

Parent/Carer  
Handbook  
2020-21

## Welcome...

Dear Parents/Carers

The transition period can be a daunting time for Year 6 students however, we recognise you, as parents, may also feel that way too; it's entirely natural. We value your support in reinforcing school policies and procedures and we work best when a positive relationship is held between home and school.

Please take the time to read through this handbook and familiarise yourself with how we work here at Alder. If you have any further questions at any point, please do not hesitate to contact your child's Progress Leader or Form Tutor.

Please note, this handbook is based on school operating under more normal times, however due to the unprecedented nature of the Covid-19 outbreak in early 2020, some details may differ or undergo forced amendment to accommodate the ever-changing situation.

Thank you for entrusting us with your child's education; we look forward to working with you in the years to come!

Mr R O'Regan  
*Head teacher*

Mr A Heaton  
*Y7 Progress Leader*

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This booklet is intended to offer information based on frequently asked questions parents raise about Alder. If you require further information or clarification please visit the school website or refer to school policies; do not hesitate to contact your child's Progress Leader with any concerns that may arise.

## **Term Dates 2020-21**

### **Autumn Term**

Tuesday 1st Sept 2020	Training day 1, school closed to students
Wednesday 2nd Sept 2020	School opens to all students
Friday, 23rd Oct 2020	School closes for half term break
Monday, 2nd Nov 2020	School opens to all students
Friday, 18th Dec 2020	School closes for Christmas break

### **Spring Term**

Monday, 4th January 2021	School opens to all students
Friday, 12th February 2021	School closes for half term break
Monday, 22nd Feb 2021	School opens to all students
Friday, 1st Apr 2021	School closes for Easter break

### **Summer Term**

Monday, 19th Apr 2021	School opens to all students
Friday, 28th May 2021	School closes for half term break
Monday, 7th June 2021	School opens to all students
Friday, 16th July 2021	School closes for summer break

### **Training Day and Bank Holiday Summary**

#### **School is closed to students on the following dates:**

Training day 1: Monday, 3<sup>rd</sup> September 2020

Training day 2: tbc

Training day 3: tbc

Bank holiday: Monday, 3rd May 2021

Please be mindful of booking family holidays in term time as holiday time will not be authorised - refer to the school attendance policy for full details. In addition, in some cases we do not always share the same holiday patterns as local Primary Schools.

## Structure of the school day

7:45am	Breakfast Club
8:20am	Registration and tutorial or assembly
8:45am	Period 1
9:45am	Period 2
10:45am	Break
11:00am	Period 3
12:00pm	Period 4
1:00pm	Lunch
1:40pm	Period 5
2:45pm	End of the school day

Your child will receive a timetable on their first day, featuring 'green' (week 1) and 'yellow' (week 2) weeks. In most cases, this will remain in place for the full school year.

## What uniform is required?

Our uniform is an essential part of our identity. We expect all students to have the required uniform and to wear it with pride! Your child must arrive at school each day with:

- Their black blazer, featuring the school logo;
- A clip on tie, featuring the appropriate house colour Alder logo
- Plain black trousers/skirt;
- Plain white shirt;
- Sensible plain black school shoes (Kickers shoes/boots are accepted but must be plain black including stitching and laces)

Sanctions will be put in place for students who arrive without, or not wearing items of uniform, correctly. To be consistent across the whole school, **30 minute detentions** are issued for lack of or incorrect uniform. Detentions take place after school with your child's form tutor.

Contact your child's Form Tutor or Progress Leader if you have concerns regarding uniform.

Where uniform issues are persistent or extreme:

- You will be contacted by telephone and asked to rectify any issues for the next school day;
- Your child may be sent home to change, dependent on the issue;
- Your child may spend time in Stage 2 isolation until any issue is rectified.

Please see the page opposite for a comprehensive overview of uniform/appearance expectations.



### ***What sanction is imposed for uniform infringements?***

A **30 minute detention** will be issued after school if your child fails to arrive in the correct uniform. This includes 'forgetting' items like ties or blazers. You will be informed via text message if this is the case. Persistent or serious infringements may result in Stage 2 isolation. In this case you would be contacted by phone.

Item	
Blazer	Black blazer with school badge.
Trousers/skirt	Smart, plain black tailored school trousers. Stretchy, shiny materials, hipster style, leggings and skinny leg trousers and other types of similar fashion trousers are not allowed. Smart, plain black school skirt. Skirts should be of appropriate material, style and length, close to the knee and with no splits.
Shirt	Plain white, long or short sleeved school shirt/blouse. This must be tucked in.
Tie	Clip on school tie with corresponding Alder House logo.
Jumper (optional)	Plain black V neck jumper to be worn underneath the blazer.
Shoes*	Plain black shoes of an appropriate style, below the ankle bone with low heels and with no contrasting coloured stripes, stitching, laces, flashes, glitter etc. Trainers and pumps are not allowed under any circumstances. Crossover type shoes designed to look like trainers are not allowed.
Socks/tights	Plain dark or white socks (not patterned or coloured) or black tights.
PE kit	Black breathable sports top with school logo Black shorts with school logo. Black hooded PE top with school logo. Black PE track pants with school logo (optional but recommended). Running trainers (not pumps or fashion trainers). Black or white sports socks. Black waterproof jacket (optional).
Outdoor wear	Coats, hoodies, scarves and gloves etc. must be removed within the school building and stored in a locker. Lockers are available for a one off charge of £5.
Equipment	A black pen, a red pen, a pencil, an eraser and ruler (stationery items can be purchased from reception) in a pencil case in a strong, waterproof school bag. A reading/library book and planner. A scientific calculator.
Jewellery*	Only a wrist watch and one pair of small silver or gold, studded earrings worn in the ear lobes are allowed. No tongue/facial piercings, ear spacers, stretchers or tunnels. Earrings <b>MUST</b> be removed for PE; it is not acceptable for newly pierced ears to just be covered by plasters.
Make up*	Year 7, 8 & 9 – None. Year 10 and 11 – a discreet layer of foundation if necessary. False eyelashes, extreme eyebrows and fake tan are not permitted.
Nails*	Nail varnish and/or false nails are not allowed. Natural nails should be of an appropriate length.
Hair style*	No extreme hair styles, such as shaved, shaved patterns, 'skinhead', 'Mohican', 'top knot' etc. Longer hair should be tied back for practical lessons, with a plain hairband.
Hair colour*	Hair should be of a natural colour. Any changes in hair colour should be subtle and natural. 'Dipping' is not allowed.
Tattoos	Real or fake tattoos are not allowed.
Mobile phones, smart watches, other digital technology and earphones	These items must not be brought into school. If seen, the item will be confiscated and must be collected by parents/carers. School reception is open from 7.30am – 4.30pm for parents to collect confiscated items. If parents/carers are unable to collect the item, it will be returned to the student the following Monday after school.

\*Parents/carers are advised to consult with a Progress Leader if they are considering allowing their son or daughter to have a change in appearance or item of dress which may conflict with the school policy.

## What equipment is required?

Students should come to school with all the necessary equipment to take part in lessons. Year 7 students will be expected to have the following for **each** lesson **every** day:

- A black pen
- A red pen
- A pencil
- A ruler
- An eraser
- A reading book
- A scientific calculator (Casio fx-83GTX)



We recommend your child also be equipped with a pencil sharpener and colouring crayons, safely stored in a pencil case.

Sanctions will be put in place for students who do not have the correct equipment. To be consistent across the whole school, **30 minute detentions** are issued for lack of equipment, to be held with your child's form tutor.

If your child has forgotten their equipment, we suggest the following:

- Bring a small amount of money to purchase the basic set of equipment from the dining room before school (from 10p per item)



Certain subjects may require more specialist, additional or different types of equipment. Failure to bring this equipment may result in departmental detentions. Please see pages 24-27 for further information.



***What sanction is imposed for equipment infringements?***  
An after school **30 minute detention** will be issued if your child fails to bring the necessary equipment to each lesson. You will be informed via text message if this is the case.



## Personal possessions and valuables

### Mobile phones:

Our policy states that mobile phones are not allowed in school at all; however, we appreciate that some parents insist their child carry a phone for peace of mind and communication after school. If your child is caught with their mobile phone out:



- it will be confiscated and locked in the school safe;
- a text message will be sent to you to inform you;
- a parent must come into school to collect the confiscated item/s;
- failure, or refusal, of an appropriate adult to collect confiscated items will result in an item being returned to your child the following Monday after school.

Other technological items, such as Smart Watches, iPods, MP3 players and headphones will be confiscated in a similar way.

### Other valuables/money:

Valuables or high quantities of money should not be brought into school for any reason. In the event of this being a necessity, valuable items or money can be left at reception to be locked in the safe.

### Selling items:

Although entrepreneurial flair is to be applauded, students should not sell any item in school. For example, some students have tried to sell sugary drinks, such as Lucozade, which are banned. In the event of a student being caught:

- you will be informed via phone call;
- any confiscated items must be collected by a parent. Any money raised through selling can be collected by a parent or donated to charity by school if preferred;
- students caught “selling” will lose their break/lunch times for one week (also known as five red card detentions).



We do not take responsibility for the loss or damage to any personal item (including mobile phones). Students are responsible for their own possessions and should ensure their safe keeping.

## Attendance and punctuality

It has been proven that there is a direct link between a child's attendance and academic success. Quite simply, the more time a student attends school, the more they can take advantage of teaching time and opportunities available to them.



We expect all students to attend each day and on time.

### Punctuality:

- Students who are marked late after 8:25am but before 8.45am in a morning, will complete a 15 minute detention after school that day. A text message will be sent to you confirming details;
- Failure to attend the same day will see a further 15 minutes per day added to this time;
- Where students are late beyond 8.45am without a valid reason, they will complete a 15 minute detention after school that day and make up any teaching time they have missed with the relevant teacher.

### Attendance:

- Where attendance drops significantly, one of your child's Progress Leader, Attendance/Welfare Officer or Safeguarding Officer will contact you.



Please note that central government is responsible for setting key parts of attendance policies in school. As a school, we have a duty to uphold this. Poor attendance can lead to legal proceedings being taken against you.



Holidays during term time will not be authorised. Please consider this, and the school holiday pattern (in relation to local primary schools) when considering a family holiday.

### **Absence through illness:**

If your child is too ill to attend school, it is necessary to contact school via the main telephone number to report an absence. This should be done each day your child is absent. Please note that sometimes we need to be 'cruel to be kind'. Encourage your child to attend school even if feeling unwell. Missing school should only happen when absolutely necessary; this builds resilience and breeds success later in life. **Please note that all minor ailment absences will not be authorised** (refer to the school attendance policy for details).

### **Illness in school:**

We are fortunate to have a high number of First Aid qualified staff in school. In the event of illness or injury in school, you will be contacted by a member of staff and, in some cases, asked to collect your child. Staff will determine the extent of any illness or injury and whether it is relevant to contact you. Students must not contact you themselves on their own devices. In the event of a head injury or serious medical incident, you will be called as soon as possible along with the emergency services (if required).

### **Medical appointments:**

Where possible, appointments should be made outside school hours but we appreciate, in some cases, this is not possible. In the event of a pre-planned absence for medical appointments, a letter for the attention of the Attendance and Welfare Officer should be sent into school beforehand. Also a copy of appointment letters or cards would be useful to keep on file.

### **Other known absences:**

Any other planned absences should be communicated with your child's Progress Leader either through a letter or telephone call. In some (but not all) cases, absences will be authorised (for example: religious observance, approved sporting activity, family wedding/funeral, etc.).



Please note that not all absences will be authorised and accepted; try to avoid time off during school time where possible.

## The House System

At Alder we have six house teams. The form that your child is allocated in Year 7 will determine the house team that they are in. Each house is named after a species of the Alder tree; Rubra, Incana, Nitida, Crispa, Cordata, and Viridis. Students must wear the correct colour variation of the school tie for their house (see table below).

Being part of a house gives our students a sense of belonging and increases their intrinsic motivation; it contributes to raising achievement and drives our culture of pride and success. Each year group has one form in each house and this allows students to support each other, no matter what year group they are in.

Students all have their own House Passport, which is used to record, log and monitor their participation in school life and achievements as they work towards achievement badges. In addition, each week, house points are awarded to form groups with the highest attendance and achievement points totals so that students challenge and support each other in the pursuit of excellence at Alder.

To be awarded an achievement badge there are a number of challenges that must be met. These challenges focus on supporting the vision of our school so that students can fulfil their potential by developing a passion for learning, building resilience, developing a love of learning, all in the pursuit of excellence.

Throughout the year, there are a number of subject-based and whole school house competitions, for example; World Book Day, Modern Foreign Language Spelling Bees and Sports Day!

House	<b>Incana</b>	<b>Rubra</b>	<b>Nitida</b>	<b>Crispa</b>	<b>Cordata</b>	<b>Viridis</b>
Colour	Gold	Red	White	<b>Purple</b>	<b>Blue</b>	<b>Green</b>
Year 7	7LPE	7CGA	7AHH	7AGR	7RAS	7KSM
Year 8	8TLI	8PPO	8AHA	8KOS	8LCR	8NPI
Year 9	9SRE	9JWA	9JHL	9ZMU	9CBS	9JCL
Year 10	10MWA	10SSI	10KBA	10JDO	10USH	10VCA
Year 11	11VLA	11AHN	11JCA	11PRA	11RYO	11CCO

## Achievement and Rewards

- **Positive praise:** this can be written or verbal from any member of staff.
- **Staff contact:** your child's teacher may contact you via telephone or text to inform of good work, contributions or effort.
- **Achievement Points:** these points, for achievement or effort, accrue throughout your child's time at Alder. Points add up to further rewards.
- **Subject reward badges:** are awarded in assemblies for making progress in subjects.
- **Limited edition badges:** are awarded in assemblies and are only available for a half-term period. Once it's gone, it's gone! Such badges include 'Teamwork', 'Caring for the school community' and 'Creativity'. There are many more.
- **British Values badges:** are awarded annually to uphold British Values of Democracy, Rule of Law, Individual Liberty, Tolerance and Mutual Respect.
- **Subject competitions:** on occasion throughout the academic year, subject areas run competitions which offer fantastic prizes.
- **Attendance:** students with 100% attendance will be rewarded with a 100% attendance badge.
- **Working at home:** in the event of future periods of lockdown, students will be awarded achievement points for completing any set work and to a high standard.



### ***Does Alder reward good behaviour?***

Our reward scheme does not include rewarding students for good behaviour; we expect students to arrive to school and lessons prepared to work, including having the right equipment and being dressed smartly. Students are not rewarded as this is expected. However, they will be receive recognition and awards for progress and effort as being ready to learn will aid improvement.

### **Achievement points:**

Students are awarded achievement points for good work, contribution to lessons and putting effort into the work they do. These points build up throughout the school year and are awarded in conjunction with meeting criteria set out in the student's House Passport (see page 11).

Bronze badge:	50 points
Silver badge:	100 points
Gold badge:	200 points
Platinum badge:	300 points
Limited Edition Black badge:	800 points



### **Subject badges:**

Throughout the course of the year, students who make the most progress in each subject across the curriculum will receive subject badges. Students are nominated by teaching staff and rewarded at the end-of-half-term reward assemblies.

### **Limited edition badges:**

Limited edition badges are available for a short time throughout the year and all staff can nominate students they feel qualify for the badge.

### **British Values badges:**

Also we reward badges covering British Values: Democracy, Rule of Law, Mutual Respect, Tolerance and Individual Liberty. Each badge has specific criteria to meet and they will be rewarded on a termly basis in assemblies.

## Behaviour in the classroom

We expect the highest standards of behaviour at Alder, in order for everyone to succeed. Our procedure for classroom behaviour works similar to a baseball '3 strikes and you're out' ruling.

The table below details how your child will be sanctioned in the event of poor classroom behaviour.

Students are made aware of poor behaviour within any given lesson verbally and when their name is on the classroom display board.

<u>Level</u>	<u>Received for...</u>	<u>Sanctions include...</u>
Strike 1	A first instance of minor poor behaviour or disruption to learning, e.g. talking, work avoidance or minor disruption to learning.	<ul style="list-style-type: none"><li>• Move seats and/or</li><li>• Time out to refocus and/or</li><li>• Verbal warning</li></ul>
Strike 2	A further instance of poor behaviour or disruption. Failure to heed previous warning	<ul style="list-style-type: none"><li>• 20 minute detention at break/lunch/after school</li><li>• As above</li></ul>
Strike 3	A final instance of poor behaviour or disruption. Failure to follow teacher's advice from previous levels  Or  A serious incident within the classroom warranting immediate dismissal	<ul style="list-style-type: none"><li>• Non-negotiable 1 hour detention after school</li><li>• Removal from the classroom and 'parked' with another teacher.</li><li>• Phone call/text home</li><li>• Stage 2 isolation (if a serious incident)</li></ul>



Where detentions are set as a sanction, your child is expected to be independent enough to arrive and complete such sanctions on their own initiative. Where this does not happen, further sanctions will be put in place.

Sanctions are set where unacceptable behaviour occurs. We expect students to take responsibility for their own actions and complete any sanctions (detentions or otherwise) without question. Should your child not attend a set sanction, the following process is followed:

- Step 1: Student receives a sanction and fails to complete or comply. The sanction will be re-set the following day. Student picked up by either a CL, Progress Leader, Senior Leader or Teacher.
- Step 2: Should a student fail to comply or subsequently fail to complete the sanction having been collected, students will spend a period of time in Stage 2 isolation.
- Step 3: Student will be collected from Stage 2 and taken to complete the outstanding detention. Failure to complete or comply will result in further sanctions and the request of a parent meeting.



Each behaviour incident is recorded on your child's profile, which is regularly monitored by their Progress Leader. Where high numbers of 'behaviour points' are accrued further sanctions will be put in place (see page 19 for more information).



***What is SLT/CL/PL?***

SLT, or Senior Leadership Team, includes the head teacher, deputy head and assistant head teachers. CL, or Curriculum Leaders are heads of departments. PLs are Progress Leaders. Students are expected to comply with SLT/CL/PL requests at all times.



## Behaviour around school

Students are expected to move around the building in an orderly, sensible fashion between lessons and, whilst not curbing the need to enjoy their social time at break and lunch times, we do expect students to act sensibly during these times.

Where a student's behaviour does not match these high standards and expectations, a 'red card' will be issued by staff or Year 11 prefects.

Red cards can be issued for the following:

- Poor corridor behaviour: this includes running, deliberate pushing or shoving, failing to respond to staff requests or being in an area marked 'out of bounds';
- Eating on the corridor: this includes removing food from the school dining hall and/or eating any food (all food should be eaten in the dining hall, main hall, or outside);
- Incorrect uniform: this includes not wearing the school uniform correctly, e.g. not wearing a tie, blazer or shoes or not adhering to the school policy including wearing jewellery, make-up or having shirts untucked.



Any student caught selling items (of any kind) or caught smoking, (whether physically smoking a cigarette or e-cigarette or standing with those who are doing so), will receive a week of 'red card' detentions.



### ***What is a red card?***

Red cards consist of a break and lunch time detention for behaviour outside of lesson time, including before and after school. Students are expected to attend these detentions independently and will complete a further 30 minute detention after school if they do not attend. Students receive their lunch at 1.30pm during the lunchtime red card detention.

## **Modifying behaviour and student support**

We have an extensive range of sanctions for student behaviour, however, it is important to point out that students are not simply treated in a generic way.

We appreciate that some students may have a range of issues to contend with either in or outside of school, which may contribute to negative behaviour or mean additional support is required.

We are fortunate to have an experienced mentor, Mrs Vella, who will support students in the following areas:

### **Social and emotional**

There may be times throughout your child's time at Alder where they need support. Our Learning Mentor can support students with weekly sessions in the cases of:

- Friendship issues/generating positive relationships;
- Bullying concerns;
- Developing resilience;
- Changes at home;
- Loss and bereavement.

### **Behaviour modification**

There may be cases where students require behavioural support. This support is very much dependent on the student and may be offered in an innovative and individual way. Parents are kept informed where this level of support is required.



Where students have a Special Educational Need, they will be supported additionally by SEN department staff where required. This can be in addition to either of the above methods of mentoring.

## Adapting behaviour to help students achieve

We have a number of ways of sanctioning and supporting behaviour in school, including:

- Verbal warnings from staff at varying levels, where instances of behaviour are discussed in depth;
- Detentions which are a common form of sanction and can be held for uniform or equipment infringements, poor punctuality and behaviour (both inside and outside the classroom);
- Red cards given for poor behaviour around school at break or lunch time, before or after school and between lessons;
- Parent meetings where we will invite you in to discuss behaviour;
- Report cards. When a student receives a number of behaviour incident points, a report card may be necessary;
- Stage 2 isolation or similar provision at another local secondary school. Note Stage 2 runs from 8.45am to 3pm daily.
- Alternative provision: at another local secondary school;
- Exclusion: a period of exclusion from school.

The above list is just some of the ways students are sanctioned. However, on occasion staff may decide that alternative sanctions are required. When this is the case, any incident and consequences will be communicated to you.



### ***What is Stage 2?***

Stage 2 is the name given to our internal exclusion unit. Students will spend time in here dictated by the nature of their referral and will complete the work they would normally be doing in their usual lessons. Stage 2 is an alternative to an exclusion.



Our Headway team in school also play an important role in helping students with their behaviour, supporting them to achieve and to fulfil their potential.

## Student report cards

Where a student's poor behaviour becomes persistent or 'behaviour points' are accrued over a given period of time, your child's Progress Leader will contact you. The likely consequence is a student report card.

At each level, the report card details and tracks the frequency of 'strikes' a student receives.

<u>Level</u>	<u>What happens?</u>	<u>Sanctions include...</u>
<u>White</u> (Form Tutor)	The first level of report cards is to the form tutor. Students on this report are expected to return to their form tutor at the end of every school day for the duration of the report card period.	Reporting to form tutor after school daily and any Strike 2 or 3s made up with the relevant teaching staff.
<u>Yellow</u> (Progress Leader)	The second level of report cards is to a Progress Leader (not necessarily your child's Progress Leader). Students are expected to see this member of staff at the end of every school day for the duration of the report card period.	Reporting to any Progress Leader after school daily and any Strike 2 or 3 time to be made up with the relevant teaching staff.
<u>Red</u> (Senior Leader)	The third, and final, level of report cards is to a member of Senior Leadership. Students are expected to report to the named member of staff at the end of every school day for the duration of the report card period.	Reporting to named SLT after school daily and any Strike 2 or 3 time to be made up with the relevant teaching staff.  Failure to report with SLT staff will result in a day in Stage 2 the following day

## **SEN support at Alder**

### **What we do and how we do it:**

Students are placed on the SEND register if they have a specified special educational need or disability. These needs may have been identified in Primary school or within our setting. Students may also have an Education and Health Care Plan (EHCP). A concern about a student with regards to SEN can be raised by any member of staff within the school, parents and carers or external agencies.

Students who are identified as potentially having a special educational need will then be assessed further within the school through our own assessment procedures or may be referred to an external agency.

The SENCO has a Post Graduate Diploma in specific learning difficulties and we have staff with expertise of dealing with a wide range of SEN including autism, communication difficulties and ADHD. Learning Mentors are available to support those students who are identified as having Social, Emotional and Mental Health difficulties.

### **How we will communicate with you:**

A letter is sent at the start of the new academic year informing you of your child's placement on the SEN register and you will be invited in to discuss your child's pupil profile. You will be invited to discuss your child's progress at parent's evenings and with a final summary report at the end of the year. Appointments can also be made to discuss progress with the SENCO where necessary. EHCP are officially reviewed annually and progress reviews may be scheduled when requested.

## How we cater for students with Special Educational Needs:

The focus of our support for students with SEND is on delivering quality first provision in the classroom. Teachers have had training on effective differentiation and are made aware of students with additional needs via the SEND register and their individual student profiles. These profiles inform teachers of the difficulties that students may face in the classroom and give them practical strategies to support them in lessons.

If it is required, additional provision may be given in our Learning Support Centre (LSC), tailored to support specific requirements where necessary.

Also we offer other types of intervention to suit differing needs including:

- communication difficulties;
- specific learning difficulties;
- motor/ processing difficulties;
- speech and language difficulties;
- issues with motor skills.

Students may need access arrangements to help them access the curriculum across school. These can be put into place from Year 7 and then are reviewed yearly until they are formally applied for at GCSE. This can take the form of additional time, a scribe, readers in examinations or laptops, as well as the other forms of differentiation.

There is a range of extra-curricular activities that take place after school or at lunch time. These activities are inclusive of students with SEND.



As with all other students, students with SEND requirements have their progress reviewed termly via the school's own reporting system and this information should be communicated via post or at parents' evenings. Additional progress meetings may be requested at any time by parents or carers/ progress leaders or by the SEN team.

## Your child's progress

Your child's progress is tracked often to ensure strong progress is made across the academic year; this is done in a number of ways:

- At department (subject) level, through regular assessments and tests;
- At Progress Leader level through monitoring and reporting;
- At Achievement Meeting level to determine possible teaching group changes.

Owing to regular tracking, we can determine whether your child is fulfilling their potential.

If your child is **not** 'on track', the following action may be taken:

- Additional intervention: This may be small-group work in the Learning Support Centre, additional sessions or being offered a place at home-work club;
- Progress Check: Your child will be monitored closely and the issue discussed with them. An improvement in progress is anticipated during this period;
- Set change: Where a student is struggling across a number of subjects, they will be moved to a teaching set which offers them a better opportunity of making progress;
- Parent meeting: You may be called into school to discuss your child's progress, particularly if behaviour is an obstacle to making progress.

If your child **is** 'on track' or even exceeding:

- Set change: Where students are capable of working at a higher level, they may be moved to a teaching set which offers them a better opportunity of making progress.



### ***What are achievement meetings?***

Achievement meetings are held to check current progress and to determine if students are on track to fulfil their potential. The alignment team, consisting of senior leaders, subject and pastoral staff, will decide if students are to move sets based on most recent data.

### **How progress is communicated:**

Your child's progress will be communicated to you throughout the school year in a number of ways:

- A full progress report: This is usually sent or made available before a parents' evening. You will receive one report annually;
- Progress overview report: A 'mini' report sent towards the end of each full-term;
- Parents' evening: Held once a year; this evening offers you the opportunity to speak to all of your child's teachers;
- Staff contact: Teachers, or your child's Progress Leader, will contact you if there are concerns about your child's progress.

If you have any concerns at all regarding your child's progress, it is advisable to contact your child's Progress Leader. If you feel there is a problem in a specific subject area, do not hesitate to discuss this with the class teacher.

### **Homework:**

Everyone has different views on homework and at Alder, we call it Independent Learning:

- Level 1 homework: is compulsory. Failure to complete and hand in on time will result in a 1 hour after school detention.
- Level 2 homework: should be completed. Failure to complete and hand in on time will result in a text message home to parents.

Tasks are not set by a weekly timetable; teaching staff will inform your child when each task should be submitted. We do not adopt a 'more is better' approach. Teaching staff will decide where homework is a necessary aid to your child's progress. However, developing a pattern of regular independent study is good for student progress. The type of tasks set for completion at home will differ, for example tasks may be: independent research, project-based, reading, traditional worksheets/booklets or even set online!



## Individual subjects: Further requirements/information

### English

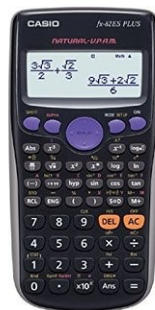
We are keen to encourage students to read and, as such, all students must have a reading book with them at all times. This can be borrowed from the library or be brought in from home. Your child will receive an equipment detention if they forget or do not have a reading book.



### Mathematics

#### **Calculators:**

It will be of huge benefit to your child's Maths education if they have the same make and model of calculator at home that we use in school, the Casio fx-83GTX or fx-85GTX. These can be purchased in school for £11. It is recommended your child uses one of the named models as our staff are trained to use them and will be better placed to help your child with the many scientific and mathematical functions they have.



#### **Maths Watch:**

Maths homework or additional work is set on Maths Watch, an online mathematical resource. As well as being able to access work set by teachers, Maths Watch also features a number of 'how to' videos, explaining further how to complete tasks.

The site can be accessed from any desktop or laptop computer, tablet or mobile phone. At the start of Year 7, each student will be provided with a login to access the site.

## Art

In order for your child to be equipped and organised in their Art lessons and for homework tasks it is essential for them to have pencil crayons, shading pencils, an eraser and a sharpener. It is also essential to purchase a sketchbook which can be bought from the Art department for £1.00 at the start of the Autumn term.



## Design Technology

Students will complete 3, 13-week rotations in Food Technology, Resistant Materials and Textiles during Year 7. In these classes they will make a range of 3D products including a phone holder and patchwork cushion. In Food Technology, students will make a range of dishes. At the beginning of the Food Technology module they will be given an ingredients booklet which lists all the recipes they will be making and the ingredients and/or money they will need to bring to the lesson. Students will be informed the week before which dish they will be making and they will be expected to bring the required ingredients or money. Students who fail to bring in ingredients will be given a **1 hour detention** the following day.



## Music

All pupils are able to participate in instrumental lessons whether they have had this previously or not. The instrumental lessons are provided by Tameside Music service and AudioFace. The costs for these lessons vary dependent on provider and length of lesson. Letters are available from the music department and need returning to the address stated on the letter.



## Individual subjects: Further requirements/information

### Physical Education

PE in secondary school can differ hugely to your child's experiences in primary school.

#### **Safety:**

In order for students to safely take part in a physical activity in school, they must not wear jewellery for PE lessons; this includes earrings. Students should therefore avoid having ears pierced over the holidays or during term time as earrings must be removed for safety reasons.

#### **Valuables:**

Students must not bring valuables (mobile phones, jewellery, money etc.) into the changing rooms as the department cannot be held responsible for lost or stolen items. Please encourage your child to get a locker or to use a friend's locker.

#### **Injury or illness:**

If your child is ill or injured please send a note to explain the issue, from this information your child's PE teacher will be able to decide on the most appropriate way of differentiating the PE lesson to include him/her.

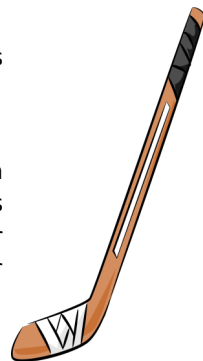
Your child must still have their PE kit with them as they may still be able to participate in certain aspects of the lesson or it may be possible for them to join another group in a more suitable activity.



Students must always bring their PE kit to lesson as non-practical learning may include coaching, leadership or refereeing. Students with more serious injuries, (for example, who are in plaster casts, slings or crutches) who would find it difficult to get changed, are obviously exempt from this.

#### **PE kit:**

We have high standards and expectations for PE kit in lessons, however if for any reason your child is unable to bring the correct PE kit, please send your child with an alternate kit and a note or email. Students will be expected to borrow kit if they forget to bring their own.



Please ensure that your child has appropriate footwear for PE lessons. Sports trainers should be worn as opposed to canvas pumps.

**Additional kit:**

- We strongly advise the school tracksuit bottoms and hoody are purchased for outdoor lessons.
- Long hair must also be tied up so please ensure your child has a hair band as part of their PE kit.



**Representing the school:**

If your child is selected to represent school in a team, it will be your child's responsibility to make arrangements for transport home. Where possible, PE staff will endeavour to send a text home regarding fixtures but this may not always be possible.

We have a strict 'no dropping out on the day' rule as it becomes frustrating for other students who compete in competitions in an incomplete team. If, for any reason, your child is unable to take part in the competition you or they must inform the teacher in charge as soon as possible so that a replacement can be given the opportunity to represent school.

**In the know:**

We will endeavour to keep the school website, Facebook page and Twitter account updated with competition dates so please monitor these regularly.



## **Bullying: What to do**

Students generally list bullying amongst their biggest fears at secondary school and it is a sentiment often shared by parents.

At Alder, we aim to ensure all students can learn in a safe, secure and happy environment. It is acknowledged that, in some cases, not all students will experience this and we take all cases of bullying seriously. Incidents of bullying are fully investigated and dealt with firmly and as swiftly as possible. Effective support is always offered for the victims of bullying.

Nature of bullying:

Bullying may be defined as any deliberate and persistent attempt to hurt, threaten or frighten someone, either physically or emotionally. It can occur in the following ways:

- **Physical:** including any form of physical action, hitting, punching, kicking or any form of physical intimidation;
- **Verbal:** this type of bullying may include persistent name-calling, sarcasm, rumour-mongering, teasing or derogatory comments about appearance, mannerisms or family members;
- **Emotional:** such as ridicule, humiliation or ostracism;
- **Racial:** including taunts, gestures, stereo-typing or derogatory comments relating to one's race or religion;
- **Sexual:** such as heterosexual or homophobic abuse, whether verbal or written, suggestive comments relating to appearance or gender characteristics or unwanted physical contact;
- **Abuse of property:** including theft, deliberate damage to property, interfering with another student's property or demanding items, such as money;
- **Cyber:** may including negative comments or images on social media, via instant messaging services or chat rooms.



The school's full anti-bullying policy can be accessed on the school website or contact your child's Progress Leader for more information.



***What do I do if I suspect my child is being bullied?***

There may become a time when you believe your child is being bullied. In any case, it is essential you contact your child's Progress Leader (even if this is via your child's Form Tutor) so it can be investigated.

Although we aim to support any victim of bullying, some students are, understandably, often afraid to seek help or disclose incidents of bullying. If you notice the following in your child, it would be wise to contact school:

- Your child is unwilling to come to school or loses enthusiasm;
- He/she becomes withdrawn, nervous or anxious;
- Possessions go missing or persistently loses things like money;
- Delays going home after school or is persistently late;
- He/she becomes upset or distressed more quickly and easier than usual;
- He/she becomes defensive or seems frightened to say what is wrong when asked;
- Your child has unexplained cuts, bruises or physical marks.

If staff in school suspect your child is a victim of bullying, your child's Progress Leader will contact you to discuss the situation and possible plans of action.

Where bullying is persistent despite staff intervention, the following action may be taken:

- Students may be isolated in Stage 2 or alternative provision for up to 5 days, or other sanctions imposed;
- Students may be sent home and parents asked to attend a meeting in school;
- Fixed term period of exclusion of up to 5 days may be considered by the head teacher;
- Permanent exclusion may be considered but as a last resort.

## **Bullying: What to do**

In some cases, your child may disclose to you any incidents where they feel they are being bullied. If this is the case:

- Discuss the situation with your child; discuss when, where and potential reasons why any incidents of bullying may be occurring.
- Discuss with a member or members of staff with whom your child would feel more comfortable disclosing information. This does not have to be your child's Form Tutor or Progress Leader.
- Contact your child's Progress Leader or Form Tutor who can then fully investigate any incidents. Please be aware, school can only deal with incidents that have been shared with staff.



Fortunately, cases of bullying at Alder are relatively low. When cases do arise, you can be assured incidents will be investigated fully. There are often cases of one-off incidents of name-calling for example and this is generally resolved through discussion with the students concerned.

Continuous efforts are made to help minimise the risk of bullying, including:

- Annual reviews of the school anti-bullying policy, including the guidelines provided to staff;
- Issues surrounding bullying being extensively covered through the school's PSHE programme.

All students are encouraged to report any incident of bullying to themselves, or others.



### ***What do I do if I suspect my child is a bully?***

You may become aware that your child is bullying other students, by any of the types listed on the previous page. If you suspect your child is involved in bullying others in any way, it would be appreciated if school is contacted and informed of the situation.

## Some final information

### School closures:

Our aim is to keep the school open whenever it is possible and safe to do so; closure will only be considered when the school premises are deemed unsafe. This does not take into account a student's journey into school as each student has a different journey to make. Any decision to close will be made as early as possible so alternative childcare arrangements can be made. We will advise of closures in the following ways:

- We will send a text/MyEd app message to all;
- We will post a message on the website;
- We will post a message on school social media streams;
- We will pass information on to the Local Authority and to local radios.



### Replacement school uniform:

If you require replacement uniform, it is available from our two main suppliers: JFC Sports (Meadow St, Hyde) or Kid Stop (Market St, Hyde). Ties can be bought directly from the school office for £5.00.

### Student Lockers:

Should you wish your child to have a locker, a £5.00 non-returnable payment should be made at the start of the school year (or any point thereafter subject to availability). This covers the duration of your child's stay at Alder.

### Enrichment days:

All students take part in a range of enrichment activities on selected days of the school calendar. More information will be provided closer to the time of each day.

### Extra curricular activities:

There are many extra-curricular activities run across school, from homework to catch-up, practical sport to artistic.



## **Some final information**

### **Enforced and prolonged closure:**

In the event of a national emergency or disaster, as guided by the incumbent government, school will adapt to ensure that all our students are supported as effectively and safely as possible.

### **Safeguarding and contact:**

- Safeguarding policies will be upheld and amended to ensure the needs of students are met, even in events where face-to-face contact is not possible or reduced by social-distancing to ensure safety;
- Keep in Touch (or KIT) protocols will be followed to ensure we hear from every student on school roll or their parent. This may be done via student email using school systems, or via parental emails, texts or phone calls. Home visits will be made as a last resort;
- School policies will be amended to reflect the need of the current situation;
- The school website and social media streams will act as a source of information for parents to stay up-to-date.

### **Student support:**

- Students may not be able to have face-to-face contact with teaching or pastoral staff, though form tutors will endeavour to contact students regularly using school contact systems;
- Students will be able to share any concerns they may have via school systems or a dedicated support service.
- Families will be signposted or referred to relevant external agencies for additional support as and where required.

### **Student work:**

- In the event school is closed for a prolonged period of time, there is still an expectation that students complete work set by teaching staff in order to continue the learning process.;
- Work will be set by subject departments for students, predominantly online using a range of educational platforms and websites



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