

THE COLESHILL SCHOOL HANDBOOK

WORK HARD, BE KIND, TAKE RESPONSIBILITY

2024/25



Coventry Road, Coleshill, Birmingham, B46 3EX

01675 462 435

enquiries@thecoleshillschool.org.uk

www.thecoleshillschool.org

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WELCOME



DEAR PARENTS AND CARERS,

At The Coleshill School everything we do is underpinned by our school values of Work Hard, Be Kind and Take Responsibility.

In order to ensure that we can all adhere to those key aspects of life at Coleshill, we have designed this handbook to ensure that our families are informed of key information about our school.

As our families, we understand the integral part you play in your child's education and the culture of our school. This handbook will enable you to support your child's learning and development as they progress through their time with us.

Additionally, you will find information on our curriculum and pastoral aspects of school which will benefit you in supporting the academic progress of your child.

We truly value your support, engagement and feedback. Please take the time to review this handbook and get in touch if you have any questions or concerns.

Best wishes

Miss Rebecca Brindley

Head of School

VISION & VALUES



OUR VISION

At The Coleshill School we strive to improve student outcomes & life chances through an ambitious curriculum that ensures all of our students are equipped with the knowledge, skills and understanding to build relationships and to connect and engage with society beyond their school and community. All students have access to a powerful and knowledge rich curriculum, that empowers them to be successful, grow and flourish as unique individuals, whilst equipping them with real life skills and experiences. Students are thus able to develop a sense of self and take control of their own destiny.

HOW DO WE ACHIEVE OUR VISION?

- 01** By embedding a clear value system that holds staff and students to account. All staff and students are aware of their roles in ensuring that we Work Hard, Be Kind and Take Responsibility and this is explicitly taught to students as well as forming a key part of staff professional development.
- 02** By creating a culture where teachers can teach and students can learn. A calm and purposeful environment is what we expect to give all students the very best chance of success. Our high expectations of student conduct help prepare students for life beyond school.
- 03** By developing a knowledge-rich curriculum that is well sequenced and gives all students the opportunity to learn and grow in all of their subjects. Our curriculum offer is regularly reviewed and our staff are passionate about ensuring our students receive the very best there is to offer
- 04** By adopting a trauma informed approach that encourages staff to form positive working relationships with students and considers the 'whole' child and their experiences in life to ensure we support them in the most appropriate and effective way both in and out of lessons. This helps students to feel valued and a sense of belonging at our school.
- 05** By regularly reviewing the progress, conduct and development of our students and intervening at the earliest opportunity to ensure that students, parents and carers feel supported and there is opportunity for change and for growth.
- 06** By embracing new technologies and systems to enhance the learning experience of students. Our 1:1 device strategy forms a key part of our teaching and learning strategy and brings new and exciting opportunities to students to enhance their school experience.

OUR VALUES



WORK HARD

We encourage and work with our students so that they are confident and courageous enough to try their best at all times. We expect students to put effort in to their organisation and their uniform so as not to detract from their learning. Our aim is for students to be able to overcome challenges and work through any problems with the right attitude. The focus is very much on fostering a culture of success and for students to identify what success means to them.



BE KIND

At the core of our school community is kindness. We expect our students to be kind and respectful to one another, to all staff and to extended members of our community. This means taking care with our words and not making physical contact with another individual for any reason. Students are encouraged to demonstrate good manners and politeness. We ask our students to be kind to our school, picking up litter and taking care to tidy up after themselves. As a responsible member of our school, students should take care of one another and report any incidences of unkindness.



TAKE RESPONSIBILITY

Taking responsibility for themselves and their actions is a fundamental skill that students must learn in order to be successful in both school and life. In school this means students must follow instructions and meet our high expectations. They should be focused on their learning and ensure their punctuality and attendance to lessons is excellent. By taking responsibility for themselves and all aspects of their school life they have the very best chance of success.

WORK HARD



HOW DO WE SHOW THAT WE 'WORK HARD'

- By putting learning as our top priority
- By trying our best at all times
- By ensuring we are organised and prepared for school by being fully equipped and in correct uniform
- By overcoming challenges and not giving up
- By working through problems both in and out of the classroom
- By having a positive attitude to learning
- By contributing to the culture of success in the school
- By catching up on any missed work through absence
- By making the most of the opportunities, experiences and expertise available
- By recognising and striving for our full potential
- By attending and staying in lessons



BE KIND



HOW DO WE SHOW THAT WE CAN 'BE KIND'

- By actively being kind, respectful and welcoming to everyone
- By being polite and demonstrating good manners
- By saying 'please' and 'thank you'
- By helping and caring for others when they need it
- By choosing our words and actions carefully
- By using appropriate language and not swearing
- By taking care to consider the wishes, needs and concerns of others
- By taking care of our school environment through clearing up rubbish and keeping our areas tidy and free of litter
- By being thoughtful, truthful and considerate
- By calling out inappropriate behaviour and ensuring it is reported
- By always doing the right thing



TAKE RESPONSIBILITY



HOW DO WE SHOW THAT WE 'TAKE RESPONSIBILITY'

- By accepting responsibility for our own words and actions
- By ensuring we comply with school rules and expectations
- By attending school on time every day
- By attending all lessons on time every day
- By acknowledging when we get things wrong and taking steps to repair situations and relationships
- By being in the correct uniform each day
- By having the correct equipment every day including iPad
- By having a timetable and knowing which lessons to go to each day
- By asking for support if you need it
- By prioritising learning and focusing on what we need to do to improve
- By representing The Coleshill School with pride
- By always being a role model for others



STUDENT CONDUCT

Our expectations of student conduct are underpinned by our core values of **Work Hard, Be Kind and Take Responsibility**. We strive to create a culture whereby both the movement around school and the atmosphere in lessons is calm and purposeful. Our expectations are simple and staff use these in conversations and interactions with students to reinforce the importance of adhering to them.

Students
Before School
<ul style="list-style-type: none"> ➤ Students will take responsibility for their organisation and be prepared for school by ensuring their uniform and equipment meet school expectations, to support their learning. ➤ As they travel to school, students will be kind and respectful to others. ➤ Students will take responsibility for their attendance and punctuality by arriving at school on time. Standing assembly begins at 8:40am
Line up and Tutor Time
<ul style="list-style-type: none"> ➤ Students will be kind and respectful to peers and staff. ➤ Students will take responsibility for their punctuality and be in their tutor line at 8:40am. ➤ Students will stand in alphabetical single file in silence during standing assembly ➤ Students will walk single file into school with their form tutor, entering in a calm and orderly manner ➤ Students will work hard to be organised and take responsibility for being dressed in full, correct uniform. ➤ Students will enter their tutor room in a calm and orderly manner and will stand behind their chairs in silence once they have entered ➤ Students will then take their coats and bags off and place their school equipment on their desk for their tutor to check. ➤ Students will stand in silence and only sit down once instructed by their form tutor ➤ Students will work hard during tutor activities ➤ Students will notify their tutor if they do not have their timetable so that their tutor can provide them with one ➤ Students will notify their tutor if there is a uniform <u>issue</u> and they require a yellow uniform slip
Lessons
<ul style="list-style-type: none"> ➤ Students will take responsibility for their punctuality and be on time to lessons. ➤ Students will calmly wait outside the classroom if they are late, and the teacher will address them at a suitable moment so as not to disrupt the learning taking place ➤ Students will enter the classroom calmly and sensibly, with correct uniform, and begin the Do it Now in silence, taking responsibility for their actions. ➤ Students will be kind and respectful to staff and students at all times ➤ Students will be resilient and work hard to overcome challenges ➤ Students will wear full uniform in lessons, removing blazers only with the teacher's permission ➤ Students will not leave lesson until the teacher dismisses them ➤ Students will not walk out of lesson unless collected ➤ Students will take responsibility for tidying away any equipment, rubbish and their general area ➤ Students will ensure their uniform is correct at the end of the lesson and their teacher will check this is correct before they leave the classroom
At lesson changeover
<ul style="list-style-type: none"> ➤ Students will move around the school in a calm and orderly manner, keeping to the left, being kind to others and taking responsibility for their actions ➤ Students will move straight to their next lesson by the shortest route and take responsibility for their punctuality ➤ Students will know their timetable
At break and lunch time
<ul style="list-style-type: none"> ➤ Students will take responsibility for their behaviour at break and lunch times and conduct themselves in a calm and orderly manner ➤ Students will be kind, respectful and polite to canteen staff, duty staff and other students. ➤ Students should place all litter in the bin and take responsibility for looking after the school site ➤ Students should queue respectfully and calmly when in the dining hall/Wilson Café ➤ Students will move with purpose to their next lesson and take responsibility for their punctuality.
At the end of the day
<ul style="list-style-type: none"> ➤ Students will leave lesson for the end of school when dismissed by their teacher after the bell has sounded at 3:10pm ➤ Students will exit the school building in a calm and orderly way ➤ As they travel home, students are representing The Coleshill School and will take responsibility for their behaviour and be kind and respectful to others

BEHAVIOUR IN LESSONS

At The Coleshill School there is a three step consequence system in place to manage disruptive behaviour in the classroom. The priority for both students and staff is the learning taking place in the classroom.

1 Warning 1 is a verbal warning where a student will be reminded about the school expectations and consequences if behaviour continues. This Warning 1 will be recorded on Class Charts. Teachers will explain to students how they should be behaving and students are expected to correct their behaviour and re-prioritise their learning.

2 Warning 2 is a second verbal warning with a reminder of the school expectations and associated consequences. The teacher will log this on Class Charts. As this is for a repeat of disruptive behaviour, the teacher may decide to move the student to a different seat or elect to have a private conversation outside of the classroom to try and reset student conduct.

3 Warning 3 will result in a 30 minute lunch time detention the following day. At this point the student has had numerous opportunities to reflect on their behaviour and make improvements. As such, the teacher will call for 'On Call' support and the student will be removed from the lesson. This information will be logged on Class Charts

! On Call support is used to remove students from lessons who have received three warnings. Staff can also call On Call at their discretion whenever they feel they need support with a student or group of students. When a student is removed from the lesson the member of staff who is On Call will discuss the reason for removal and if any support is required to prevent this occurring again in the future.



REWARDS

Rewards are used to praise, recognise and motivate students that are adhering to the school and SPIRIT values both in and out of lessons.

Students may be rewarded with:

SPIRIT points

Issued in and out of lessons when students are seen demonstrating the SPIRIT values.

Values points

Positive points issued when students are seen demonstrating the school values (Work Hard, Be Kind, Take Responsibility)

Praise Postcards

Issued for particular success in demonstrating the SPIRIT or school values

Reward Badges

Badges are issued for reaching each threshold of SPIRIT points and students proudly wear these on their blazers. Students wearing their badges have the privilege of going to the front of the queue at lunch time

Reward Events and Privileges

Numerous rewards events and privileges are available throughout the school year to acknowledge students that are both excelling and improving

Students are able to 'spend' their positive points on Class Charts on a range of items, experiences or privileges available on the school Class Charts 'store'.

 <p>SELF-MANAGEMENT</p> <p>Show that I want to learn and make progress</p> <hr/> <p>I always manage my time to meet deadlines and reduce stress</p> <hr/> <p>I organise my work and always bring the correct equipment to school</p> <hr/> <p>I am always punctual to lessons and catch up the work I have missed</p> <hr/> <p>I always have a positive attitude to lessons and my teachers</p>	 <p>PERSEVERANCE</p> <p>Show that I give everything a go and put a lot of effort in</p> <hr/> <p>I can manage distractions and do not disrupt the learning of others</p> <hr/> <p>I show resilience to complete a challenging task or home learning</p> <hr/> <p>I try my best to exceed my previous target level or grade</p> <hr/> <p>I am engaged and show focus in lessons at all times</p>	 <p>INNOVATION</p> <p>Show that I take the risk of making mistakes because it's an important part of learning</p> <hr/> <p>I ask thought-provoking questions</p> <hr/> <p>I understand how this lesson links to other lessons or everyday life</p> <hr/> <p>I adapt and improve on ideas</p> <hr/> <p>I offer interesting ideas and solutions to problems</p>	 <p>REFLECTION</p> <p>Show that I am willing to build on feedback to achieve excellence</p> <hr/> <p>I assess my own and others' ideas</p> <hr/> <p>I plan my next steps and discuss these with my teacher</p> <hr/> <p>I act upon feedback to improve my work</p> <hr/> <p>I take the time to make my work the best it can be</p>	 <p>INDEPENDENCE</p> <p>Show that I think for myself and don't need prompting to get on with my work</p> <hr/> <p>If I am stuck, I will try to figure it out before I ask the teacher for help</p> <hr/> <p>I think through what I believe about challenging topics</p> <hr/> <p>I take ownership of my learning and revision outside of the classroom</p> <hr/> <p>I respectfully challenge if I think something is wrong</p>	 <p>TEAMWORK</p> <p>Show that I am a team player and contribute positively in all lessons</p> <hr/> <p>I take an active role in discussions and share my ideas</p> <hr/> <p>I collaborate with others to achieve things together</p> <hr/> <p>I listen to others and work with their ideas</p> <hr/> <p>I support positively the learning of others</p>
<p>These skills and attributes are the minimum expectations for success in any place of work</p>	<p>These skills and attributes will help you in all professions, as not giving up is a sign of strength and determination</p>	<p>These skills and attributes will allow you to think around problems</p>	<p>These skills and attitudes will improve your outcomes and grades</p>	<p>These skills and attributes will improve your learning now and for your whole life</p>	<p>These skills and attributes are essential in all places of work, as we perform better collectively</p>

Our SPIRIT values are six fundamental skills and attributes that we believe are key to student development, progress and success. Students earn rewards where these values are demonstrated in and out of lessons

The six SPIRIT values are:

- Self-Management
- Perseverance
- Innovation
- Reflection
- Independence
- Teamwork



COMMUNICATION

Effective and supportive communication between school and home is essential in supporting your child to be successful and reach their potential.

We value open communication in the best interests of our students to ensure we are providing all members of our community with the very best care.

Communication to and from school can be conducted in a variety of ways outlined on this page.



01675 462 435



enquiries@thecoleshillschool.org.uk



www.coleshill.warwickshire.sch.uk



Coventry Road, Coleshill, Birmingham,
B46 3EX



FORM TUTORS

Your first point of contact for any questions or concerns regarding your child is their form tutor. Form tutors see their groups every day and are pastorally responsible for them throughout their time at school. The Form Tutor will direct you to another member of staff if it is required.



CLASS TEACHERS AND OTHER STAFF

If you feel contact with a class teacher or another member of staff is required please leave a message with school reception or email the enquiries email address at the top of this page. As staff teach throughout the day they will return your call when they are available. We aim to respond to calls and emails within 48 hours.



LETTERS

Letters are usually sent digitally either via email or a text message with a link to the information. You will receive letters updating you with whole-school information and events as well as student specific letters related to your child when required.



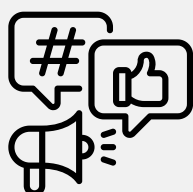
TEXT MESSAGES

You may receive text messages from the school with brief information or a link to further information to read. Text messages are primarily used for quick updates regarding your child such as whether they have received a detention.



WEBSITE

Our website is regularly updated with the current information regarding what is taking place within school. Additionally, all of our policies and procedures can be found here.



SOCIAL MEDIA

Our Twitter/X page is kept regularly updated with news, events, successes and stories about life at The Coleshill School. You can find us @ColeshillSchool

CLASS CHARTS

We use Class Charts to record and manage student behaviour. If you have downloaded the Class Charts Parent App you may receive push notifications regarding your child's behaviour. Additionally, staff may send you a message through class charts to discuss your child. You are then able to reply through the app. Again, we aim to respond within 48 hours



PARENT/CARER CONCERNS

We encourage all parents and carers to contact the school at the earliest opportunity if they have any concerns or would like to discuss something.

Where there is significant reason to do so, this concern may be passed to the Senior Leadership link with the relevant year group for prompt attention. You will receive communication from this member of staff with regards to an outcome and any next steps.

The Coleshill School is a cashless site and as such there is no reason for students to bring money in to school for anything school related. Any student bringing money in to school does so at their own risk.

Parents and carers of new students will receive information regarding ParentPay, our online payment service used for meals, school events and trips.



LOST PROPERTY

Students must **take responsibility** for any items they bring in to school. We ask that student possessions and uniform are clearly labelled with their name so that in the event that they are lost they can be returned to them as quickly as possible. We have a store of lost property in school which students are able to look through in the event that they have lost an item.



TRIPS & VISITS

We provide lots of opportunities for students to take part in trips and local area visits. You will be contacted if your child has the opportunity to take part in a trip or a visit. Any payment required would be taken via Parent Pay, where payment and consent can be provided. Consent may also be sought through Class Charts. For local area visits, consent is not always required and we will inform you if your child is taking part in such a visit.



ATTENDANCE

CONSISTENT SCHOOL ATTENDANCE FOSTERS A SENSE OF RESPONSIBILITY AND DISCIPLINE THAT BENEFITS STUDENTS THROUGHOUT THEIR LIVES

Excellent attendance and punctuality is essential for social wellbeing and academic success

If a student's attendance is less than 97% then their attendance is not good enough. Where attendance is below 97% then we would expect this to be only for students with significant medical concerns.

Where poor punctuality and attendance is an issue, meetings with parents or carers will be arranged to ensure the right level of support and understanding is provided and that all parties are clear in respect of their responsibilities.

Parents and carers should only request a leave of absence in exceptional circumstances. Any holiday requests during term time will be refused.

STUDENT EXPECTATIONS

Students will:

- **work hard** to try and achieve 100% attendance
- attend school every day
- arrive punctually to school and attend morning standing assembly at 8:40am
- arrive to all of their lessons on time
- take responsibility for their punctuality and attend the consequences issued due to persistent lateness to both school and lessons

ATTENDANCE MONITORING AND FOLLOW UP

The Coleshill School uses Studybugs to report, record, monitor and follow up on student attendance.

All Parents and Carers are required to download the Studybugs app or use the Studybugs website (www.studybugs.com) and set up an account linked to their child at The Coleshill School.

All student absence should be reported via the Studybugs app or website before 8:30am each day.

Studybugs will automatically message parents and carers if a student is absent and this has not been reported to the school to ensure we receive confirmation of absence. The Coleshill School attendance team will follow up with same day phone calls where no confirmation is provided.

Parents and carers will also receive automated alerts from Studybugs regarding their child's attendance and when this reaches a threshold of concern. Studybugs will also automatically send praise alerts to acknowledge improved attendance.



TRAVEL TO SCHOOL

The following school bus arrangements are in place for transporting students to and from The Coleshill School:

Bus Number	Arrival at school	Departure from School	Destination/Route	Company Information
863	8.15am	15.15pm	Nether Whitacre, Furnace End, Shustoke, Whitacre Heath, Lea Marston, Water Orton, Coleshill Schools	Warwickshire County Council Operated by Meadway Executive Coaches Tel: 0121 773 8389 Email: office@meadwaycoaches.co.uk
865	8.15am	15.20pm	Water Orton, Coleshill School	Warwickshire County Council Operated by Meadway Executive Coaches Tel: 0121 773 8389 Email: office@meadwaycoaches.co.uk
868	8.10am	15.15pm	Over Whitacre, Shustoke, Maxstoke, Coleshill School	Warwickshire County Council Operated by PMJ Group Travel Tel: 07967317411 / 01827714914 Email: pmjtravel@yahoo.co.uk
115	8.10am	15.20pm	Curdworth, Water Orton, Coleshill School	Warwickshire County Council Operated by Arriva Midlands Tel: 01827308614 Email:
70	8.04am 8.33am	15.30pm	Marston Green, Chelmsley Wood, Coleshill School	Public Bus Operated by National Express Tel: 0121 254 6899 Lost Property 0121 254 6803
70	7.53am 8.35am	15.30pm	Castle Bromwich, Water Orton, Coleshill School	Public Bus Operated by National Express Tel: 0121 254 6899 Lost Property 0121 254 6803
891	8.15am	15.17pm	Chelmsley Wood, Marston Green	Public Bus Operated by National Express Tel: 0121 254 6899 Lost Property 0121 254 6803

For further information about school transport and bus passes please visit: <http://www.warwickshire.gov.uk/schooltravel>
or call : Warwickshire Education Transport team: 01926 412929:
Please visit: www.thecoleshillschool.org for up-to-date information and bus timetables

In addition to this, public buses including the X13 stop directly outside school travelling in both directions. These buses run regularly in the morning and afternoon to facilitate travel to and from school.

Year 7's can travel on a Year 7 only school bus to Marston Green and Chelmsely Wood which picks up from inside the school site.

TRAVELLING BY OTHER MEANS

If students are travelling to and from school by car then we ask parents to respect our neighbours by parking respectfully if collecting students from outside of school. We also ask parents and carers not to drive on to school site at the end of the day as this can lead to significant congestion as parking is very limited. No parking is allowed in the bus bays or on the zig-zag lines.

If students are walking to and from school there is no need to notify us of this. We ask parents and carers to ensure they have discussed how best to safely travel whilst walking including sticking to public pathways and road safety. **No students should attempt to cross the dual carriageway (A446) near to school on foot or by bike.**

Students wishing to travel to school by bike should do so safely and in consideration of the fact that school is on a main road. There are bike racks at school for students to lock their bikes on to.

UNIFORM

Uniform is an essential part of school life that helps students to feel a sense of belonging and pride in their school community.

Students are expected to wear full and correct uniform every day, reinforced by our expectation that they 'take responsibility' for their organisation and preparedness for school.

Where uniform is incorrect, students may borrow uniform from the school for the day. Alternatively, parents and carers will be asked to bring correct uniform to school. Failing this, and without good reason, students will be expected to attend an appropriate consequence in order to ensure all students take pride in their appearance and adhere to school expectations.



THE COLESHILL SCHOOL UNIFORM

- The Coleshill School Blazer (Worn at all times around school)
- White Shirt
- The Coleshill School Tie (In your child's house colour)
- Plain black trousers (Straight cut or tailored - not 'skinny' or tight fit) or plain black pleated skirt to the knee.
- Plain black shoes with black socks or tights
- Plain black v-neck jumper (Optional in addition to blazer. Must not be worn instead of blazer)

WHAT TO AVOID

The following items are not permitted in school

- Canvas shoes or trainers
- Shoes or trainers that are not plain black or polishable (No running or leisure style trainers)
- Open front shoes or 'Crocs'
- Skinny, tight fitting or cropped trousers
- Leggings
- Short skirts that are not knee length
- Tight fitting skirts
- Hoodies or sweatshirts
- Caps or hats
- Balaclavas
- Excessive ear piercings
- Hooped or hanging earrings
- Ear stretchers or expanders
- Facial piercings
- Excessive jewellery
- Extreme nail extensions
- Over the shoulder pouches or bum bags

UNIFORM MONITORING

- Student uniform will be checked as students enter school each morning
- Staff will further check student uniform at morning standing assembly
- Pastoral Teams will support Form Tutors during this time to ensure infringements are corrected and the appropriate follow up is agreed
- Staff will check student uniform at the start and end of each lesson
- Students will only take their blazers off with the permission of their class teacher
- Students will ensure their uniform is correct throughout the school day
- Students will wear full and correct uniform if they need to leave lesson for any reason
- Students will receive negative 'standards marks' if they do not meet the school expectations

P.E. KIT

FOR EVERY PE LESSON STUDENTS SHOULD HAVE:

- PE T-shirt (With house colour trim)
- PE Half-Zip top (With house colour trim)
- The Coleshill School branded tracksuit bottoms or The Coleshill School branded shorts
- For girls, The Coleshill School branded leggings or cycling shorts are options in addition to shorts or tracksuit bottoms.
- The Coleshill School branded hoodie - only to be worn for PE lessons where non-contact sports are taking place. This hoodie is not to be worn around school outside of PE lessons.
- Trainers suitable for indoor and outdoor use

PE KIT REMINDERS

- Students only need to bring their kit to school on the days that they have PE lessons
- If a student forgets their PE Kit they will be asked to borrow PE kit from the school so that they can take part
- Failure to do this will result in a consequence being issued
- Additionally, if PE kit is inappropriate or incorrect then a consequence will be issued
- Students must take responsibility for their PE Kit when they bring it to school. They are expected to keep it with them throughout the school day and as such it should be in a suitable bag and be appropriately labelled with their name



EQUIPMENT

*BEING FULLY EQUIPPED
MEANS BEING FULLY READY.
COME PREPARED READY TO
LEARN AND REACH YOUR
POTENTIAL*

We expect students to take responsibility for their preparedness and organisation and be ready to learn each day by attending school with the following equipment:

- School bag (backpack NOT pouch)
School bag must be able to hold A4 exercise books, iPad and PE Kit
- Pencil case
- Black pen x2
- Red pen x2
- Pencil x2
- Eraser
- Ruler
- Scientific calculator
- Protractor
- Glue stick
- School iPad

MOBILE PHONES AND ELECTRONIC DEVICES

The Coleshill School does not permit students to use mobile phones, headphones or any other electronic devices on school site.

Mobile phones should be turned off and put away for the duration of the school day once students arrive on school site. Headphones should also be put away as students arrive on school site.

We operate a **Not Seen, Not Heard** policy in school. This means that if a mobile phone or electronic device is seen or heard at any point during the school day then it will be confiscated and returned to students at the end of the school day

If students refuse to hand over their mobile phone or electronic device then this will result in escalated consequences.

Parents and carers should support the school by not messaging or communicating with their child via mobile device during the school day as this will result in your child having their mobile device confiscated if caught. If your child needs a message passing to them please contact the school directly and we will ensure it gets to them.

Students must **take responsibility** for their mobile devices, headphones and electronic devices and be aware that by bringing them to school they do so at their own risk.

THE SCHOOL DAY



TOILET POLICY

Toilets are open for students to use before school, at break time, lunch time and after school.

At break and lunch times, year groups are allocated specific toilets to use to avoid overcrowding.

During lessons, students are permitted to use the toilet with permission from the teacher. Students are given an 'out of lesson' lanyard and this must be displayed by the student at all times whilst they are out of lessons.

Students are encouraged not to leave lessons to use the toilet where possible and to take responsibility and make sure they go at the available times.

STANDING ASSEMBLY

What is it?

All students line up every morning at 8:40am on the playground with their tutor groups in alphabetical order. During this time standards checks are completed and Pastoral and Senior leaders give key messages and information in the form of a standing assembly.

Why do we do it?

This is done to reinforce a culture of high expectations with our students. The standing assembly allows issues around equipment, uniform and standards to be addressed before students come in the school building ensuring the focus is fully on their learning from the moment they enter. Additionally, it puts the onus on students taking responsibility for themselves and their preparation and organisation for school. It also enables us to communicate our values and ethos with students on a regular basis.

TIMINGS OF THE DAY



08:40	■	Standing Assembly starts. All students line up on playground in their year groups.
08:45	■	Tutor Time
09:05	■	Period 1 Lesson
10:05	■	Period 2 Lesson
11:05	■	Break Time
11:30	■	Period 3 Lesson
12:30	■	Period 4 Lesson
13:30	■	Lunch Time
14:10	■	Period 5 Lesson
15:10	■	End of the school day



TUTOR TIME

All students are placed in a tutor group with other students from their year. Form tutors are the first point of contact for parents and carers throughout a student's time at The Coleshill School. As well as leading their tutor group through morning standing assemblies and tutor time each day, form tutors are also pastorally responsible for their tutees.

During tutor time, form tutors will check equipment and preparedness for the day, deliver key messages and information and follow the directed tutor schedule outlined below. When students enter tutor time each morning they will be asked to stand behind their chairs and get their equipment and iPads out on the desk. They will be asked to sit once all students have done this and the tutor has addressed the group. The tutor will then check the equipment whilst students are continuing with the task, activity or presentation for that session.

Year 11 follow a different tutor time schedule. Whilst equipment, uniform and standards are checked each day, Year 11 will also follow a programme of revision and intervention which allows them to begin preparing for an important exam year from the start of Year 11. All Year 11 tutors are either English or Maths teachers allowing for subject specific intervention to take place in these key subject areas.

TUTOR TIME SCHEDULE Y7 - Y10

The schedule below is followed by tutor groups in Year 7, 8, 9 and 10 but remains flexible should the school deem a more appropriate schedule is required on a weekly basis such as to facilitate external speakers, respond to current affairs or address issues that have arisen within school.

MONDAY - 'Take Responsibility': Set up for the week and check-in from the weekend. Tutor group admin is completed and Form Tutors follow up with parents and carers regarding any issues. Praise, rewards and attendance update in competition with other tutor groups.

TUESDAY - Assembly: Delivered via either narrated PowerPoint, video or to the whole year group in the main hall. The Assembly programme is carefully planned to develop student character and align with the PSHE and RSE curriculum. It also takes in to account current affairs, dates of cultural significance and retains the flexibility for us to adapt the programme as necessary.

WEDNESDAY - 'Work Hard': Follow up activities based on the assembly or delivery of our behaviour curriculum where we explicitly demonstrate to students the behaviours we expect in school through videos, presentations and activities.

THURSDAY - Reading: All students read with their form tutor. Students in each year group follow the same texts and form tutors have received specific training in how to deliver this reading session in the most effective manner.

FRIDAY - 'Be Kind': Wellbeing focus where tutors reflect on the week with their tutor groups and 'check out' ahead of the weekend. Praise and rewards updates where necessary. 'Feel Good Friday' where tutors acknowledge the success of their tutor groups and communicate home with praise and positive feedback. We also include a 'Future Friday' focus at times throughout the year with an emphasis on careers.

BREAK & LUNCH

At The Coleshill School we have whole-school break and lunch times. As we are a cashless site, students purchase food and drink using their finger-print which is linked to their ParentPay account.

Break time is at 11:05 until 11:30 where students are able to get food and drink from the dining hall. Year 11 students and Sixth Form have a separate area in the Wilson Canteen where they can also purchase food and drink.

Lunch time is at 13:30 until 14:10 with the same arrangements as break time in respect of purchasing food and drink. The catering team serve a balanced range of meals, snacks and drinks for students to choose from. Students are more than welcome to bring a packed lunch in to school. When providing a packed lunch please try to ensure that this is also balanced in order to support student energy levels throughout the day.

Please note that chewing gum, fizzy drinks, lollipops and sweets are banned in school.

TOILETS

Toilets are open for students to use throughout lunch time. Each year group has a designated toilet to go to due to the nature of our school site and the volume of students out at lunchtime

DETENTIONS

We operate a next-day lunch time detention system. If a student is allocated a lunch detention then a message will be sent home and the student will be expected to sit their detention during lunch time the following day. This detention will also be visible to parents on the Class Charts app.

A reminder is sent to the student's lesson just before lunch time and the student is expected to make their way to the detention room with their class teacher.

Enough time is allocated at the end of detention for students to eat, drink and go to the toilet.

Where a student refuses their detention or misbehaves in their detention they will be placed in detention the following day and also have to sit a detention on a Friday after school. Further non compliance will result in more serious consequences.

AT THE COLESHILL SCHOOL WE EXPECT STUDENTS TO KEEP THEIR HANDS TO THEMSELVES. THERE IS A NO TOUCHING RULE. THIS INCLUDES PLAY-FIGHTING AND TOUCHING OF ANY KIND TO AVOID UNNECESSARY INJURY OR HARM TO OTHERS.

ENRICHMENT

WHAT DO WE OFFER?

We offer a wide range of enrichment activities for students encompassing a range of different interests. Whilst we offer a number of traditional sports clubs and activities that you may expect we also cater for those students that are more interested in creative, academic and non-traditional sports as well. For example, we currently have skateboarding, debate, homework and drama clubs that run regularly and have excellent participation.

Our enrichment offer increases often and is published for each half term on our school website and social media pages.

Students attending enrichment opportunities receive SPIRIT points and can use their participation towards their Children's University hours.

Enrichment activities are updated regularly and can be found at:

<https://coleshill.warwickshire.sch.uk/the-coleshill-learner/enrichment-activities/>

DUKE OF EDINBURGH

The Duke of Edinburgh Bronze and Silver awards are proudly offered at The Coleshill School. This award remains extremely desirable to employers and universities due to the experiences, character development and challenges it offers to students. We have a very experienced Duke of Edinburgh team that have seen through numerous cohorts of successful participants and have led on wide-ranging character building expeditions.

CHILDREN'S UNIVERSITY

- At The Coleshill School we are proud to lead Children's University across our ATLP trust. Our aim is to engage, inspire and help children to learn through structured, quality assured, extra curricular learning. Academic attainment is a crucial part of a child's life, but outside the classroom Children's University aims to engage, inspire and help all children to learn through a range of extra-curricular learning experiences.
- Each Year 7 student is given a 'Passport to Learning', in which students can collect 'stamps' and hours of accredited learning. Students receive an individual login to their 'Passport to Learning', which is accessed on a digital platform. They keep a record of their own activities outside the classroom in their passports, which records their hours of learning, whilst they see their interests build and skills develop. The hours achieved contribute to an award: a certificate, an Owl Pin Badge and a Gold Graduation at Birmingham University. Students can continue to participate in Children's university as they move through school.
- Our students can collect hours through a mixture of in-school activities, extracurricular opportunities and public learning destinations, for example: visiting a local National Trust site. Our very own Children's University ATLP newsletter will also provide opportunities to gain more hours, and will be circulated once every half term.

CURRICULUM

At The Coleshill School, our curriculum is designed to be inclusive and ambitious, helping students develop resilience and a love of learning. Our curriculum, taught by subject specialists, covers broad and rich content. This ensures students gain the knowledge and skills needed for future success. Key topics in each subject are carefully planned to achieve high goals, making sure all students can learn regardless of their starting point.

We believe in a curriculum that is inclusive and rich in knowledge. This belief guides how we design and teach our courses. Our goal is to make students culturally aware and ready to take active roles in society. We emphasise reading and using high-quality texts to improve literacy and academic skills.

Our curriculum helps students remember what they learn by building on previous knowledge and revisiting complex ideas. Teachers continually review and adjust the curriculum to fill knowledge gaps and address lost learning time.

Students in KS3 have the following lessons:

English, Mathematics, Science, History, Geography, Religious Education, Technology, Computer Science, MFL (French or Spanish), Art, Music, PE, PHSE & RSE, Drama.

Students in Year 10 and Year 11 are guided to choose four additional option subjects in addition to the compulsory English Language, English Literature, Mathematics and Science. They will also continue to receive Physical Education, PHSE, and form time.

All Key Stage 4 students will study either History or Geography

Students with SEND or other additional needs can access a full range of GCSE subjects.

To read more about our curriculum offer: <https://coleshill.warwickshire.sch.uk/curriculum/>

LITERACY

LITERACY AT COLESHILL

We work with students to refine literacy skills so that students can communicate purposefully and effectively across the curriculum. We address spelling, vocabulary development, and sentence construction, all aligned with the English Language curriculum for Key Stage 3 and Key Stage 4. This ensures students can express themselves clearly and confidently in writing and speech.

To prepare them for GCSE examinations, we equip them with planning strategies and self-assessment techniques, empowering them to produce well-structured and analytical work. We also actively encourage participation in class discussions and debates, fostering their communication fluency and critical thinking skills.

THREE KEY WAYS PARENTS AND CARERS CAN SUPPORT LITERACY

- **Support foundational skills:** In early secondary school, take some time to revisit basic letter formation and punctuation use with your child. This might seem unnecessary, but clear and consistent presentation makes a big difference in complex writing tasks. Imagine reading an essay riddled with commas – it can be tough to follow!
- **Develop self-editing and proofreading skills:** Get your child into the habit of checking their work for errors before submitting it. Encourage them to proofread for spelling and grammar mistakes, and even try reading their work aloud together. This can help them catch areas where the writing might be unclear or awkward.
- **Expand vocabulary through active discussion:** Talk to your child about the vocabulary they encounter in schoolwork. Ask them what certain words mean, and discuss how different word choices can change the impact of their writing. This will help them develop a stronger vocabulary and become more confident communicators.



READING

THE LIBRARY

Our library is a popular space, designed to encourage students to find the joy and potential in reading regularly. Students can access the library before school, during break, lunchtimes and after school, where they are encouraged to use the space to read, study or play board games. The library can accommodate small groups and full class sizes. Our library is stocked with an amazing array of books, both fiction and non-fiction, to cater for all reading ages.

Our librarian is always at hand to help and guide students. Through reading, our young people learn about new experiences, different ways of writing, different formats through which to express themselves and widen their own vocabulary. It is an incredibly valuable life skill. We have student librarians who help the librarian with the upkeep of the space. The library is a safe space for all students. The librarian also runs intervention sessions with any students who need extra help with reading and comprehension skills.

"READING SHOULD NOT BE PRESENTED TO CHILDREN AS A CHORE, A DUTY. IT SHOULD BE OFFERED AS A GIFT."

THE IMPORTANCE OF READING

Reading is essential for navigating all areas of the curriculum and the broader world, from completing exams and assessments to understanding job descriptions and work reports. At The Coleshill School, we are fostering a school-wide reading culture, emphasising the significant role of reading frequently and diversely.

Students in Key Stage 3 participate in bi-weekly reading lessons where they learn reading skills through a variety of fiction and non-fiction texts. Additionally, they engage with and exchange different reading materials via the Accelerated Reading Programme, a digital tool designed to promote independent reading. This software uses a Star Reading Assessment to determine reading levels and then recommends books that align with each student's reading ability and interests. Every student is provided with a library book to take home.

SUPPORTING YOUR CHILD'S READING

Encouraging reading at home is incredibly important. Reading can bring so much joy to young people and at Coleshill we are passionate about unlocking this love of reading. To support this at home, reading doesn't have to involve finishing an entire novel; various materials can help your child continue to improve. Consider comic books, cookbooks, or instruction manuals for hobbies they enjoy. Explore books that inspired their favorite movies, or try different genres by looking at extracts or first chapters. The English Department or librarian can also assist in finding a genre that interests your child.

TOP TIPS FOR SUPPORTING READING AT HOME

- Encourage them to visit the School Library. Speak with their teacher or the librarian to help them find an enjoyable book
- Watch TV together with the subtitles on. This helps them connect the written words with spoken dialogue
- Share links to news articles or websites on topics that interest them, or discuss these articles with them.
- Read alongside your child or share a book together
- Talk positively with your child about reading and books you have enjoyed reading



ORACY

ORACY AT COLESHILL

At The Coleshill School, we prioritise the development of each student's communication skills, setting high standards for their ability to convey ideas and opinions clearly and thoughtfully. In the classroom, your child will frequently engage in group work, where they will utilise others' ideas to enhance their own, delve into different sides of an argument, and tackle complex problems. These collaborative exercises are crucial for honing the ability to articulate thoughts effectively, a skill that is indispensable beyond the school environment.

Furthermore, students will often be tasked with preparing and delivering presentations, both individually and in groups. To support this, we provide explicit instruction in key oracy skills, including controlling volume and pitch, using gestures, and engaging an audience. Additionally, students can join our debate club as an extracurricular activity, offering them the chance to showcase their understanding and refine their formal communication abilities.

SUPPORTING ORACY AT HOME

At home, it's beneficial to encourage your child to discuss their daily experiences and activities. Point out instances of non-standard English and explain how these differ from the language expected at school and in professional settings. Engaging your child with 'how?' and 'why?' questions is a great way to foster deeper conversation and avoid simple 'yes' or 'no' answers. Practising conversations with adults at home is a valuable exercise, helping your child to become more comfortable sharing their thoughts and feelings, which can sometimes be challenging.

OTHER TOP TIPS FOR SUPPORTING ORACY AT HOME

- **Read Aloud Together:** Encourage your child to read books, articles, or interesting online content aloud to improve their fluency, pronunciation, and confidence in speaking.
- **Role-Playing Scenarios:** Engage in role-playing activities where your child can practice different scenarios, such as job interviews or presenting a project, to enhance their conversational and public speaking skills.
- **Watch and Debate:** Watch educational videos, documentaries, or news segments together, then have discussions or debates about the content to help your teen articulate their thoughts and opinions on various topics.
- **Storytelling Sessions:** Encourage your child to create and tell their own stories or share experiences, fostering creativity and helping them practice structuring their thoughts and conveying them effectively.
- **Discuss Current Events:** Introduce and discuss current events at home, encouraging your child to research and present their views, teaching them how to construct arguments and engage in respectful discourse.

IPADS & E-SAFETY

SCHOOL IPADS

The Learning Futures initiative at ATLP schools provides every student with an iPad, ensuring equal access to educational opportunities both at school and home. These iPads allow students to engage in online research, study, and enhance their learning experiences.

We are committed to delivering the ATLP curriculum and high-quality teaching resources to all students, whether they are at home or in the classroom. The iPads come loaded with various educational applications, allowing pupils to extend their learning beyond traditional classroom settings.

As part of this programme, we expect all students to take responsibility for their iPads, ensuring they are well cared for. Students must bring their iPads to school every day, fully charged to last through the entire school day, as they are an essential part of daily equipment checks.

Learning Futures also prepares our students for future success by fostering a deep understanding of e-safety and proficient use of technology. This initiative provides a solid foundation for their continued education and career aspirations.

ONLINE SAFETY

Top Tips for Parents to Ensure Online Safety:

- **Monitor Online Activity:** Regularly check your child's online activity to ensure they are using the internet safely.
- **Limit Social Media Use:** Set boundaries for the amount of time your child spends on social media and encourage breaks from screens.
- **Know the Legal Age:** Be aware of the legal age for social media use (usually 13) and ensure your child adheres to these guidelines.
- **Discuss Online Safety:** Have open conversations about the importance of online safety and the potential risks associated with internet use.

Important Notice:

Instances of improper use of iPads will result in their removal, as outlined in the Behaviour and Relationships Policy available on the school website. Furthermore, students found misusing mobile phones or engaging in inappropriate social media activity related to the school will be prohibited from bringing their phones to school. We greatly appreciate the support of parents and carers in these matters.

iPads are monitored 24/7 by Smoothwall and Jamf software that tracks what students are doing on their iPads to prevent inappropriate use and to monitor safeguarding concerns.

SEND & INCLUSION

At The Coleshill school we prioritise inclusion to ensure all students have full access to their education.

If the school has any concerns about a student potentially needing special educational support we will promptly contact the parents or carers.

We collaborate closely with students who have SEND and their families to establish agreed outcomes and a plan for how to achieve them which includes regular progress reviews.

The SENDCo ensures that all school staff are informed of your child's needs and the strategies to meet those needs through passports, updates following reviews, SEND spotlight sessions with all staff and ongoing staff briefings.

The Inclusion team works very closely with the pastoral team and liaises with year leaders and form tutors on a regular basis. The form tutor remains the primary point of contact for all students.

OUR INCLUSION TEAM

- Mrs S Foster (SENDCo)
- Mrs E Towler (SENDCo)
- Mrs A Fryer (Strategic Lead for Autism)
- Miss V South (Strategic Lead for SEMH)
- Miss E Cowley (Strategic Lead for High Needs)

For more information and our SEND information report please visit:
<https://coleshill.warwickshire.sch.uk/parents/send-information/>

The Local Offer can be found at:
<https://www.warwickshire.gov.uk/send>

CAREERS

CAREERS AT COLESHILL

The Coleshill School is proud to have been awarded the Careers Mark Gold for our outstanding efforts in career education and providing diverse career exploration opportunities. Our extensive careers and employability programme is designed for students across all year groups. Resources cover a wide range of pathways, including T Levels, apprenticeships, and post-16 and post-18 options, with newsletters for parents and insights into local colleges, sixth forms, and apprenticeship providers.

WHAT ELSE DO WE OFFER?

One-to-One Careers Guidance

Year 11 students receive personalised career guidance through a series of one-to-one meetings with our Careers Lead. These discussions focus on exploring career interests and options, post-16 and post-18 pathways, and support for applications to colleges, sixth forms, and apprenticeships. Students in other year groups can also book appointments with the Careers Lead through their tutor.

Career Fairs and Talks

We organise an annual education fair and career fair where students can interact with representatives from various organisations including colleges, sixth forms, universities, and apprenticeship providers. These events, which also welcome parents, offer a wealth of information on numerous career paths. Throughout the year, we invite professionals from local and national organisations to deliver talks on career opportunities and industry insights, integrating these sessions into the curriculum through special events, lessons, and assemblies.

Work Experience for Year 10

Year 10 students participate in mock interviews conducted by local and national employers and are given the chance to arrange a week-long work experience placement, helping them to develop workplace readiness skills.

Unifrog Platform

The Unifrog platform is an essential tool for students making informed decisions about their futures. It features quizzes, webinars, and online courses, along with a comprehensive search facility for colleges, sixth forms, universities, apprenticeship opportunities, and part-time jobs. Each student has their own personal account and login to access these resources.

Future Fridays

Year 7 to 10 have 'Future Fridays' built in to their tutor time programme throughout the school year whereby they explore career opportunities and choices with their form tutor and consider what it is they may need to work towards in relation to a career that interests them.



WELLBEING

SUPPORTING STUDENT WELLBEING

At our school, we are deeply committed to ensuring the wellbeing and safeguarding of all our students. Our dedicated efforts in this area are supported by a robust and experienced safeguarding team that undergoes regular training and updates to stay abreast of best practices and emerging issues. Every member of our staff also receives up-to-date safeguarding training to ensure a consistent and comprehensive approach to student safety.

To help students feel supported, we provide each student with a trusted adult card. This card allows them to identify and connect with an adult in the school whom they feel comfortable approaching whenever they need assistance or support.

Our school benefits from a highly experienced and dedicated non-teaching pastoral team that focuses exclusively on student wellbeing and pastoral issues. Additionally, we have a strategic lead for Social, Emotional, and Mental Health (SEMH) who offers targeted SEMH support, interventions, and ongoing advice to both staff and students, ensuring a well-rounded approach to mental health and emotional wellbeing.

Our comprehensive Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) curriculum further supports student wellbeing by providing them with essential knowledge and skills to navigate their personal and social lives effectively.

We adopt a trauma-informed approach in all our interactions, with all staff trained to implement this approach daily. This means our school environment is sensitive to the needs of students who may have experienced trauma, and we work to provide a safe and nurturing environment for all.

TIPS FOR SUPPORTING STUDENT WELLBEING AT HOME

- **Open Communication:** Create a safe space for open communication where your child feels comfortable talking about their day, worries, or achievements. This can be done during meals, car rides, or even short walks together.
- **Quality Time:** Dedicate quality time each day to connect with your child without distractions like screens. Engage in activities they enjoy, listen actively, and show genuine interest in their lives.
- **Healthy Habits:** Promote healthy sleep patterns, a balanced diet, and regular physical activity. These habits contribute to better focus, mood regulation, and overall well-being.
- **Positive Reinforcement:** Celebrate your child's efforts and achievements, big or small. This builds their confidence and motivates them to keep learning and growing.
- **Manage Stress:** Help your child develop healthy coping mechanisms to manage stress. Techniques like relaxation exercises, mindfulness practices, or spending time in nature can be beneficial.

KEY STAFF



SENIOR LEADERSHIP TEAM

Miss R Brindley

Mrs S Cardwell

Mr A Bailey

Mr J Simmons

Mr S Rimmer

Mr N Warren

Miss N Blunt

Miss L Costa

Mrs L Fellowes

Mrs M Scott

Dr D Woodcraft

Head of School

Deputy Headteacher

Assistant Headteacher

Assistant Headteacher

Assistant Headteacher

Associate Assistant Headteacher

Associate Assistant Headteacher

Associate Assistant Headteacher

Designated Safeguarding Lead

Lead Practitioner

Lead Practitioner

PASTORAL TEAM

Mr J Ward

Miss G Sparkes

Mrs S Cooksey

Phase Leader Year 7 & 8

Phase Leader Year 9 & 10

Phase Leader Year 11

Mr A Chetwynd

Miss A Rodriguez-Thomas

Miss J Kirkwood

Mr M Shaw

Mrs A O'Neill

Head of Year 7

Head of Year 8

Head of Year 9

Head of Year 10

Head of Year 11



TERM DATES

AUTUMN TERM 2024

Term Starts: Wednesday 4th September 2024

Half Term: Monday 28th October - Friday 1st November 2024

Term Ends: Thursday 19th December 2024

SPRING TERM 2025

Term Starts: Tuesday 7th January 2025

Half Term: Monday 17th February - Friday 21st February 2025

Term Ends: Friday 11th April 2025

SUMMER TERM 2025

Term Starts: Tuesday 29th April 2025

Half Term: Monday 26th May - Friday 30th May 2025

Term Ends: Friday 18th July 2025

TEACHER TRAINING DAYS

Monday 2nd September 2024

Tuesday 3rd September 2024

Friday 29th November 2024

Friday 20th December 2024

Monday 6th January 2025

Tuesday 28th April 2025

Monday 21st July 2025