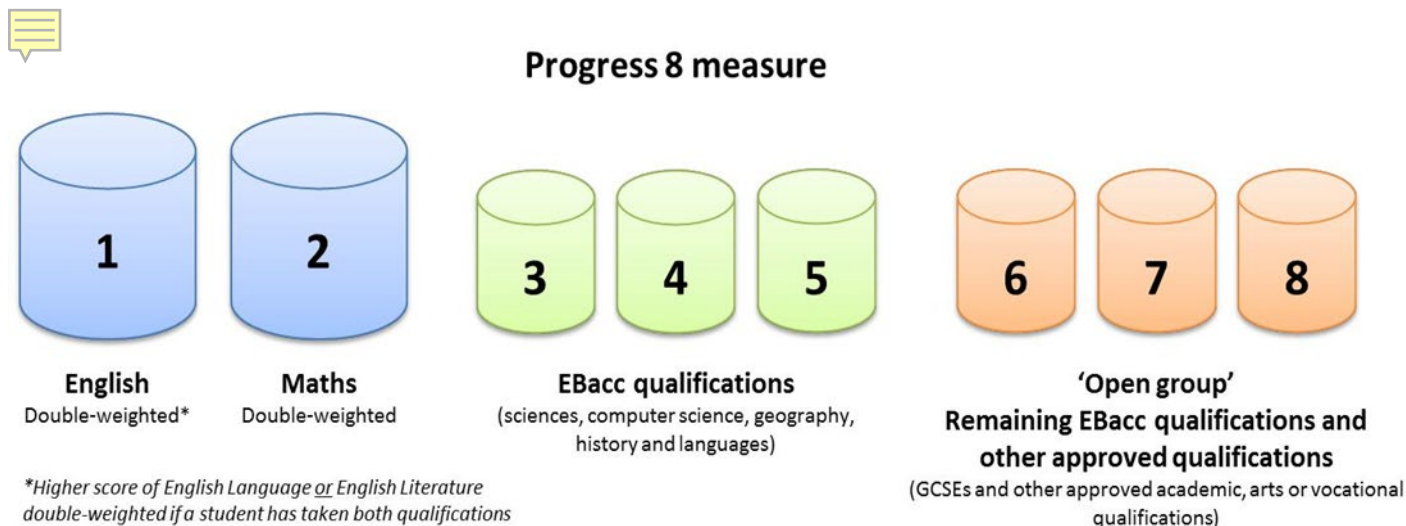
Since 2016 all students in Schools and Academies are now measured on **how much progress they make** from when they start in Year 7 to when they complete their exams at the end of Year 11. This is known as Progress 8.

### 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/carers 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

### 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.



## New GCSE Grading Structure

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
U	G
U	U

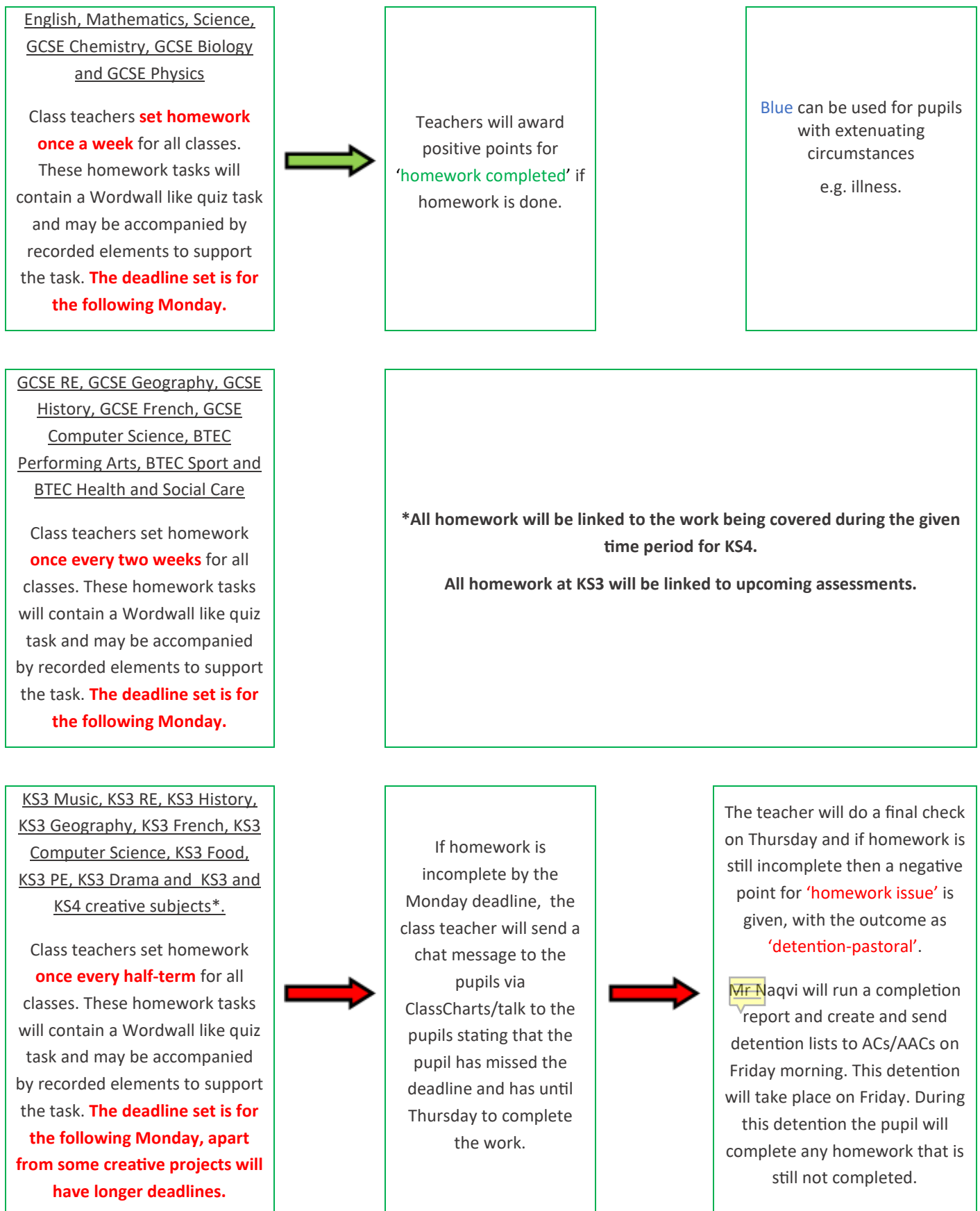
**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

## HOMEWORK & INDEPENDENT LEARNING

Homework at Hodge Hill College aims to build on the pupils independent learning skills and to supplement what pupils will be learning in class. All homework is set via the Class Charts platform and pupils will be shown how to log in and how to upload work to the platform. Any homework set will be linked to upcoming assessments so homework must be completed.

### OUR HOMEWORK PLAN





## THE IMPACT OF READING EVERY DAY

It is recommended that pupils read every day. At Hodge Hill we suggest pupils choose a library book and read it daily to their parents/carers and themselves. There is a list of Recommended Reads for Key Stage 3 and 4 which can be found on our website. Consistent reading at the pupils reading age and above brings several benefits such as vocabulary expansion, memory improvement, stronger analytical thinking skills and better writing skills which will be valuable for progression within all subjects. Alongside the practical gains for success in school, reading is also a great tool for stress reduction and can provide mental stimulation keeping the brain strong and healthy.

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

## OUR READING RECOVERY CURRICULUM

### Q: Why do you have a Reading Recovery Curriculum?

A: At Hodge Hill College, we recognise that reading is an incredibly important skill which underpins academic success across all subjects. Reading Recovery aims to promote reading for pleasure and progress.

### Q. How are the lessons structured?

A: Pupils in Year 7 and 8 receive one lesson per week focussing solely on developing reading skills. We do this through the explicit teaching of vocabulary, modelled and shared reading, which is then followed by active reading tasks like comprehension questions, summarising and reviewing what has been read.

### Q. What do you read?

A: We read a range of stories from different parts of the world, some of which are written by award winning authors. We intend to select stories that will engage and challenge our students whilst celebrating diverse voices. Texts are vibrant and are language-rich containing themes that inspire debate, conversation and discussion on a wider level inside and outside of the classroom.

### Q. How do you assess in Reading Recovery lessons?

A. After a series of lessons, pupils' complete multiple-choice quizzes. This checks their ability to recall prior learning, their understanding of core vocabulary and their ability to use reading strategies to read and interpret unfamiliar texts.

## OUR READING RECOVERY CURRICULUM AIMS TO DEVELOP

- Increased reading ages at Key Stage 3 with a view to improved student comprehension, engagement and performance at Key Stage 4
- Further development of essential reading skills such as using and condensing prior knowledge, predicting, summarising, making deductions and inferences based around evidence, visualising, questioning, sequencing, searching for and selecting evidence and understanding the structure of a text
- Wider understanding and appreciation of British and world literature through exposing students to a wide variety of texts
- Pupil's reading, writing and speaking and listening skills
- Applying skills learned within Reading Recovery sessions across the wider curriculum

## MYON ONLINE STUDENT LIBRARY - *A personalised digital library at every student's fingertips*

'Renaissance MyOn Reader' is a student-centred, personalised literacy tool that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each student's interests, reading level and preferences. Combined with a collection of close reading tools and embedded support systems MyOn Reader fosters student engagement and achievement across all subjects and promotes a lasting love of reading.

At Hodge Hill College, every student has now been given a log in for the free to use MyOn website and we strongly encourage all students to take advantage of this and to use it as part of their natural learning routine and as part of their study at home and in school.

MyOn reading software provides us as teachers and you as parents/carers with the ability to monitor your child's reading progress and promotes a high standard of basic literacy skills; a vital tool for both academic progress and a valuable life skill for life beyond education in future employment.

After your child has logged on and created their profile they will have the opportunity to specify their reading interests which will promote greater enjoyment of reading on a much wider scale than ever before. No more boring books about topics that they don't enjoy reading about! But best of all, due to reading age data that we collect on all pupils at the school, the programme specifically offers up options from a choice of thousands of texts that are aimed at your child's level of reading ability. Long story short, it offers the right books to the right pupils. Through reading texts pitched at the correct level, students will progress at a faster rate and this will inevitably be beneficial to student comprehension across all subjects.

Within the parent's section of our school website, we have also provided access to a range of helpful documents including a MyOn 'how to guide', a 'parent guide' and a detailed tutorial session within which a member of the MyOn team discusses the benefits of the software itself. Please take a look at these initially if you are experiencing any difficulty, but one of the main benefits of the software itself is its ease of access to users.

We hope that both students and parents/carers enjoy this software and use it to its fullest potential. At Hodge Hill College, we are excited to offer this to our entire school community as we aim to provide every student with better opportunities and better futures.

If you require any additional support with your use of MyOn Reading, please do not hesitate to contact the School Office and we will aim to resolve your queries as quickly as possible.



**Reading... "How people install new software into their brains."**

#### **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 15 years 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 competencies 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 practice 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.

## FORM TIME – BRITISH VALUES, GLOBAL CITIZEN

The Global Citizens form time programme aims to develop our pupils' skills, character and understanding of the wider world. The programme is designed to develop our pupils' cultural capital and it fosters a greater sense of cohesion across the school by allowing pupils to learn about the 'theme of the week' in greater depth. It provides an opportunity for pupils to learn about and discuss ideas they might not have a chance to cover in their academic curriculum, for example, Human Rights Day, Remembrance and Black History Month as well as covering important PSHE topics.

### KS3 FORM TIME FRAMEWORK

Alongside two assemblies that are linked to the Theme of the Week, KS3 form groups have 3 form time sessions each week:

TUTOR TIME	ACTIVITY	PURPOSE & JUSTIFICATION
Session 1 & 2	Global Citizens Activities	<ul style="list-style-type: none"><li>• Introduction to theme of the week - creates consistency and cohesion across form groups and key stages</li><li>• Facilitates conversations around our CARE brand; SMSC and British Values</li><li>• Activity-based to promote engagement</li></ul>
Session 3	News – Current Affairs Discussion	<ul style="list-style-type: none"><li>• Exposure to current affairs issues – encompassing national &amp; international events to build wider world knowledge</li><li>• Develops a range of soft skills: communication, active listening and constructive disagreement</li><li>• Builds character in terms of ability to empathise with others; respect and tolerate opinions that differ from their own and fostering self-confidence</li></ul>

### KS4 FORM TIME FRAMEWORK

Alongside two assemblies that are linked to the Theme of the Week, KS4 form groups have 3 form time sessions each week:

TUTOR TIME	ACTIVITY	PURPOSE & JUSTIFICATION
Session 1 & 2	Global Citizens Activity	<ul style="list-style-type: none"><li>• Introduction to the theme of the week - creates consistency and cohesion across form groups and key stages</li><li>• Facilitates conversations around our CARE brand; SMSC and British Values</li><li>• Activity-based to promote engagement</li></ul>
Session 3	Skills for the Future	<ul style="list-style-type: none"><li>• Develops a range of soft skills: communication, active listening and constructive disagreement as well as skills needed in adult life e.g. understanding income &amp; taxes</li><li>• Builds character in terms of ability to empathise with others; respect and tolerate opinions that differ from their own and fostering self-confidence</li></ul>

At Hodge Hill College, we provide a positive ethos based upon British values that are shared across the school community. The culture and ethos of the school promote 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. Student leadership encourages pupils to be an active, responsible member of the school community. There are five different prefect leader groups that pupils can apply to join and pupils must sign a 'pupil leadership contract' to show that they are committed to upholding the expected standards of a pupil leader.

# Prefect Leader Groups



## Wellness Leader

Trained in wellness  
Help with reward events/assemblies



## Events Leader

Organise events/leaflet/posters  
Help with rewards events/assemblies



## School Improvement Leader

Feedback pupil opinion & views  
Involved in change & development



## Eco Leader

Work with outside agencies  
Eco-friendly school strategies



## Community Leader

Work with local charities & other schools  
Promote Hodge Hill within the community

# CURRICULUM & SMSC

## CURRICULUM

The curriculum at Hodge Hill College aims to provide breadth and balance for all pupils at both Key Stage 3 and Key Stage 4. All pupils 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 school, 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 build greater understanding, character and stronger communities. Finally, healthy bodies support healthy minds and as a school, 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.

## KEY STAGE 3 CURRICULUM OVERVIEW

### YEAR 7 & 8 CURRICULUM PATHWAYS

All pupils in Year 7 & 8 study a wide range of subjects including Art, Design, Performing Arts, a Modern Foreign Language and Computer Science. All pupils will also have a specific Reading Recovery lesson that focusses solely on developing reading skills. We recognise that reading is an incredibly important skill that underpins academic success across all subjects. Reading Recovery aims to promote reading for pleasure and progress.

### YEAR 9 CURRICULUM PATHWAYS

All pupils in Year 9 study a wide range of subjects including Art, Design, Performing Arts, a Modern Foreign Language and Computer Science. The Guided Choices process for the selection of GCSE options does not commence until the January of 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 (trilogy) or three separate 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, helping them to understand the world they live in and their place within it. Throughout the curriculum, staff in all subjects work towards developing the Spiritual, Moral, Social and Cultural (SMSC) understanding of all pupils. SMSC education develops pupil's appreciation and understanding of different people's feelings and values, cultural diversity and different communities. Pupils are also taught about the protected characteristics outlined in the Equality Act (2010). 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 a 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.

Our RSE policy at Hodge Hill College is informed by DFE statutory guidance, and a full copy of our policy document can be accessed via the school website. Parents/carers 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 Headteacher. Parents/carers only have the legal right to withdraw children up until three terms before the child turns 16. After this 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 British Values, Global Citizens Programme in tutor time.

### **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 British Values, 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 British Values, 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' 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 to become educated global citizens that can make a meaningful contribution to society.

## ENRICHMENT

As part of our broad curriculum at Hodge Hill College, we continue to develop our enrichment and extra-curricular provision. We believe that all pupils need to experience a range of activities to broaden horizons and develop interests and talents.

When planning enrichment activities, we match opportunities to meet the needs of our school community. Where possible, we organise experiences across whole year groups to create maximum impact. The programme is an extension of the school's curriculum and builds on our CARE brand whilst instilling British Values and creating Cultural Capital.

We offer quality provision designed to provide pupils with many opportunities to develop resilience, character and performance. We expect all pupils to contribute towards:

- The enrichment timetable
- Extra-curricular activities
- Creating Cultural Capital

Our ethos centres around creating a sense of community, and our enrichment and extra-curricular programme supports this. We review the timetable regularly and make additions where necessary.

Examples of our enrichment programme of activities include:

- Raising Aspiration university visits
- Geography and photography field trips
- Sports events
- Maths and English University of Warwick visits
- Reward events (trampolining, ice skating)
- School visits
- Long Mynd walks
- Workshops delivered by professional artists, craftspeople, authors and musicians
- Drama productions



# PRIVACY NOTICE FOR PUPILS & PARENTS

## WHO WE ARE AND WHAT WE DO

We are Hodge Hill College. We are a maintained secondary school for children ages 11 – 16 years old. Our local authority is Birmingham City Council.

Hodge Hill College collects a lot of data and information about our pupils so that we can run effectively as a school. This privacy notice explains how and why we collect pupils' data, what we do with it, and what rights parents and pupils have.

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 contact them:

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

**Telephone:** 0121 783 7807

**Email:** enquiry@hodgehill.bham.sch.uk

## WHY DO WE COLLECT AND USE PUPIL INFORMATION?

Under the UK General Data Protection Regulation (UK GDPR), we collect and use pupil information under the following lawful bases:

- a) where we have the consent of the data subject (Article 6 (a));
- b) where it is necessary for compliance with a legal obligation (Article 6 (c));
- c) where processing is necessary to protect the vital interests of the data subject or another person (Article 6(d));
- d) where it is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller (Article 6 (e))

Where the personal data we collect about pupils is sensitive personal data, we will only process it where:

- a) we have explicit consent;
- b) processing is necessary to protect the vital interests of the data subject or of another natural person where the data subject is physically or legally incapable of giving consent; and/or
- c) processing is necessary for reasons of substantial public interest, based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection, and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject

Please see our Data Protection Policy for a definition of sensitive personal data.

We use the pupil data to support our statutory functions of running a school, in particular:

- a) to decide who to admit to the school;
- b) to maintain a waiting list;
- c) to support pupil learning;
- d) to monitor and report on pupil progress;
- e) to provide appropriate pastoral care;
- f) to assess the quality of our services;
- g) to comply with the law regarding data sharing;
- h) for the protection and welfare of pupils and others in the school;
- i) for the safe and orderly running of the school;
- j) to promote the school;
- k) to communicate with parents/carers;
- l) to respond to investigations from our regulators or to respond to complaints raised by our stakeholders;
- m) in connection with any legal proceedings threatened or commenced against the school



The categories of pupil information that we collect, hold, and share includes:

- a) Personal information (such as name, unique pupil number and address, telephone and email contact details, biometric information);
- b) Characteristics (such as ethnicity, religion, language, medical conditions, nationality, country of birth and free school meal and pupil premium eligibility, dietary requirements, special education needs, and disability information);
- c) Safeguarding information (such as court orders and professional involvement)
- d) Attendance information (such as sessions attended, number of absences, and absence reasons), details of previous/future schools
- e) Behaviour records, including exclusions (if relevant) and any relevant alternative provision, put in place
- f) Assessment and attainment information, (reading ages, SATs scores, test outcomes, public examinations or stage tests, and any relevant results. Photographs, CCTV, Body Worn camera images, information relating to keeping pupil's safe
- g) Information for catering management purposes
- h) Trips and visits (such as medical information, emergency contact details)
- i) We also use photographs of you for identification purposes

From time to time and in certain circumstances, we might also process personal data about pupils, some of which might be sensitive personal data, including information about criminal proceedings/convictions, information about sex life and sexual orientation, child protection/safeguarding. This information is not routinely collected about pupils and is only likely to be processed by the school in specific circumstances relating to particular pupils, for example, if a child protection issue arises or if a pupil is involved in a criminal matter. Where appropriate, such information may be shared with external agencies such as the child protection team at the Local Authority, the Local Authority Designated Officer, and/or the Police. Such information will only be processed to the extent that it is lawful to do so and appropriate measures will be taken to keep the data secure.

We collect information about pupils when they join the school and update it during their time on the roll as and when new information is acquired

## **COLLECTING PUPIL INFORMATION**

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this. Where appropriate, we will ask parents/pupils for consent to process personal data where there is no other lawful basis for processing it, for example where we wish to use photos or images of pupils on our website or on social media to promote school activities, or if we want to ask your permission to use your information for marketing purposes. Parents/pupils may withdraw consent at any time.

When pupils are deemed to be old enough to make their own decisions in relation to their personal data, we will also ask the pupil for their consent in these circumstances. This will usually be around the age of 13. Although parental consent is unlikely to be needed, we wish to take a collaborative approach so we will keep parents informed when we are approaching pupils for consent up to the age of 13. Pupils with the maturity to make their own decisions about their personal data may withdraw consent if consent has previously been given.

In addition, our schools use CCTV cameras around the school site for security purposes and for the protection of staff and pupils. CCTV footage may be referred to during the course of disciplinary procedures (for staff or pupils) or to investigate other issues. CCTV footage involving pupils will only be processed to the extent that it is lawful to do so. Please see our CCTV policy for more details.

## **STORING PUPIL DATA**

We hold pupil data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe please visit Birmingham Pupil Record Keeping and Management Guidance. A retention schedule from the Information and Records Management Society's toolkit for schools, these documents set out how long we must keep information about pupils

A significant amount of personal data is stored electronically, for example, on our database, SIMS/Class Charts. Some information may also be stored in hard copy format.

Data stored electronically may be saved on a [cloud] based system which may be hosted in a different country.

Personal data may be transferred to other countries if, for example, we are arranging a school trip to a different country. Appropriate steps will be taken to keep the data secure.

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.

## **WHO DO WE SHARE PUPIL INFORMATION WITH?**

We routinely share pupil information with:

- Parents/carers (as defined in the Education Act 1996);
- schools that pupils attend after leaving us;
- our local authority;
- a pupil's home local authority (if different);
- the Department for Education (DfE);
- school governors;
- youth support services (pupils aged 13+);
- exam boards

From time to time, we may also share pupil information other third parties including the following:

- the Police and law enforcement agencies;
- NHS health professionals including the school nurse, educational psychologists,
- CAMHS (Child and Adolescent Mental Health Service);
- Social Care Professionals;
- Careers advice professionals;
- Education Welfare Officers;
- Courts, if ordered to do so;
- the National College for Teaching and Learning;
- the Joint Council for Qualifications;
- Prevent teams in accordance with the Prevent Duty on schools;
- other schools, for example, if we are negotiating a managed move and we have your consent to share information in these circumstances;
- our HR providers, for example, if we are seeking HR advice and a pupil is involved in a case;
- Education and homework software providers used in our school (these will be provided with your name and school details only)
- UCAS
- our legal advisors;
- our insurance providers/the Risk Protection Arrangement;

Some of the above organisations may also be Data Controllers in their own right in which case we will be jointly controllers of your personal data and may be jointly liable in the event of any data breaches.

In the event that we share personal data about pupils with third parties, we will provide the minimum amount of personal data necessary to fulfil the purpose for which we are required to share the data.

## **AGED 14+ QUALIFICATIONS**

For pupils enrolling for post 14 qualifications, the Learning Records Service will give us a pupil's unique learner number (ULN) and may also give us details about the pupil's learning or qualifications.

## **WHY WE SHARE PUPIL INFORMATION**

We do not share information about our pupils with anyone without consent unless the law allows us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

## DATA COLLECTION REQUIREMENTS

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

## YOUTH SUPPORT SERVICES

### WHAT IS DIFFERENT ABOUT PUPILS AGED 13+?

Once our pupils reach the age of 13, we also pass pupil information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- youth support services
- careers advisers

A parent / guardian can request that **only** their child's name, address and date of birth is passed to their local authority or provider of youth support services by informing us. This right is transferred to the child / pupil once he/she reaches the age 16.

### OUR PUPILS AGED 16+

We will also share certain information about pupils aged 16+ with our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- post-16 education and training providers;
- youth support services;
- careers advisers

For more information about services for young people, please visit your local authority website.

## THE NATIONAL PUPIL DATABASE (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data;
- the purpose for which it is required;
- the level and sensitivity of data requested; and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

## **REQUESTING ACCESS TO YOUR PERSONAL DATA**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold ("Subject Access Request"). Where a child does not have the maturity to make their own requests for personal data, parents may do so on their behalf. To make a request for your child's personal data, or be given access to your child's educational record, contact the DPO although any written request for personal data will be treated as a Subject Access Request.

Under data protection legislation, pupils, and in some circumstances, parents, have the right to request access to information about them that we hold ("Subject Access Request"). From the age of 13, we generally regard pupils as having the capacity to exercise their own rights in relation to their personal data. This means that where we consider a pupil to have sufficient maturity to understand their own rights, we will require a Subject Access Request to be made by the pupil and not their parent(s) on their behalf. This does not affect any separate statutory right parents might have to access information about their child.

Subject to the section below, the legal timescales for the School to respond to a Subject Access Request is one calendar month. As the School has limited staff resources outside of term time, we encourage parents / pupils to submit Subject Access Requests during term time and to avoid sending a request during periods when the School is closed or is about to close for the holidays where possible. This will assist us in responding to your request as promptly as possible. For further information about how we handle Subject Access Requests, please see our Subject Access Request Policy.

Parents of pupils who attend academies have a separate statutory right to receive an annual written report setting out their child's attainment for the main subject areas which are taught. This is an independent legal right of parents rather than a pupil's own legal right which falls outside of the GDPR, therefore a pupil's consent is not required even if a pupil is able to make their own decisions in relation to their personal data, unless a court order is in place which states otherwise.

The term "parent" is widely defined in education law to include the natural or adoptive parents (regardless of whether parents are or were married, whether a father is named on a birth certificate or has parental responsibility for the pupil, with whom the pupil lives or whether the pupil has contact with that parent), and also includes non-parents who have parental responsibility for the pupil, or with whom the pupil lives. It is therefore possible for a pupil to have several "parents" for the purposes of education law.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress;
- prevent processing for the purpose of direct marketing;
- object to decisions being taken by automated means;
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of our data protection responsibilities

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>.

## **LAST UPDATED**

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated on 25<sup>th</sup> November 2021.

## **CONTACT**

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

Mrs S Butt, DPO, via [enquiry@hodgehill.bham.sch.uk](mailto:enquiry@hodgehill.bham.sch.uk)

# BEHAVIOUR FOR LEARNING

## 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 school 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 achieve their best.

## AIMS

- To promote good behaviour, self-discipline and respect
- To promote strong partnerships with students, parents/carers, 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:

- Pupil prefect system in each year group
- Senior prefects
- Hodge Hill All Stars – pupils gaining A or B for effort in all subjects
- Aspiring Hodge Hill All Stars – pupils gaining A or B for effort in all subjects, except one
- Extra-curricular activities
- Work Hard Get Rewarded – whole school rewards programme promoting excellence
- Termly reward events for KS3 & KS4
- Charitable events and focus for all year groups
- Supporting our local community

## 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 Excellence. We encourage all pupils to look smart in their appearance, conduct themselves in an appropriate manner and come equipped for their learning. Pupils can demonstrate their positive attitude towards our standards through the following positive actions:

- Wearing the correct uniform every day
- Ensuring the correct hairstyles without shaved lines or patterns
- 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 SCHOOL 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:

- Deputy Headteacher for Behaviour and Safeguarding

- Assistant Headteacher for Behaviour and Attitudes

The Deputy Headteacher and Assistant Headteacher are responsible for providing extra support and advice where necessary. Where serious incidences or continual poor behaviour is evident support is provided by:

- Achievement Co-ordinators (AC)
- Assistant Achievement Co-ordinators (AAC)
- Tutors
- Teachers

The AACs and ACs 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/carers where necessary

All staff will promote the following:

- Good behaviour including the use of standard English, appropriate dress and correct equipment
- Keeping accurate records
- Administering 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 school seeks to promote, manage and reward good behaviours during the school day, it is only parents/carers who can do this once school finishes and in the home. Therefore, good behaviours must be 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

Additional parental/carer responsibilities:

- Contacting the school if contact details change
- Making sure that your child attends every day and arrives on time
- Contacting the school in any case of absence
- Ensuring that your child wears the correct uniform as illustrated in this handbook
- Ensuring the school is aware of any issues, including medical needs or allergies
- Refraining from booking holidays during school term. Parents/carers must understand that there is 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/carers 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

Please note that the school is required by law to report any of the following to the police should they occur:

- Threats or acts of violence
- Theft
- Repeated harassment or intimidation e.g., name-calling, threats and abusive phone calls, emails or text messages
- Hate crimes

### **LEGISLATION AND STATUTORY REQUIREMENTS**

This policy is based on advice from the Department for 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 that could adversely affect the reputation of the school

### SEXISM AND SEXUAL HARASSMENT

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

**Sexist comments** are those which discriminate based on sex, particularly against women. **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if the pupil refuses to apologise in the first instance

Our pastoral curriculum will cover what healthy and respectful behaviour towards one another looks like.

### CHILD-ON-CHILD ABUSE

All staff will receive training on child-on-child abuse. We fully understand that even if there are no reports of child-on-child abuse in school it may be happening. As such all our staff and children are supported to:

- Be alert to child-on-child abuse (including sexual harassment)
- Understand how the school views and responds to child-on-child abuse
- Stay safe and be confident that reports of such abuse will be taken seriously

We will not tolerate instances of child-on-child abuse and will not pass it off as "banter", or "part of growing up". We will recognise that "child on child abuse" can occur between and across different age ranges and will follow both national and local guidance and policies to support any children subject to child-on-child abuse. We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools and utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority.

### SEARCHES

Headteachers and staff they authorise have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage the property of; any person (including the pupil)
- An article specified in regulations: tobacco and cigarette papers; fireworks; and pornographic images
- Vapes and e-cigarettes

## 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 school
- Incidents of violence or assault, theft, repeated harassment or intimidation, or incidents of hate crime will be reported to the police
- 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

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 time or up to 30 minutes at the end of the day. You will usually get a text or an in-app message via MyEd to inform you. Please ensure your contact details are up to date. For more serious matters, staff can issue an hour's detentions after school **without giving parents/carers notice**.

Below is a link to a government summary of the law relating to discipline in a school:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

- Teachers have the power to issue detention to students (aged under 18)
- Schools must make clear to students and parents/carers that they use detention (including detention outside of school hours) as a sanction
- 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'
- Parental consent is not required for detentions
- 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/Class Charts

## CAMPUS EXPECTATIONS

All members of Hodge Hill College will embody the core principles of the CARE brand: Courtesy, Achievement, Respect, Excellence.

- 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 school environment must also be treated with respect; graffiti or deliberate damage is not acceptable
- All litter should be placed in the bins
- The school discourages the use of single use plastic. Drinking water should be stored in refillable clear water containers. Single use water bottles will be confiscated
- The languages of communication whilst in school are English and French
- All pupils 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 must 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 and as a result, your child will lose their place at Hodge Hill College
- Verbal, electronic and physical abuse to any member of the school community is not tolerated in any circumstance
- No illegal substances may be brought on site
- Smoking or vaping 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 school. We cannot accept responsibility for their loss or damage
- All students must remain on the premises during school hours, permission for absence must be requested by parents and authorised in advance
- All students must follow all rules as reflected in this handbook

## MOBILE DEVICES

Please note pupils are not allowed to use mobile devices anywhere on the school site. Mobile devices should be turned off and should not be visible anywhere on the school site. If a child is seen with a mobile device or one is heard it will be confiscated.

## CONFISCATED ITEMS

These items will be placed in the School Office to be picked up by a parent/carer at the end of the day between the following times:

- **Monday:** 3:45pm-4:45pm
- **Tuesday, Wednesday & Thursday:** 2:30pm-4:30pm
- **Friday:** 1:30pm-2:30pm

## BEHAVIOUR FOR LEARNING – CLASSROOM 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:

Consequence	
C1	Verbal Warning
C2	Move Seats
C3	Isolation within Classroom
C4	Removal from the Classroom

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
- parental contact

We take an inclusive approach to behaviour management and have a number of interventions at our disposal to support pupils to improve their behaviour and to meet our high expectations. The Success Ladder details a number of approaches we use here at Hodge Hill College.

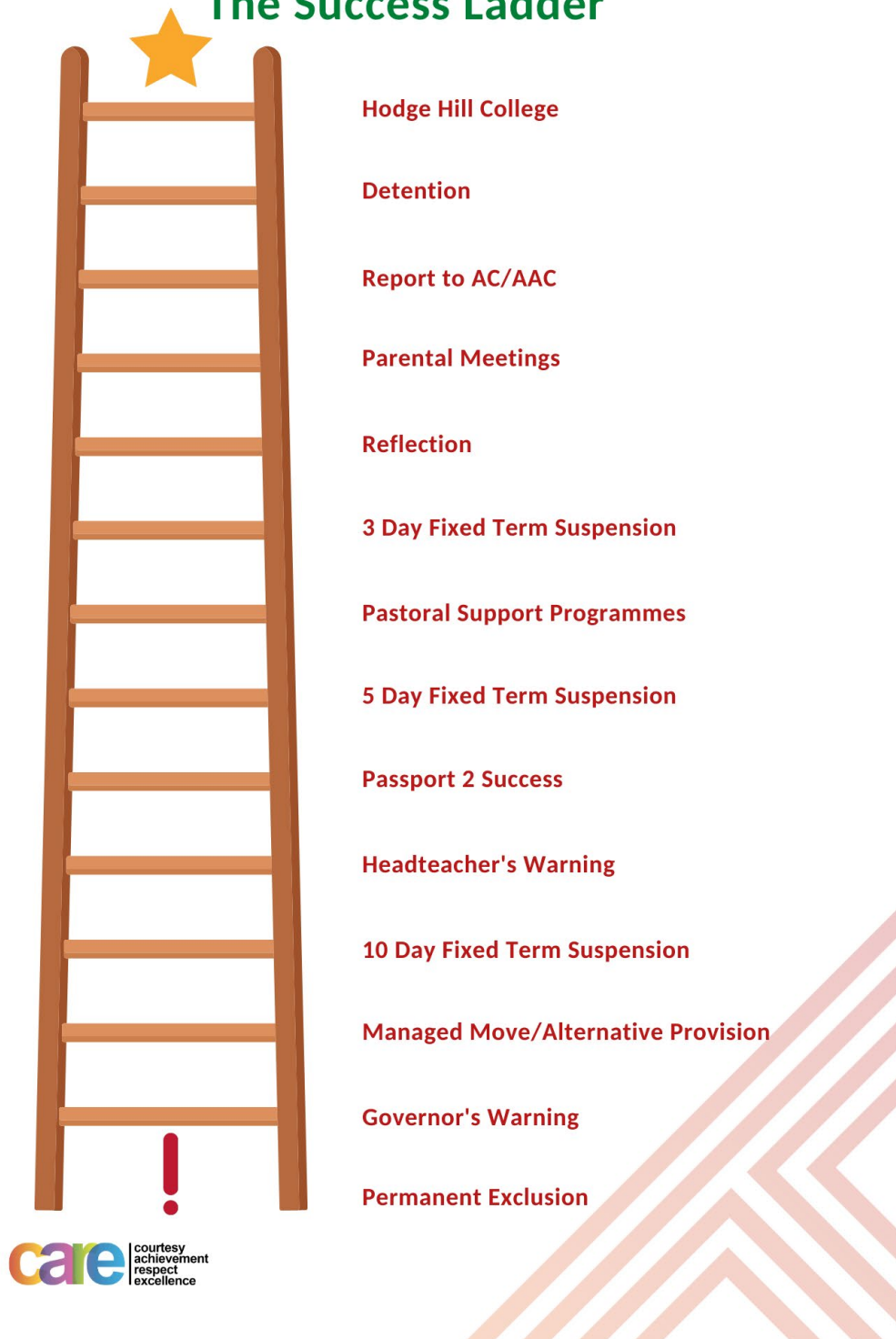
Please note we work in partnership with other schools in the East Area Network to promote good behaviour and offer pupils a fresh start in another school when all internal strategies for managing good behaviour fail. In addition, we work with the City of Birmingham School and offer identified pupils '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 school reserves the right to suspend pupils. Two possible suspensions may be used dependent on the individual or series of serious infringements:

- Fixed-term suspension
- Permanent suspension

## The Success Ladder



## ENHANCED PROVISION

The aim of Enhanced Provision is to embrace all people irrespective of race, gender, disability, medical or other needs. It is about giving equal access and opportunities and getting rid of discrimination and intolerance. At Hodge Hill College, Enhanced Provision underpins every aspect of school life. Every member of the school community is regarded as being of equal worth and importance. Enhanced Provision recognises differences; meeting the needs of individuals and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

### **Inclusive Education**

#### **We aim to achieve this through:**

- all children learning together where possible or in the best interests of the child
- adapting systems and structures to meet the needs of children whatever their disability, learning difficulty or personal circumstances
- fully involving all children in the learning process
- enabling children to participate in the life and work of this school to the best of their abilities, whatever their needs
- recognising and valuing the diversity of cultures, languages, religions, opinions and beliefs in society as a rich resource to support everyone's learning
- fostering and sustaining relationships between our school and the local community
- setting and monitoring achievable targets that challenge the learning capabilities of all children.

#### **We will work towards this by:**

Creating inclusive cultures through building a community ensuring that

- everyone is made to feel welcome to the school
- children help each other
- staff work together to include everybody
- staff and children treat each other with respect
- staff work in partnership with parents
- staff and governors work together to include everybody
- all local communities are involved with the school

#### **Establishing inclusive values ensuring that:**

- there are high expectations for all children
- staff, governors, children and parents share a belief in Enhanced Provision
- children are equally valued
- staff and children are seen as individuals
- staff seek to remove all barriers to learning and participation in school
- the school strives to remove all discriminatory practices
- supportive friendships are actively encouraged

#### **Producing inclusive policies through developing a school for all will ensure that:**

- staff appointments and promotions are fair
- all new staff are helped to settle into the school
- the school seeks to admit and retain all children from its community
- the school seeks to make its buildings physically accessible to all people

- all new children are helped to feel settled
- parents are encouraged to participate in the life of the school

**Organising support for diversity ensures that:**

- all children have access to appropriate support
- all forms of support is co-ordinated
- staff development activities help staff to respond positively to diversity amongst children
- the Special Educational Needs and Disability (SEND) policy is an inclusive policy (See SEND Policy)
- the SEN Code of Practice (2014) is used to reduce barriers to learning and participation for all children
- pastoral and behaviour support policies are linked to curriculum development and learning support policies
- barriers to attendance will be reduced
- the school actively works to eliminate bullying
- support for those learning English as an additional language (EAL) will be co-ordinated with learning support

**Evolving inclusive practices through orchestrating learning ensuring that:**

- learning is responsive to diversity amongst children
- learning is accessible to all children
- learning develops an understanding of difference
- children are actively involved in their own learning
- children are encouraged to learn collaboratively
- assessment encourages and recognises the achievement of all children
- classroom rules are based on mutual respect
- practitioners plan, review and teach in partnership with their colleagues, pupils and parents
- practitioners support the learning and participation of all children
- Learning Support Assistants (LSAs) support the learning and participation of all children
- parents are encouraged to work in partnership with the school to support the learning and participation of all children
- homework contributes to the learning of all
- all children have access to all learning activities outside the classroom as well as access to extracurricular activities
- all children are given access to an assessment system that is able to demonstrate their progress and achievements

**Mobilising resources:**

- School resources are distributed to support Enhanced Provision
- Community resources are identified and support or other resources utilised
- Staff expertise should be fully utilised
- Diversity amongst children and families should be used as a resource for teaching and learning
- Staff should develop resources to support learning and participation

**PROCESS FOR APPLYING FOR AN EHCP:**

**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.

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.

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 parental consent or you can request an EHCP assessment for your child individually through contacting [SENAR@birmingham.gov.uk](mailto:SENAR@birmingham.gov.uk) 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 to establish an evidenced cause for concern that has been noted by a qualified medical practitioner.

<p><b>Step 1: Listen and Understand</b> <b>Assessment, intervention and support (SEN graduated approach and Early Help) that informs the decision to refer for EHC needs assessment</b></p> <p><b>The Local Offer</b> 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.</p> <p>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.</p> <p><b>Advice and Support: ongoing multi-agency support</b></p> <p>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).</p> <p>The decision to request a statutory EHC needs assessment is made 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 overtime 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.</p> <p><b>Making a Request for statutory EHC needs assessment</b></p> <p><b>The keyworker</b> 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 requesting a statutory assessment. The meeting is conducted using person-centred approaches placing the child / young person at the heart of the process.</p> <p><b>To prepare for the meeting</b>, the keyworker uses person-centred tools 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.</p> <p><b>At the meeting</b>, 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.</p> <p><b>After the meeting</b>, the keyworker completes the Request for Education Health and Care Assessment form and sends this with the supporting information to SENAR.</p>
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	<p><b>Step 2: Request for Statutory EHC Needs Assessment</b></p> <p>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. the 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 to be accepted.</p> <p>SENAR decide 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 EHPC Panel is made up of professionals from education, health and social care.</p>
	<p><b>Step 3: Information gathering</b></p> <p><b>Information gathering and further assessment work completed</b></p> <p>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.</p> <p>Once the advice and information have 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 EHCP. 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.</p> <p><b>Step 4: Planning meeting and the decision whether to proceed to EHC Plan</b></p> <p>The purpose of the meeting is to ensure the completed assessment accurately reflects the child/young person's needs, agree to the outcomes with/for the child or young person and how these might be met, including resources and preference for placement if applicable.</p> <p>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.</p> <p><b>Step 5: Draft EHC Plan and Consultation</b></p> <p>If the decision is to proceed to EHC Plan, the SENAR representative 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 upon as part of the consultation process.</p> <p>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 can access support if needed to help them with this.</p> <p>A SENAR representative 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.</p> <p>The SENAR representative consults with governing body, principal or proprietor of the appropriate educational provider(s). Educational providers must respond within 15 calendar working days.</p>
	<p><b>Step 6: EHC Plan finalized</b></p> <p>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 a personal budget.</p>
	<p><b>Step 7: Implementation and Review</b></p> <p>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 to assure the outcomes identified in the child or young person's EHC plan.</p> <p>The EHC Plan will be reviewed at least annually to maintain its relevance to the child or young person's 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 or at the direction of the local authority. Using a person-centred approach to structure meetings supports the continued engagement and involvement.</p>

## EAL SUPPORT

A learner of English as an additional language (EAL) is a pupil whose first language is other than English. The 'First language is the language to which the child was initially exposed to during their early development and continues to use this language within the home and the wider community.

These are the numbers derived from the data collected by parents at the beginning of the school year. However, the number of students receiving or entitled to extra support (other than their class teachers) will differ. Students in need of higher levels of support from our EAL team are detailed on our EAL register document. The document itself and data are regularly checked and amended on a term by term basis with updates on support added over time and shared with teaching staff.

At Hodge Hill College EAL students receive a knowledge rich curriculum which inspires pupils to succeed in all aspects of their English proficiency: writing, reading, speaking, listening as well as life skills. They are also coached in gaining a broader understanding of key words associated with their options and core subjects choices.

It provides opportunities for all pupils to make progress and achieve success not only in 'Real Life English' or 'Academic English', but also gives them a more in-depth understanding of cultural values and tradition. We give pupils the chance to debate and discuss topical issues around British Values using SMSC (Social, Moral, Spiritual, Cultural) as a basis for a high proportion of the things we teach. We aim to develop confident individuals who make a positive contribution to British society and the right choices to develop within their education.

Higher need students are also supported with their pathway to Post 16 education and support is offered with their college applications and career choices. Our aim is to ensure that at the end of their time with us all our pupils leave the college being able to survive and thrive in the UK.

## OUR CURRICULUM

Key Stage 3 support:

- Students requiring low level support at KS3 are removed from a range of lesson to take part in either a READING SCHEME or a SPAG (Spelling, Punctuation and Grammar programme (or both if needed)
  - The Reading Scheme allows us to improve vocabulary and pronunciation as well as instigating a conversation surrounding text comprehension (literal, inferential and personal questioning). This will help students gain confidence with their oracy and spoken language skills and aims to equip students with what they need in order to approach their GCSE courses of study with confidence
  - The SPAG Programme is pure grammar and is made available to students recently arrived in the country or those who have produced a high level of English Language Proficiency within testing, but have begun to develop linguistic habits that could hinder their future development

Key Stage 4 support:

- Higher need students will have their GCSE English lessons with an EAL specialist teacher where possible. The literature curriculum is amended to making the core aim that of developing language skills. Students also participate in an ESOL course (English to speakers of other languages) and IGCSE EAL (International General Certificate of Secondary Education). All of the courses are complementary in their outcomes and approaches and do not overload or overwhelm the students
- Year 11 EAL students will also be offered to sit a GCSE in their native language if it is offered. Students participate in a number of lessons, within which we explain the skills needed for success and students are familiarised with the format of the questions within the exam
- Students who require higher levels of support will be allocated this during tutor time

## NEWLY ARRIVED STUDENTS

We assess pupils for English Proficiency within their first 3 weeks following their arrival at our school. As much information as possible is gathered in order to gain a broader picture of the literacy and proficiency level within their own first language. Ideally the students will spend a transition period with the EAL department before being integrated in subjects, during which time students are taught the basics of 'Survival English'. Here are some of the tools that we use in order to equip students with the language skills needed in order to integrate into their subjects and to access the curriculum fully

- **English My Way:** Survival Kit English and Life skills. This will give the students essential life tools to be able to communicate and behave appropriately within social situations

- **ESOL COURSE:** Ranging from Entry Level 1 to Level 2, this course will give students the tools to integrate into the wider community as well as the school community. This is seen as a crucial stepping stone before integration to mainstream lessons

Our curriculum aims to develop:

- Pupils' communication skills in the four skills (Language, Spelling, Reading and Writing).
- Pupils' understanding of the cultural values of the UK.
- Pupils' ability to navigate everyday life and share their knowledge with members of their family and communities.

Marking Policy

- KS3 and Newly Arrived students are given an exercise book. Activities will be marked at the end of most lessons and verbal feedback and correction of inconsistencies will be tackled immediately by the EAL team
- KS4 students are provided with a ring binder with dividers to cater for the different activities completed across all areas of support and subjects
- Classwork will be regularly marked (if appropriate) and feedback and correction will be provided. This will allow the students to better understand how to improve the quality of their English in both written and spoken form.
- Assessments are designed to target the development and demonstration of one skill at a time. Students will attend a walking talking mock before sitting them and this will be followed by feedback and face to face discussions with a member of the EAL team. Students will then have the chance to sit the paper again to see if they can put things into practice with an exam scenario
- Moderation of results will take place with the English Department with regard to the GCSE mock exam papers and the EAL Coordinator will also liaise with the MFL Department regarding assessment dates and speaking examinations within that subject area



**SPEECH AND LANGUAGE THERAPY – LONG TERM PLAN/IMPACT REPORT**

Provision: Two qualified therapists to visit the school to work with pupils and Communication Champions on a weekly basis. Senior Therapist to visit the school for ½ day, Junior therapist for 1 day per week.

LEVEL	ACTIONS	IMPACT	OUTCOME MEASURE	RESOURCES/STAFF REQUIRED	SALT SUPPORT
UNIVERSAL	Whole school training	Staff to have an improved knowledge of SLCN (Speech, Language & Communication Needs) and improved confidence in their ability to identify and support children across the school.	Post training questionnaire completed by attendees.	Webinars provided for SLCN – to be shared with Enhanced Provision team and heads of department.	Webinars to be provided for training sessions.
	Signposting staff to useful websites and resources.	To provide staff with additional support and sources of advice to support SLC relevant to their needs.	Staff to know where and how to access useful websites and resources to enhance their learning and development of SLCN knowledge and skills.	Staff Communication Champions identified.	SALT to signpost relevant resources for staff.
TARGETED	To identify and train Communication Champions in use of SLCN identification toolkit/screening tool.	To develop skilled Communication Champions to encourage and support colleagues to apply and promote SLCN’s ‘good practice’ across the school.	All staff to be aware of the role of the Communication Champions and to feel supported in understanding SLC and applying good practice across the school.	Names of staff identified as Communication Champions and opportunities to meet with Senior Leadership Team as required to support screening and interventions on a wider scale.	SALT to provide overview of Communication Champions role and responsibility SLCN webinars/relevant job training

	Progression Tool Screening Training To be provided.	To develop skilled Communication Champions capable of screening student's speech and language skills.	Appropriate students identified for speech and language intervention e.g. targeted or specialist support.  Post training questionnaire completed by attendees.	Names of staff identified for the training	SaLT to provide training and resources
	Intervention training TBC	To develop skilled Communication Champions to run targeted interventions for students with SLCN (who scored 'amber' on the screening tool).	To see improvements/objectives achieved in a pupil's SLC skills following a re-screen or review of progress.  Moderation of interventions to ensure appropriate competency level.  Post training questionnaire to be completed by attendees.	Names of staff identified for the training and opportunities identified for completion of interventions	SaLT to provide training and resources and ongoing moderation
	Staff/Parental advice literature TBC	Staff and parents feel fully informed and supported to facilitate skill development at home.	Parent and staff feedback to be provided.	Communication Champions to lead parental communications.	Provision of relevant framework for a high standard of communication between school and home.
SPECIALIST	One to One Specialist Assessment	Individual needs of children are identified.	Assessment reports and recommendations are produced.	Staff to be aware of the referral process and relevant documentation.  Staff to liaise with SaLT prior to referral  Accommodation to be available in school for assessment/interventions and parent meetings.	Specified number of SALT sessions provided per term for specialist caseload  SALT to provide referral documentation and consent forms.

	Specialist Intervention	Pupils receive appropriate and timely intervention from SLT and trained staff in school.	Individualised targets are produced. Pupil progress made and objectives achieved and evaluated.	School to identify targeted staff to work with individual children. Assistant Head Teacher of Enhanced Provision & Literacy to ensure staff have protected time to work with these identified children.	SALT to provide therapy sessions as appropriate. SALT to provide resources for staff to support SALT targets SALT to provide training/ observation sessions for staff where appropriate.	
	EHCP support	Children have appropriate provision as identified within the EHCP.	Regular intervention is implemented in line with EHCP. Staff to be competent in knowing how to support EHCP targets and for children to make progress.	Identified staff to be aware of EHCP targets specific to SLC.	SALT to offer intervention in line with EHCP requirements e.g. One to One therapy Staff training Class based recommendations and Group therapy	Termly Review
	Staff and parent liaison	Parents and staff are fully informed and involved in the child's therapy plan.	Parents and staff are aware of speech and language targets and feedback provided.	Identified staff to be made available for participation. Staff to have appropriate resources to work with the children.	SALT to work with Communication Champions to arrange staff and parent meetings as appropriate.	Termly Review

## SPEECH & LANGUAGE TEAM (SALT)- CONTENTS OF PROGRAMME OF INTERVENTIONS PROVIDED BY OUR TRAINED COMMUNICATION CHAMPIONS:

### KEY FEATURES INCLUDE

- A focus on specific skills that are linked to behaviour, such as understanding meaning, verbal reasoning and emotional literacy skills
- A framework for assessment, as well as a range of downloadable activities, worksheets and resources for supporting students
- Sixty illustrated scenarios that can be used flexibly with a wide range of ages and abilities to promote language skills, emotional skills and self-awareness

### INTRODUCTION

- The Language for Behaviour and Emotions approach
- How adults can help
- What to do when things don't make sense (understanding)
- Saying when you don't understand (comprehension monitoring)
- Understanding words (vocabulary)
- When people don't say what they mean (figurative language)
- Talking about feelings (emotional literacy)
- Finding clues and explaining your thinking (inference and verbal reasoning)
- The story (narrative)
- Bringing it all together and solving people problems

### GUIDE TO USING LANGUAGE FOR BEHAVIOUR AND EMOTIONS

- Creating a communication and emotion friendly environment.
- Assessment of needs using appropriate toolkits.
- Creating a LFBE profile, identifying key skills and related tools.
- Specific everyday strategies.
- Teaching skills in a LFBE session.
- Reassessment in order to measure progress made in preceding weeks of intervention.

### TOOLKIT CONTENTS

- Saying when you don't understand (comprehension monitoring).
- Understanding words (vocabulary).
- 'Word Wizard'
- When people don't say what they mean.
- Talking about feelings.
- What's that feeling called? (naming emotions).
- Dealing with feelings.
- Finding clues and explaining your thinking (inference and verbal reasoning).
- The story (narrative).
- Solving people problems
- Problem solving frame LFBE Language Level A
- Problem solving frame LFBE Language Level B
- Problem solving frame LFBE Language Level C/D

### WEEKLY INTERVENTION STRATEGIES DURING COURSE OF INTERVENTION

#### Week 1:

- **Introduction:** A group discussion why we are taking this Intervention. How is it structured? Why we are there and how it's going to help with our learning moving forward
- They will cover how teachers/adults can help and what to do if things don't make sense (understanding). Also how to ask for help if the pupils do not understand (comprehension monitoring)

- We will read the Aarons story in Language for behavior and emotions book and have a group discussion about the story on what the pupils think and how Aaron could act differently

Week 2:

Talk about communication strategies:

- Non-verbal communication (body language, tone of voice, listening, eye contact)
- Listening skills (paying full attention, do not interrupt)
- Listen to body language (ask questions Are you ok? How you feeling?) understand other people's body language
- Language (simple sentences so people understand, keeping it short so you don't get too confused, pause after you speak, try and use model language (speaking correctly) so others understand
- Understanding do not always presume everyone understands and also understanding your own feelings

Week 3:

Emotional Coaching Strategies and rationale:

- Learning how to accept emotions (all feelings are important and they are there for a reason and how to express emotions because that can have an impact on us and others)
- Build Body awareness (recognize body cues that are related to emotions, such as sweaty hands maybe because you are stressed, heart beating fast are you anxious or worried, fidgeting are you angry or feeling stressed)
- Recognize emotions (what types of emotions are there and what emotions do you feel or have felt)
- Understanding on not get to attached to your feelings as they will come and go. You have a choice about what to do with them and how to deal with them. Come up with suggestions how they could deal with the emotion they are feeling

Week 4:

- This session you are going to show the pupils three scenarios in LFBE Book
- Complete the questions with the pupils for them to give you as much understanding. as they can from the pictures. This will cover their understanding, feelings and other scenarios which could arise
- 2 scenarios to be covered in order to put understanding into practice in this session

Week 5:

- Does it all make sense so far?
- Do you understand all of the words?
- Do you miss bits of what people are saying?
- Do they mean what they say?
- Also the pupils will learn what to say when they don't understand? And how to let someone know when you don't understand.

Week 6:

- Tricky words (Definitions and Symbols)
- Discuss all the words in the pages and the ones the pupils recognise and use in their daily lives. The book shows you symbols of the words, definition, words that could mean the same thing and how adults and child might use them differently. Print off the pages and hand out to pupils to keep as they will be useful

Week 7:

- Words connected with behaviours
- Learning different types of words such as 'Time out, calm down, choice, disagree' etc. The definition of the words and what words can mean the same thing. How we use them and when we would use these words in context
- We will look at crazy phrases and definitions which are also used in every day to day life, such as Get a grip, in the dog house, clean up your act. To help the pupils have a better understanding on the meaning

Week 8:

- Talking about feelings
- Understanding feelings and why it is important. Everyone has different feelings all day every day. Pupils need to understand their feeling and recognize them and then learn how to cope with them. These pages in the LFBE will guide you through different types of feelings and discussion you can have with them. There is an activity to do with pupils called 'Where do I feel that emotion?' And the pupils have to identify where they feel that emotion and what it's called

Week 9:

- Discuss Negative and Positive emotions
- Discuss the word and symbol, definition, words that could mean the same or have similar definitions and how adults and children use the words. Discussion of their feelings and why they might be feeling like this and how they are deal with them. The main purpose in this sessions is understanding the feelings and the correct words associated to those feelings

Week 10:

- Dealing with Feelings
- This session the pupils are going to learn how to deal with their feelings and accepting them. This also discussing what the pupils can say or do if they don't like the way they are feeling
- We will also go over a story 'A Present from dad' and ask the questions related to the story. This will show an understanding of the story, emotions of what they are feeling in the story and what could happen next?
- Assessing next steps and any potential further required for pupils targeted support

## ENHANCED PROVISION TEAM INTERVENTIONS

The school Enhanced Provision team carry out several academic interventions with students that are in need of support in accessing the curriculum on a weekly basis. These range from focussed support with reading using our online library (MyOn), for which all pupils on roll have free 24 hour access to in order to build strong literacy skills. In addition to this, some students are issued access to the 'Accelerated Reader' programme which closely monitors and develops reading skills through regular reading and regular comprehension based testing. If a student requires one to one support with an Enhanced Provision Assistant, then we offer participation in 'Catch Up Literacy' in order to develop essential reading skills over time.

Students are selected to participate in interventions through the analysis of data produced from a students in-class performance or via reading age data produced following whole school reading testing which takes place annually for all pupils on roll at the school. Our interventions offer students a wide range of activities with a literacy focus and are tailored to meet the needs of individual pupils based on individual pupil profiles created in cooperation with students by our Inclusion Team. All interventions are monitored carefully over a fixed time frame following a 'Plan, do, review' cycle. The intervention is planned with pupil experience, learning and support in mind. The intervention is then carried out and reviewed in order to assess pupil progress in order to decide whether further or more intensive intervention is required to support each individual learner.

Within the 2021/22 academic year, we have also introduced interventions with an SEMH focus (Social, Emotional, Mental Health). Students in need of additional support outside of their academic studies are selected via the Enhanced Provision team working closely with our Pastoral Team and external SEMH-focussed organisations in ensuring that students that may require either short or long-term additional support in this area are given an outlet and the support needed in order to keep them happy and healthy within their day to day lives.

## INTERVENTION LIST WITH TIMEFRAME

SEMH Interventions:	<ul style="list-style-type: none"> <li>• Intervention takes place over a measured period of time and sessions of 30-60 minutes are allocated to selected pupils. Below is an overview of interventions provided and an outline of what we set out to achieve for each pupil</li> <li>• SEMH interventions are created for targeted pupils and families will be notified prior to interventions taking place. Interventions may be carried out by the in-school Enhanced Provision team or external counsellors that work with a specified caseload of pupils</li> </ul>
Social Skills	<ul style="list-style-type: none"> <li>• Understanding social difficulties</li> <li>• Tracking the speaker in lesson – Improving listening skills</li> <li>• Improving Interaction with peers in social scenarios</li> <li>• Understanding how to communicate with different types of people and varied age groups</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Understanding relationships with peers and adults and how they differ</li> <li>• Understanding how to communicate with different types of people from all walks of life</li> <li>• Improving Non-verbal communication (body language/facial expressions)</li> <li>• Understanding what a positive relationship is and what it looks like in practice</li> </ul>
Worries and Stress	<ul style="list-style-type: none"> <li>• Stress management and resilience</li> <li>• Managing your thoughts and expressing your worries clearly</li> <li>• Triggers to feelings of worry or stress</li> <li>• Ownership</li> </ul>
Self-worth and self-esteem	<ul style="list-style-type: none"> <li>• Understanding the effects of being angry – how low self-esteem can play a part</li> <li>• Improving approaches to self-worth</li> <li>• Identifying positive outcomes over the negative</li> <li>• Strategies to balance their emotions more effectively</li> </ul>
Language for behaviours Outside agency	<ul style="list-style-type: none"> <li>• A focus on specific skills that are linked to behaviour, such as understanding meaning, verbal reasoning and the development of emotional literacy</li> <li>• Labelling and identifying emotions and understanding them in more depth</li> <li>• Strategies on how to cope with changing emotions</li> </ul>

Pet Therapy	<ul style="list-style-type: none"> <li>• Builds self-confidence</li> <li>• Increases self-esteem as the child learns and performs new skills</li> <li>• Improves verbal and non-verbal communication skills</li> <li>• Teaches boundary-setting skills (what is acceptable and unacceptable)</li> <li>• Teaches compassion and empathy for others</li> <li>• Teaches children to take responsibility for themselves and others</li> <li>• Helps a child make a connection that is free of judgment—an animal will not laugh at or bully a child</li> <li>• Calms anxiety or makes a child feel less lonely or isolated</li> <li>• Helps to develop social skills</li> <li>• Increases a child's willingness to join in activities with peer group</li> <li>• Improves interactions with others</li> <li>• Reduces pain, anxiety, fatigue, and depression</li> </ul>
Academic interventions:	
Maths	<ul style="list-style-type: none"> <li>• Two Maths specialist TA's are provided to carry out this intervention on a weekly basis and students are selected via analysis of data or following concerns or queries from parents or staff</li> <li>• Work covered focusses on improving access to the Key Stage 3 Curriculum and the Key Stage 4 GCSE Curriculum GCSE Specifications.</li> </ul>
MyOn (Online library)	<ul style="list-style-type: none"> <li>• Two Literacy focussed TA's are provided to carry out this intervention on a weekly basis and students are selected via analysis of reading ages and is aimed at students with a Reading Age of below 9 years of age</li> <li>• Students with a Reading Age of 8 years and 7 months or higher are given a free choice of text and independent reading skills are prioritised. Students complete comprehension quizzes following the completion of a text</li> </ul>
Accelerated Reader	<ul style="list-style-type: none"> <li>• Two Literacy focussed TA's are provided to carry out this intervention on a weekly basis and students are selected via analysis of reading ages and is aimed at students with a Reading Age of below 8 years and 6 months</li> <li>• Texts are pre-selected for students and students read to and with the intervention lead member of staff. Questions around the storyline are discussed verbally and students complete a comprehension quiz following the completion of a text. A reading report and breakdown of progress are produced at the end of the intervention period</li> </ul>
Catch Up Literacy	<ul style="list-style-type: none"> <li>• Two Literacy focussed TA's are provided to carry out this intervention on a weekly basis and students are selected via analysis of reading ages and is aimed at students with a Reading Age of below 7 years, 11 months</li> <li>• This session takes place in small groups of up to four pupils per session and sessions provide a focus upon spellings, guided reading strategies, key words and understanding and identifying word classes. Interventions last approximately 15 minutes per session</li> </ul>
Form time SPAG (Spelling, Punctuation and Grammar)	<ul style="list-style-type: none"> <li>• 6 TA's are provided for targeted students in order to practice commonly misspelled words, subject based key words, forming sentences correctly and identifying word classes</li> </ul>
Vocabulary development – Word aware	<ul style="list-style-type: none"> <li>• 3 TA's are provided for targeted students in order develop greater awareness and understanding of the meaning of commonly used words and words used at a subject level</li> </ul>



## READING AGE ASSESSMENTS

Autumn One	Year 7 to complete initial reading tests to produce reading age for all students.	<ul style="list-style-type: none"> <li>Half term used to establish good reading habits using MyOn (Online library).</li> </ul>	<p>Year 7 and 8 reading recovery curriculum continues throughout the year. Assessment of the impact of this curriculum is judged through retesting of reading ages at proscribed intervals.</p> <p>Program is done using MyOn.</p> <p>Form time reading intervention groups for years 9-11 take place. Progress is measured on an ongoing basis through the live data provided by Accelerated Reader. Program is done using Accelerated Reader.</p>
Autumn Two	Years 8 to 11 to complete initial readings test for academic year.	<ul style="list-style-type: none"> <li>Baseline test is completed to measure progress, this is offset from the start of the academic year when students are back in a familiar school routine following summer holidays.</li> </ul>	
Spring One		<ul style="list-style-type: none"> <li>Staff to embed MyOn reading targets for years 7-9.</li> <li>Students completing weekly reading targets and participating in form time reading programme in order to develop more sophisticated reading skills.</li> </ul>	
Spring Two			
Summer One	Years 7 to 10 to complete second set of reading tests for academic year in order to measure progress	<ul style="list-style-type: none"> <li>The evidence of the impact of reading provision is analysed at a whole school level, producing up to date reading data for all pupils on roll.</li> <li>Relevant reading age Information is provided to teachers via their data packs</li> <li>Enhanced Provision team identify pupils that may benefit from more comprehensive form time reading intervention for the following academic year.</li> </ul>	
Students transition to new year group		<ul style="list-style-type: none"> <li>New form time reading intervention groups begin working towards improving reading ages at Key Stage 4.</li> </ul>	
Summer Two			

## SOCIAL, EMOTIONAL & MENTAL HEALTH FOCUSED INTERVENTIONS PROVIDED BY TEAM ENHANCED PROVISION

### SELF-WORTH AND SELF-ESTEEM

Areas of intervention:

- Effects of being angry – having low self-esteem
- How to improve your self-worth
- Identifying positive outcomes over the negative alternatives
- Strategies to balance your emotions effectively

**Target – To be able to describe the way they look and feel using 5 positive descriptive words and explain their reasoning.**

Session	Assessment prior to sessions starting
1	This is me
2	The way I look
3	Things that make me feel good
4	Moving forward- Assessment
5	Things that bring me down
6	Understanding our emotions
7	The way I feel
8	Expressing our feelings- Assessment
9	Making suggestions
10	Next steps – Assessment

### SOCIAL SKILLS

Areas of intervention:

- Understanding social difficulties
- Tracking the speaker during lessons – Developing strong listening skills
- Appropriate interactions within different social scenarios
- Understanding how to communicate with different types of people

**Target – To be able to use a variety of strategies to resolve conflict within a friendship group.**

Session	Assessment prior to sessions starting
1	Talk about talking and listening
2	Our voices
3	Conversation starters and taking it in turns
4	Questions and ending conversation – Assessment
5	Trust and responsibility
6	Valuing others and being good to each other
7	When friendships go wrong
8	Arguments and peer pressure
9	Jealousy
10	Moving forward – Assessment

## RELATIONSHIPS

- Understanding relationships with peers and adults and how they are different
- Understanding how to communicate with different types of people in different scenarios
- Non-verbal communication (body language/facial expressions, the messages we send to others)
- Understanding what a positive relationship is and what one looks like

**Target – To be able understand relationships and coping strategies to deal with negative outcomes**

Session	Assessment prior to sessions starting
1	Getting to know us
2	Staying safe
3	Body language
4	Introduction to relationships and what they mean – Assessment
5	What is love?
6	Starting a relationship
7	Developing a relationship
8	Coping with problems- Assessment
9	When a relationship ends
10	Looking to the future – Assessment

## WORRIES AND STRESS

- Stress management
- Managing your thoughts
- Triggers
- Ownership

**Target – To be able to identify why the problems are occurring and strategies to address them.**

Session	Assessment prior to sessions starting
1	Feeding the Gremlin
2	Triggers of the Gremlin
3	Impacts the Gremlin has on us and our minds
4	You're not on your own – Assessment
5	Putting the Gremlin in his box
6	Starving the Gremlin
7	Managing your thoughts
8	Managing your behaviours – Assessment
9	Overall strategies for worry and stress management
10	Thinking differently - Assessment