



SOLIHULL

# Parent Handbook

September 2018



# SOLIHULL

## CONTENTS

	Page
<b><u>FOREWARD BY THE HEADMASTER</u></b> .....	3
1. <b><u>HISTORY, ETHOS AND AIMS</u></b> .....	4
2. <b><u>THE RULE</u></b> .....	6
3. <b><u>SCHOOL LIFE</u></b>	
a) General Statement .....	7
b) Division by Forms .....	8
c) Hours of Work (and Play) .....	11
d) Term Dates .....	12
e) Absence .....	12
f) Punctuality .....	13
g) Uniform .....	13
h) Refectory .....	14
i) Travel .....	14
j) Bursary .....	15
4. <b><u>THE ACADEMIC PROGRAMME</u></b>	
a) The Curriculum .....	15
i) Lower and Middle School .....	15
ii) Sixth Form .....	18
ASPIre .....	19
Enrichment .....	19
b) Homework .....	20
c) Assessment and Communication with Parents .....	20
Grades and Reports .....	21
d) Rewards and Sanctions .....	22
e) Setting .....	25
f) PSHEE: Personal, Social, Health and Economic Education.....	26
g) Games .....	29
h) Learning Support .....	29
5. <b><u>CO-CURRICULAR ACTIVITIES</u></b>	
a) Clubs and Societies .....	31
b) Music and Drama .....	32
c) Combined Cadet Force .....	33
d) Duke of Edinburgh's Award Scheme .....	33
e) Trips and Expeditions .....	33
f) Terriers .....	34
g) Snowdonia School .....	35
6. <b><u>CAREERS AND WORK EXPERIENCE</u></b>	
a) Careers .....	36
b) Work Experience .....	37



## SOLIHULL

7.	<u>PASTORAL CARE</u>		
	a)	Introduction	37
	b)	Communication	37
	c)	The Structure of Pastoral Care	38
	d)	Other Means of Care and Support	39
	e)	Transition	40
	f)	Bullying	40
	g)	Chapel	41
	h)	Religious Studies	42
	i)	PSHEE	42
	j)	Personal Development	42
	k)	Child Protection	42
	l)	Complaints Procedure	43
	m)	Personal Accident Insurance	43
8.	<u>REGULATIONS</u>		
	a)	Pupils' Property	43
	b)	Smoking	44
	c)	Alcohol	44
	d)	Drugs	44
	e)	Bounds	45
	f)	Cycles and Motor Vehicles	45
	g)	Electronic Transmissions	46
	h)	Miscellaneous	46
9.	<u>POLICIES</u>		47
10.	<u>PARENTS' ASSOCIATION</u>		48
11.	<u>OLD SHILLIANS' ASSOCIATION</u>		48
<u>APPENDICES</u>			
	APPENDIX A	School Addresses and Telephone Numbers	49
	APPENDIX B	Grades and Parents' Evenings	50
	APPENDIX C	Map	51
	APPENDIX D	School Uniform	52
	APPENDIX E	Code of Conduct for Using the Computer Facilities	59
	APPENDIX F	Medical Regulations	62



## SOLIHULL

### Introduction

This handbook is an attempt to give parents answers to many of the questions that arise about school life. It will not be exhaustive and there will be times when you require more information. But it is a beginning and I hope you will find it useful.

Included in these pages are not just the basic rules that allow this society to function but also an indication of the wealth of opportunities available that will allow your son or daughter to develop his/her talents. These talents are not just academic ones, but also talent in music, drama, sport or outdoor pursuits and, for many, talents in several of these areas.

There is also a section on care and the pastoral system, for support to individual pupils is crucial as they develop. The Form Tutor is the centre of the pastoral care system but there are many others available and you must feel free to contact the school to discuss any problems or worries.

Talking and communicating does help to share, or hopefully solve, a problem.

If you have suggestions on how we can improve this publication I would be delighted to hear from you.

*David Lloyd*



## SOLIHULL

### History, Ethos and Aims of Solihull School

Solihull School has been in continuous existence since 1560, when the chantry revenues of the Chapels of St. Mary and St. Katherine, in the Parish Church of St. Alphege, were used to establish the Foundation. Originally, the Foundation provided for the maintenance of the Master of the Free Grammar School in Solihull. In 1615, the School moved to a house in Park Road, later re-named Malvern House. It remained there until 1882.

In 1882, the school moved to its present 50-acre site. School House is the original school building on this site and it was designed to provide accommodation for 80 day-boys and 20 boarders. It cost £4,345. At about the same time (in 1879) the Endowed Schools Act produced a new scheme of management. The Feoffees were replaced by a Board of 13 Governors and it was this Governing Body that moved the School to Warwick Road.

Since 1882, the school has gradually expanded in numbers and buildings. In 1946, the School became an Independent School, breaking its links with Warwickshire County Council. In 1948 the Headmaster, Mr H B Hitchens, was elected to the Headmasters' Conference and in 1949 the School was admitted to the Governing Bodies Association.

The school's charitable objects are to provide the advancement of education by providing an independent day school for boys and girls in Solihull, which shall have a religious character in accordance with the tenets of the Church of England and provide a liberal education.

The school is a religious foundation and is fortunate to have its own Chapel, consecrated in 1961, and its own Chaplain. Each section of the school attends a Chapel service once a week. There is also a mid-week celebration of Holy Communion and on Sundays there is a celebration of Holy Communion in the morning and an evening service open to parents, pupils and friends of the school. The singing of the Chapel Choir forms an important part of these services. The Chaplain not only conducts these services and prepares candidates for Confirmation, but is also an important figure in fostering the moral and spiritual welfare of the pupils.

The school is increasingly diverse in the religious backgrounds of its pupils. It is, of course, open to parents to ask for an exemption of pupils from classes and services on grounds of conscience. However, every attempt is made to ensure that religious observance and the teaching of Religious Studies are as inclusive as possible. In particular, the teaching of Religious Studies encourages an understanding of different religions. Through these lessons and through the teaching of Personal, Social and Economic Health Education (PSHEE) the school also encourages pupils to think about their values, their relationships with each other and their role in society.

At independence, the Local Education Authority agreed to pay the fees of 15 boys from local primary schools. This number increased to 36 in 1953 and this arrangement continued until 1973 when the reorganisation of education in the Borough ended the scheme. In response to the ending of free place pupils, the Governors created a large Foundation Scholarship scheme to enable academically able pupils to attend Solihull School. At the same time it was decided to admit girls into the Sixth Form.



## SOLIHULL

In June 2003 the Governors decided that the school would become fully coeducational in 2005, taking girls as well as boys into the Junior School and at 11+.

Major improvements occurred in the last twenty years of the twentieth century, with improved facilities for Science, Design and Technology, Modern Languages and the Junior School. The Bushell Hall was completed in 2001 and the existing hall converted into the new Kent Library. A new pavilion, The Alan Lee Pavilion, was completed in 2003 to supplement the improved PE facilities and a new outdoor activities centre replaced the CCF hut in July 2004. In 2005 a new teaching area, The George Hill, was completed, providing 16 new classrooms and additional social and study space. The Junior School was extended and refurbished in September 2005. In 2009, a new Music School, The David Turnbull Music School, was completed, and a new 6<sup>th</sup> Form Centre (The Cooper Building) completed in September 2015.

There are 1000 pupils in the School, of whom some 300 are in the Sixth Form.

### Ambition

Staff and pupils are ambitious and seek to maximise potential in one another. We aim to engender an enduring thirst for learning and a sense of well-being, and all members of the school community are encouraged to extend themselves beyond their immediate interests and perceived capabilities. Doing one's best is uppermost and **perseverance** is very important in achieving our goals. Reflection is ongoing and the genuine belief that we can all be better drives us on.

### Opportunity

We aim to provide breadth of opportunity and inspire depth of achievement. Learning takes place in and out of the classroom, at home and abroad, and staff and pupils are encouraged to balance over 450 years of tradition with innovation and creativity. New opportunities are welcomed and embraced and all are encouraged to take risks and to learn from failure. The curriculum and co-curriculum are of equal importance and learning for learning's sake is a priority. Intelligence takes many forms and the acquisition of experience, knowledge and skills, whether academic or not and whether tested or not, is very important. Education is holistic and independent thought, exploration and fun are essential.

### Community

Christian in our foundation, we welcome boys and girls of all faiths into a supportive and caring environment. We aim to prepare them for adult life as happy, charitable, confident and intelligent people and all come to understand the value of a strong moral compass and global perspective. Pupils learn the importance of winning with humility and losing with dignity, and individuality and inclusivity permeate all areas of school life. Leadership skills are uncovered and developed and pupils lead with pride, compassion and integrity. Happiness and success are recognised as inextricably linked and all members of the school community are jointly responsible for pastoral care. Looking beyond the school gates, all Old Silhillians belong to a life-long community regardless of distance or the passage of time and are actively encouraged to remain engaged with the school forever.



**SOLIHULL**

## 2. THE RULE

It is important that pupils should be aware that they are part of a community in the school. That community will do all it can to support the pupils, but in return pupils have to be aware that they, too, have a responsibility for the school and its reputation. Therefore, they need to be conscious that their behaviour has an impact on the impression that the School makes on the outside world. As a reflection of this, Mr Henry Hitchens, Headmaster between 1947 and 1963, introduced The Rule, which still stands.

**'Members of the School shall in all circumstances conduct themselves in a proper and sensible manner.'**

It is particularly important that pupils should maintain a high standard of behaviour when they are under the school's authority.

A pupil is under the school's authority:

- Throughout the school day, whether on or off the premises;
- Whenever he or she is involved with any activity organised by the School;
- Whenever he or she is identifiable as a member of the School.

**Further information on rules and regulations can be found in the behaviour and disciplinary policy on the schools website.**



## SOLIHULL

### 3. SCHOOL LIFE

**General statement:** *We will endeavour to provide a caring and supportive learning environment for your child and a wealth of curricular and co-curricular opportunities, in accordance with the school aims. It is the responsibility of the pupils to act upon advice and to engage with the opportunities offered, taking responsibility for their own learning and behaviour. We ask that parents support teachers in their efforts to help guide and shape pupils' behaviour, respect the professional judgement of our staff and engage positively with the school's expectations, systems and ethos.*

#### **Expectations of Teachers:**

1. Act as role models
  - High expectations and a strong work ethic
  - Efficient communication and appropriate behaviour and dress
2. Facilitate and support the academic progress of every pupil
  - Productive use of class time
  - Productive opportunities for independent learning outside of lessons, e.g. prep
  - Support for pupils requiring further help, e.g. clinics
  - Ongoing dialogue with pupil and parents, setting targets and facilitating progress
3. Facilitate and support the personal development (social, moral, spiritual and cultural) of every pupil
  - Pastoral support that focuses on the growth and success of students
  - Ongoing dialogue with pupils and parents on development and progress
  - Fair use of rewards and sanctions
  - Lead and support co-curricular activities
  - Uphold the founding principles, aims and ethos of the school
4. Provide a safe, caring and ambitious environment for pupils

#### **Expectations of Parents:**

1. Respect the school by valuing:
  - The 'hierarchy' in terms of points of contact (starting with the teacher or tutor)
  - The professional judgement of teachers
  - The timing and tone of communication
  - The working hours of teachers





## SOLIHULL

2. Help us by working with us on:

- Rewards and sanctions to ensure the development of pupils
- Focusing pupils on a growth mindset by looking at their targets and progress rather than their final grades
- Ensuring a purposeful attitude towards learning and behaviour, punctuality and appearance

### Expectations of Pupils:

1. A purposeful attitude towards learning and behaviour, punctuality and appearance
2. Engage with the curricular and co-curricular opportunities offered by the school
3. Take responsibility for progress and development, learning from mistakes and developing a growth mindset
4. Obey the school rule: 'Members of the school shall in all circumstances conduct themselves in a proper and sensible manner.'

### B. Division by Forms

Solihull School is divided into four sections, creating smaller units for pupils within the larger framework of the whole school. The Junior School is for pupils below the age of eleven (NC Years 3 to 6): the Junior School has a separate handbook. The Lower School comprises the first three years of the Senior School – the Thirds, Shells and Fourths (NC Years 7 to 9). The Lower and Upper Fifth make up the Middle School (NC Years 10 and 11) and the Lower Sixth and Upper Sixth are the Sixth Form (NC Years 12 and 13). On entry to the School every pupil is allocated to a House: Fetherston, Jago, Pole, Shenstone or Windsor.

THE LOWER SCHOOL	
Head of Lower School – Mr O W H Bate	
Head of Forth Form – Dr P F Spratley	
Head of Shell Form – Mr M P Babb	
Head of Third Form – Mrs H Hallworth	

The Fourth Forms		
IV AI	Miss TJ Bryan	K04
IV BI	Mrs P Roman-Blythe	K02
IV Cr	Mr M Smith	K03
IV Le	Mrs L Spratley	GH 22
IV Tn	Mrs J J Francis	GH 21



## SOLIHULL

The Shell Forms		
Shell A1	Mrs L Super	GH 2
Shell B1	Mr M Davis	GH 13
Shell Cr	Mr G James	E1
Shell Le	Mrs Z Patching-Jones	GH 11
Shell Tn	Mr O Parsons	E6

The Third Forms		
III A1	Mr N Leonard	K06
III B1	Mr D Brough	E5
III Cr	Mr M Briggs	E4
III Le	Miss R Noon	K12
III Tn	Mr D Brotherhood	GH 14
III Wn	Mrs V Patel	GH 12

THE MIDDLE SCHOOL
Head of the Middle School – Mrs N Evans Head of the Upper Fifth Form – Miss J Collier Head of the Lower Fifth Form –

The Upper Fifth Forms		
UV F	Dr A Routledge	GH 15
UV J	Mr S Hifle	E2
UV P	Mrs D Parker	D2
UV S	Mr L Worth	GH 24
UV W	Miss E Campbell	K11

The Lower Fifth Forms		
LV A1	Mr M Gledhill	K15
LV B1	Mr A Dowsett	K05
LV Cr	Mrs R Whaley	GH 23
LV Le	Mrs J Johnson	GH 16
LV Tn	Miss K Griffiths	D4
LV Wn	Mr J Hammond	D3



## SOLIHULL

### THE SIXTH FORM

Head of the Sixth Form – Mr T B Emmet  
 Assistant Head of Sixth Form – Mr M J Covill  
 Head of the Upper Sixth Forms – Mrs C L Black  
 Head of Lower Sixth Forms – Mr S R Phillips

### The Upper Sixth Forms

UVI IF	Mr P May	CB 03
UVI IJ	Mr M Bishop	CB 01
UVI IP	Ms R Airdrie	GH CT 2
UVI IS	Mr P Morgan	K13
UVI IW	Mrs S Rasmussen	GH 17
UVI IIF	Miss Wallbank	F02 BIO
UVI IJ	Dr R Jennings	F04 CHE
UVI IIP	Mrs B Rossay-Gilson	K16
UVI IIS	Mrs A Lancaster	F1 2PHY
UVI IIW	Mrs D Wanna	CB 02

### The Lower Sixth Forms

LVI IAI	Dr S Hart	GH 13
LVI IBI	Miss D Trim	ART 1
LVI ICr	Mr S Chillcott	F13 PHY
LVI ILe	Dr S Sawicki	CB 11
LVI ITn	Mrs W Meigh	CB 13
LVI IIAI	Mr A Jones	F03 CHE
LVI IIBI	Mrs C Goodman	F05 CHE
LVI IICr	Mr N Corbett	CB 12
LVI IILe	MRs D Buckle	F01 BIO
LVI IITn	Mrs J Mander	CB 14



## SOLIHULL

### A) Hours of Work (and Play)

The official hours are (Monday to Friday):

Registration	8.40
Assemblies	8.45 – 9.05
Period 1	9.05 – 9.45
Period 2	9.45 – 10.25
Period 3	10.25 – 11.05
Break	11.05 – 11.30
Period 4	11.30 – 12.10
Period 5	12.10 – 12.50
Lunch Break	12.50 – 2.05
Registration	2.05
Period 6	2.10 – 2.50
Period 7	2.50 – 3.30
Period 8	3.30 – 4.10

The School is open from 7.30 am, and pupils, once they have arrived on the premises, are required to stay here. There are staff present in the school at this time, but the School can take no responsibility for direct supervision of pupils until 8.40 am, unless they are taking part in a school activity.

Pupils should have left the School premises by 5.00 pm in winter and by 5.15 pm in summer, unless they are taking part in an approved school activity. Pupils who cannot be collected by their parents at the end of the school day must go to the Library. The Library closes at 6 pm. The School can take no responsibility for direct supervision of pupils after the end of school, unless they are taking part in a school activity.

### Activities within the Curriculum

**Games:** Games are compulsory for all pupils, unless they have a specific reason for absence. Games take place within the school timetable on the following days.

- Sixth Form and Upper Fifth - Wednesday
- Lower Vth, IVth - Thursday
- Shells - Tuesday
- Thirds - Friday



## SOLIHULL

**CCF:** Contingent parades for all members of the CCF take place after school on Monday.

**Community Service:** the Community Service Group operates within the Sixth Form Enrichment programme.

**Terriers:** this is an activity-based programme for all members of the Third Form.

### B) Term Dates

The school year consists of three terms within each of which there is a mid-term leave. The holidays follow the general pattern of the independent day schools and amount to about seventeen weeks during the year.

The dates for the coming academic years are:

Christmas Term 2018	<b>Begins</b>	05 September
	<b>Half Term</b>	20 September – 05 November
	<b>Ends</b>	19 December
Easter Term 2019	<b>Begins</b>	08 December 2019
	<b>Half Term</b>	16 February – 24 February
	<b>Ends</b>	05 April
Summer Term 2019	<b>Begins</b>	29 April
	<b>May Day BH</b>	06 May
	<b>Half Term</b>	25 May – 02 June
	<b>Ends</b>	10 July

Although the School operates a five-day working week, many extra-curricular activities and expeditions take place at the weekend, including school matches, which are usually played on Saturdays. If a pupil is selected to represent the School, he/she is required to fulfil this commitment.

### C) Absence

#### i) **Absence through Illness**

Attendance during the school day is compulsory. If a pupil is absent from school, for whatever reason, parents are asked to report the absence on the first day by telephoning Reception in the Headmaster's wing (Tel: 0121 705 0958). If the School does not receive such a telephone call, the School will attempt to contact parents in the course of the morning. On return to school after absence, **a note must be brought** to the Form Tutor explaining the reasons for and length of absence.

In the case of your son/daughter being absent because of an infectious illness, the school has guidelines on quarantine, which are shown in the Medical Regulations section.



## SOLIHULL

### ii) Requests to be Absent from School

Except for reasons of illness, no pupil may be absent unless the approval of the school has been obtained beforehand. Approval for anticipated absence will normally be obtained by letter from the Heads of the Junior, Lower, Middle Schools and Sixth Form as appropriate. In particular, the school is very reluctant to grant leave of absence for pupils to accompany parents on holidays in term-time. The school holidays are longer than those of state schools, and we do endeavour to ensure that our holidays do coincide with those of other schools. Parents must be aware that such absence can be detrimental to the progress of their child and the teaching staff cannot be expected to make up for such absence through additional teaching or support.

### iii) Medical Appointments

Wherever possible, medical and dental appointments should be arranged out of school hours. If a pupil needs to be off the premises for an appointment during the course of the school day, permission should be sought from the Form Tutor by letter. Before leaving School during the school day pupils **MUST** sign out in Reception and **MUST** sign in on return.

### D) Punctuality

It is expected that all pupils are punctual in arriving at school and in attending lessons and all other activities.

If a pupil arrives at school after the registration period, or after the absentee list has been sent to Reception, he/she must report **immediately** to the Headmaster's Wing to sign-in.

On days when pupils should attend assembly, pupils arriving between 8.40 am and 9.05 am should report to the designated room where he/she will be recorded late by the designated member of staff.

Persistent late arrival is treated as a serious matter, unless acceptable reasons are provided. In such circumstances, parents will be contacted by the Form Tutor in the first instance.

### E) Uniform

School uniform must be worn:

- At school, on weekdays.
- Travelling to and from school; boys and girls riding motor cycles or scooters must wear helmets. Cyclists should wear cycle helmets.
- On all expeditions, except when express permission is given by the member of staff in charge.
- When travelling to and from matches either at home or away.



## SOLIHULL

School uniform includes the CCF, Cubs, Scouts and Terriers uniforms when required.

Members of the Community Service Group may change into clothes suitable for the work immediately before leaving the premises.

In addition to complying with the detailed instructions above, there is a general obligation that uniform, bearing and personal appearance shall be such as to uphold the reputation of the School.

Occasionally, on average once a term, there will be a Non-Uniform Day as a means of raising funds for a charitable or worthy cause. On such days, while pupils (in exchange for a small financial donation) are not required to wear school uniform, they must not attend school in attire which would bring the good name of the school into disrepute.

Full details of school uniform can be found in Appendix D.

### F) Refectory

All pupils below the Sixth Form are expected to have a Refectory Lunch. Parents of Sixth Form pupils who do not wish their son/daughter to have a refectory lunch should write to the Bursar within the first week of term to advise him of this. Lunches are charged termly in arrears.

There is a very wide range of choice in school lunch, including vegetarian options, salads and sandwiches, so that there should be something for everyone. Sandwich lunches may not be brought in to school, as there is no accommodation for eating these. Lunch may not be taken in Solihull in any circumstances.

### G) Travel

Pupils travel to Solihull School from a wide catchment area throughout the greater Birmingham area and many parts of Warwickshire.

A number of school buses are in operation to transport pupils to and from school. The seats are allocated on a first come first served basis and may be reserved on a termly basis. Both two way and one way seats are available though it is not possible to "mix and match" usage i.e. 2 mornings and 3 afternoons.

The School reserves the right to vary the times and pick-up points of the buses it operates to suit changing needs and encourages parents to register an interest for an area not currently served. Due notice will be given to parents of any planned changes.

Further information on routes 1-6 is available from the Bursar's PA (Suzanne Baldwin, tel: 0121-705-0883) or the Admissions Registrar (Nicolette Mullan, tel: 0121-705-4273).



## SOLIHULL

### H) Bursary

The Bursar and his staff are responsible for the financial management of the school. The Bursary is located in Bradford House, which adjoins the Leonard Stevens Building. Fees and any correspondence relating to financial matters should be directed to the Bursar.

## 4. THE ACADEMIC PROGRAMME

The academic programme is designed to provide teaching in the core areas of education, whilst offering as wide a range of subject choices as possible. Thus, in the Lower School there is a very wide range of subjects and, as time goes by, there is an increasing number of optional subjects. One of the key features of the programme is that pupils are not limited in the way in which their options can be put together. In almost all cases, from the Fourth Form to the Upper Sixth, all combinations of optional subjects are possible.

In addition to the academic programme there is a strong emphasis on other activities. That is why games are compulsory throughout the school, and why the Enrichment programme is such an important part of the Sixth Form curriculum.

### A) The Curriculum

We operate a timetable comprising 40 periods per week. The timetable is structured across two weeks – Week A and Week B – which alternate.

The number of periods (40 minutes) given to each subject in each year group in the school is as follows:

#### i) Lower and Middle School

In the Lower and Middle School much of the curriculum is compulsory: at GCSE, English, English Literature, Mathematics, a Modern Foreign Language and at least 2 sciences are all compulsory. In addition, there is an increasing number of optional subjects from which pupils can choose throughout the year. For most pupils the two weeks of timetable will be identical.

**\*Note:** The list of compulsory subjects is subject to review.





## SOLIHULL

### Lower School – No. of Periods per Fortnight

Subject	III	Shell	IV
English	9	8	8
Mathematics	9	8	8
Science	8	10	0
Biology	0	0	6
Chemistry	0	0	6
Physics	0	0	6
French	0	3*	**6
History	4	4	4
Geography	4	4	4
Terriers	4	0	0
Religious Studies	4	4	4
PE/Swimming	2	2	2
Games	6	6	6
Art	4	4	6
Design	4	4	6
Computing	4	3	6
Music	4	3	6
Latin	6	6	6
German	0	6	6
Spanish	6	3	3
Wellbeing	2	2	2
<b>Total</b>	<b>80</b>	<b>80</b>	<b>80</b>

Options are indicated by asterisk.

\* In the Shell Form, pupils have selected two languages chosen from German, Latin and Spanish.

\*\* In the Fourth Form, pupils choose three subjects from German, Latin, Spanish, Art, Design, ICT and Music.

### Options Advice

At appropriate times in the year, pupils in the Third, Shells and Fourths will have the subject options explained to them together with how their choices may, or may not, affect later courses of study. Options are selected via the Parent Portal. While every effort is made to accommodate the wishes of every pupil, some subjects may be limited in the number of pupils they can take.



## SOLIHULL

In the Fourth Form pupils make their GCSE choices. It is important to understand that an option subject dropped, or not taken in the Shell or Fourth forms, cannot be taken up again at a later date, for example at GCSE.

### Middle School – No. of Periods per Fortnight

Subject	LV	UV
English	12	11
Mathematics	10	10
Biology	7	7***
Chemistry	7	7***
Physics	7	7***
PE/Swimming	2	1
Games	6	6
Drama	7	7
Classical Civilisation	7	7
Latin	7	7
French	7	7
German	7	7
Spanish	7	7
History	7	7
Geography	7	7
Art	7	7
Design	7	7
Religious Studies	7	7
ICT	7	7
Computer Science		
Music	7	7
Wellbeing	2	2
<b>Total</b>	<b>80</b>	<b>80</b>

### Options

In the Lower and Upper Fifth, in addition to the 6 compulsory subjects, and the compulsory modern foreign language, there are 3 optional subjects to be chosen.

Optional Subjects to be chosen from the list below:

Art	Drama	Latin
Classical Civilisation	Geography	Music
Design (Food Technology)	German	Religious Studies
Design (Resistant Materials)	History	Spanish
French	ICT	Computing



## SOLIHULL

### Options Advice

Information about Sixth Form courses is contained in the Sixth Form Booklet which is issued to all Upper Fifth pupils (and new applicants) towards the end of the Christmas Term. Form Tutors, the Head of Careers and Heads of Departments are also available to offer advice to pupils or to parents. For more information see Section 6, Careers and Work Experience.

#### ii) Sixth Form

In the Sixth Form all pupils are studying for A Levels. In addition to the provision for A Levels, the timetable also includes Enrichment (see below), Games and an increasing amount of Private Study, as a preparation for the greater independence in life beyond school.

#### No. of Periods per Fortnight

Subject	LVI	UVI
Subject 1	16	8
Subject 2	16	8
Subject 3	16	8
Subject 4	16 (if chosen)	18 (if chosen)
Enrichment / ASPire Programme	Up to 10	2
Games	6	6
Private Study	Up to 16	Up to 18
<b>Total</b>	<b>80</b>	<b>80</b>

Pupils in the Lower Sixth study 4 subjects chosen from the list over. The school is able to offer not only a very wide range of subject choices, but also a very wide range of subject combinations. In almost all cases, pupils can do any combination of the subjects listed below, although this cannot be absolutely guaranteed.

#### A level Subject Choices

Art:	Latin
Biology	Mathematics
Business	Mathematics (Further)
Chemistry	Music
Classical Civilisation	Photography
Design & Technology	Physical Education
Economics	Physics
English Literature	Politics
French	Psychology
Geography	Religious Studies
German	Spanish
History	Theatre Studies



## SOLIHULL

### ASPire

In a world where so much emphasis is put on exam success, we have designed the Advanced Skills Programme (ASPire) to enable the development of the whole student. Our guiding principle is to provide you with opportunities to learn that go beyond the curriculum, to gain experiences outside your day-to-day life in the classroom and to develop skills that will set you up for your future.

With the application process for university and for jobs becoming even more competitive, we also believe that the ASPire programme will help you to stand out from other applicants by being able to demonstrate learning beyond the curriculum and a wide range of critical thinking and problem solving skills. The programme is here to provide you with something different and to enable you to have fun whilst learning and developing your skills. Through this programme, we want to support you to meet your aspirations.

The ASPire programme is made up of two parts: the Certificated Courses in the Lower Sixth and the Enrichment Programme which runs through both the Lower and Upper Sixth. Details of the options available in these two programmes are given below. In addition, students will attend a series of lectures.

### Enrichment for the Lower Sixth

For the Lower Sixth there are 3 periods per week allocated to Enrichment, one period on a Monday and a double on a Thursday. The major activities are:

- **Terriers:** A considerable number of Lower Sixth pupils help as instructors with the Terriers activities programme which is provided for the Third Form. On Mondays the instructors are trained and on Thursdays they train and assist in looking after the younger pupils.
- **Community Service:** Pupils are involved in visiting members of the community and helping in local Junior Schools. Increasingly, students intent on a career in Medicine volunteer to help in local hospitals and care homes and this can be arranged in Enrichment time.
- **Charity Committee**
- **Community Sports Leaders' Award**
- **Debating and Thinking Skills**
- **Engineering Education Scheme**
- **Leadership (BTEC)**
- **Green Power Racing**
- **Theatre Design**

In the summer term some time is set aside for work on UCAS forms and candidates for Oxbridge and Medicine have specific sessions to prepare them for interview.



## SOLIHULL

### Enrichment for the Upper Sixth

The Upper Sixth have one period of Enrichment on Thursday morning. Options include; Extended Project Qualification and a carousel of activities from Cookery to Finance.

### B) Homework

Homework is set for all Forms from Monday to Friday inclusive. Every pupil is required to do the allotted homework, graded according to their level in the school, and, in most cases, it must be allowed to take precedence over all other activities. Homework set must be recorded by the pupil in the Pupil Planner and **parents are asked to sign it each evening** (except in the Sixth Form). The Planner also provides a quick and easy means of communicating between home and School, and vice versa.

### Daily Homework Times (Mondays to Fridays)

The following table indicates the approximate allocations of daily homework time for each year group, and while these may vary slightly in practice, the total homework time should not be exceeded. If a pupil is consistently spending a longer, or indeed, shorter time than indicated on homework, this should be communicated to the Form Tutor.

	Number of Tasks	Time for each (minutes)	Total Homework Time (minutes)
<b>LOWER SCHOOL</b>			
III	2	25	50
Shell	2	25	50
IV	2	30	60
<b>MIDDLE SCHOOL</b>			
LV	2	35	70 minimum
UV	2	35	70 minimum
<b>SIXTH FORM</b>			
Sixth Forms	as set		120 minimum

### C) Assessment and Communication with Parents

#### i) Marking

Marking enables staff to see the level of progress of the teaching group and each pupil, and enables pupils to gain a sense of progress and know how they might improve. Marking follows departmental marking policies, which are explained to the pupils.



## SOLIHULL

### ii) Internal Examinations

Internal examinations are held at the following times of the year:

Lower School, Lower Fifth & Lower Sixth	-	The week before Summer half-term
Upper Fifth	-	Mock GCSE examinations in January
Upper Sixth	-	The first 7 days of January

In addition there will be internal examinations in the Summer Term for reformed A Level subjects.

In Upper Fifth the examinations are designed to replicate, as closely as possible, the external examinations. The grading system follows the criteria used at GCSE, AS and A level. In the Lower Fifth grades are also related to those awarded at GCSE, taking into account that only part of the GCSE course will have been completed. In the Lower School grading is done across the whole year group, not the form or set. Examination grades are published on the Parent Portal.

### iii) External examinations

The major periods of external examinations are:

**GCSE:** June in the Upper Fifth. Study Leave is given to pupils in May and June in the Upper Fifth.

**A Level:** Late May and June in the Upper Sixth.

### iv) Grades, Reports and Parents' Evenings

The timing of Grades, Reports and Parents' Evenings ensures that communication is being made with parents at the right time and in the right way for each age-group. In addition, the system of Grades has been developed to provide more specific information about progress.

**Appendix B lays out the programme for reporting and communication for this academic year.**

#### Grades

In addition, pupils will be assessed on a scale for current level of attainment.

In the Middle School and 6<sup>th</sup> Form the current level of attainment will be directly linked to public examination grades.

All grades are published to parents. On the Parent Portal a revised explanation of the grading system will be provided with the first series of grades.



## SOLIHULL

### v) Reports

All year groups receive an interim report and a full report. Upper Sixth also receive a valedictory letter at the end of their time here. At certain times of the year parents will receive a full set of subject reports plus reports from the Form Tutor, the Head of Section/Head of Year or the Headmaster. At other times, there will be a set of attainment grades plus a comment from the Form Tutor, the Head of Section/Year Head and the Headmaster. Full reports will also contain a report on a pupil's extra-curricular activities.

### vi) Parents' Evenings

Parents' Evenings are arranged at the time of the year that is best for each year group. Thus, for example, Parents' Evening for the Third Form comes relatively early in the academic year, so that parents of new pupils have the opportunity to meet their child's teachers. Parents' evenings for some of the middle years come later when there are decisions about subject choices to be made.

Parents' Evenings are arranged through an electronic booking system. Pupils are encouraged to attend Parents' Evenings with their parents.

In addition, the parents of new pupils in the Lower Sixth Form are invited to a welcome meeting within the first week of the school year, to be introduced to the workings of the school community and to meet the staff most closely concerned with their children.

Although these are the official forms of communication, members of staff will make contact with parents in the course of the year, if they have concerns. Parents are also encouraged to contact their child's Form Tutor at any time.

## D) Rewards and Sanctions

### Rewards

#### i) Merits

Whilst verbal praise and positive comments in books are central to the rewards' system, teachers of Lower and Middle School pupils are able to award merits and even double merits to a pupil for such things as a good piece of work, progress, or a positive contribution to School life.

#### ii) Commendations

The School also has a system of Commendations for good academic work, either an exceptional piece of work or consistent achievement. Parents are automatically informed of the award of a Commendation to their son or daughter. The Commendations contribute towards the award of the Academic Cup in each section of the School. These cups, bestowed by a distinguished Old Silhillian, the late Lord Butterfield of Stechford, are presented annually to the winning House. Thus, every pupil, whatever his or her academic standard, can contribute towards winning this cup. Commendations also contribute towards the certificate system outlined below.



## SOLIHULL

### iii) Certificates and Awards

Over the course of a term a pupil in the Lower and Middle Schools can acquire a number of merits/commendations. Their values; merit, (1) and commendation (5) provide the pupil, parents and teachers with a 'running total' of rewards to date. Throughout the terms, pupils may then receive a certificate based on the accumulation of rewards, namely;

- A) Bronze (awarded by Form Tutor)
- B) Silver (awarded by Head of Year)
- C) Gold (awarded by Head of Section)
- D) Platinum (awarded by Headmaster)

The exact requirements to attain each level will be outlined during the course of the Christmas term. Each new term the pupils would begin on zero, though there would be a cumulative effect leading to End of Year awards.

### iv) Attainment Grades

After each Attainment Grade session, the Head of Section will highlight those pupils who have attained the best grades, made the most effort and made the biggest improvement with regard to both effort and attainment.

### v) Sixth Form Achievement Award

To be awarded at the discretion of the Head of the Sixth Form.

## Sanctions

### Behaviour

1. Verbal rebuke
2. Verbal rebuke + Demerit
3. Lunchtime Detention
4. HoY Detention (1 hour on Thursday Evening)

### Homework

1. Homework a little beneath capability/expectation - Verbal rebuke
2. Homework could have/should have been done **much** better – Demerit
3. Homework not done/attempted in a derisory fashion – Lunchtime detention





## SOLIHULL

### Lunchtime Detention

Lunchtime detentions should override all other commitments. There MAY be specific circumstances when a detention is postponed for one session e.g.

1. Peripatetic music lesson
2. Academic lesson (e.g. GCSE PE)
3. If it renders a pupil's afternoon empty (e.g. missing the coach to watersports)

N.B. All other exceptions to be agreed by the SDHM.

### HoY Detention

For a pupil to be invited to HoY detention, he or she would need to have accrued **10 sanction marks (LD=2, Demerit=1)** (which the detention replaces). These figures are for guidance – If a pastoral carer feels there are mitigating circumstances, discretion can (and should) be used.

### Formal Sanctions:

1. Demerit
2. Daily lunchtime Detention - daily ½ hour
3. HoY Detention - Tuesday pm 1 hour
4. Head of Section Detention - weeknight pm 1 ½ hours  
(to be given for stand-alone offences (work or behaviour) at the Head of Section's discretion and will replace a pupil's 3rd after school detention).
5. Deputy Headmasters' Detention - Saturday am 2 hours  
(to be given for stand-alone offences (eg unauthorised lesson absence) at the Deputy Headmasters' discretion and will replace a pupil's 4th after School detention).
6. Headmaster's Detention - Saturday am 3 hours  
(to be given for stand-alone offences at the Headmaster's discretion and will replace a pupil's 5th after School detention).

### Uniform and Lates:

A pupil's 3<sup>rd</sup> misdemeanour will result in a lunchtime detention and be recorded as such.

### Chewing Gum:

Chewing gum is NOT allowed in School. Sanction - Lunchtime Detention.



## SOLIHULL

### Report Cards

If there is continued serious concern about a pupil's progress, he/she may be placed on Report Card. The Head of Section will decide to pursue this course in consultation with the pupil's Form Tutor and the Year Head, and parents will be informed before this course is undertaken. A Report Card enables every teacher to make a comment about a pupil's behaviour in every lesson. Parents are asked to sign the card every day and the Form Tutor monitors progress. The Report Card is put in place for an agreed period of time.

### Exclusion

For very serious offences a pupil may be excluded from the School for a period of time, or excluded permanently. Full details of these procedures can be found in the Exclusion Policy on the website.

Transition from the Upper Fifth to the Sixth Form is conditional, not only on academic success, (a minimum of 2A & 4B) but also a record of good behaviour. Similarly a pupil who does not have a good record of behaviour, or has failed to apply him or herself to his/her study in the Lower School may be prohibited entry into the Middle School. Please refer to Section 6 of the School's Terms and Conditions.

### E) Setting

A large amount of the teaching in the school is done without any setting (grouping pupils by ability in a particular subject) or banding (grouping pupils by their overall ability). In many subjects teachers believe in teaching together the full range of pupils. However, for certain subjects and at certain ages, setting and banding are useful.

### The Lower School

**Third Form:** Third Form pupils are all taught in forms of parallel ability. The purpose of this is to allow every pupil the opportunity to prove themselves and find their true standard without being categorised on entry.

**Shell Form:** In the Shells, whilst the pupils will remain in the Houses for pastoral purposes. They are then taught in five forms of paralleled ability. Pupils in these forms are set for Maths.

**Fourth Form:** In the Fourth Form, the pupils again remain in Houses for pastoral purposes. The forms are parallel, but the pupils in these forms are placed in sets for Mathematics.

### The Middle School: GCSE

In the Middle School there are again five House forms for pastoral purposes, teaching, however, is done in sets, and there is a specific setting system for English and Mathematics. There is no setting in the Options subjects.



## SOLIHULL

In the Middle School, pupils are placed in one of three bands. The first band, Band A, consists of the top two sets. Pupils are chosen for Band A principally on the basis of their performance in the Fourth Form examinations. The other three bands are parallel. It is important to note, therefore, that L is not a less able group of pupils than R. Within two of these, pupils will be in the first or second set, depending on their ability in each core subject; for example, a pupil could be in the first set for English, but the second set for Maths, and so on.

### F) PSHEE: Personal, Social, Health and Economic Education

In the academic year 2018-2019, the bulk of PSHEE subjects have been amalgamated into a new curriculum entitled Wellbeing and Personal Development (WPD). This is a new initiative that illustrates the importance the school places on its role towards a healthier, happier society and is driven by an ethos of 'community of practice and social amelioration. The aims of the department are to provide students with additional learning for life education and includes topics which are not included in more academic subjects. The WPD Curriculum works closely with the Learning Support and Pastoral Leads to ensure that pupils with SEND and specific vulnerabilities are supported effectively and appropriately throughout the WPD year.

#### AIMS

- The promote the personal and social development of the students
- The help prepare students for a positive and active role in life
- To skill students with strategies and thinking for a thriving and flourishing life
- To enhance a sense of community, mutual respect and understanding, citizenship, character and values
- To develop self-reflection, emotion awareness and regulation and skills for pupils to fulfil their potential in all areas of life
- In addition, to offer training, seminars and opportunity for wider school community engagement for parents and others in a students' life.

#### DELIVERY

In Lower and Middle Schools every student has a WPD lesson each week. These lessons are taught by specialist staff within the school and outside agencies as appropriate. Students engage in elements of self-reflection and personal development review as part of their ongoing work with the ability to follow up themes dealt within WPD via their form tutors and in other lessons and school activities.

#### REPORTS

Thirds and Fourths - an end of year review about engagement is provided in the Summer report by the delivering teacher.

For the academic year 2018-2019 Lower and Upper Fifth students will write their own comment on their development for discussion and sign-off by their WPD teacher.




## SOLIHULL

### TOPICS

Across the Lower and Middle School, the topics covered fall into a number of different strands including; Health, Mental Health, Personal and Social Development, Relationships and Sex, Citizenship, Learning Skills, Resiliency and Mindfulness practice training. As this is a new curriculum, the full timetable is a live and organic development but in essence the plan is shown below.

WPD focuses on themes and skills that are topical, relevant and practical and as a result can be adapted to focus on emerging needs for students. Students are invited to suggest and raise issues for further exploration at points during the year. As a result, WPD provides a unique and specialist forum to ensure that WPD/PSHEE themes are addressed and explored in a dynamic and responsive way. If you have any questions regarding WPD/PSHEE, or wish to make any suggestions for topics that may be relevant, parents are invited to contact Mrs. L. Rooney (Head of WPD) or Mrs. L.M. Fair (Assistant Head: Pastoral).



### My Wellbeing and Personal Development Trail

IIIrds

I will learn about mindfulness and how to be resilient. I will also have special events that will help me start to find out who I am and who I would like to be. I will learn about human and individual rights. I will enjoy a healthy transition into senior school with lots of support.

Shells

I will explore personal, social and health issues and I will look at qualities of character and mindfulness. I will have special events that will help me be safe online and understand my digital identity. I will have specialist education around relationships and sex.

IVths

I will learn about the world around me and how to stay safe and resilient. I will have information about studying and careers. I will look at how I can be an ethical upstander and explore vulnerability in society. I will have specialist events including RSE.

LVths

I will explore character and reflect on who I want to be. I will have specialist events that will help me get ready for GCSEs and to understand deeper issues in the world. I will have mindfulness and resiliency support and further my understanding about RSE.

UVths

I will be preparing for GCSE's and will have learning and support about wellbeing and self-care. I will have specialist events to help me make decisions and prepare for changes. I will learn about global issues. I will have support for managing change.

And if I lose my way, there is support to help me get back on track

PERSEVERANTIA

AMBITION - OPPORTUNITY - COMMUNITY



SOLIHULL

	Thirds	Shells	Fourths	Lower Fifth	Upper Fifth
<b>OVER-ARCHING THEME</b>	Staying calm, facing new challenges, understanding balance and keeping well, resiliency and mindfulness, group forming, relationships and friendships,	Who am I and who do I want to be, what are my values and beliefs, developing my digital and media literacy, being safe and managing risks	Actions, decisions and consequences, responsibility, authenticity, emotion regulation, vulnerabilities, relationships, resiliency and managing change	Facing big challenges, self-care, managing stress, ethical upstanding and citizenship, understanding my developing self, character and values, keeping safe and well, looking after each other	Who am I now, what have I learnt about myself, how am I coping, what do I need for the future, what does the world need from me, mental health, stress management and self-care
<b>ANNUAL SPECIALIST PSHEE (Solsch) DAY</b>	Visit to Safeside Winter Term	Thriving and living Spring Term	Anatomy of a Crime Spring/Summer	PSHE Carousel Spring Term	PSHE Carousel Spring Term
Winter Term 2018	Mindfulness .b Programme 10-15 weeks	Human/Individual Rights, Who am I?  Protected characteristics/ discrimination	Human/Individual Rights, Who am I?  Protected characteristics/ discrimination  University of Pennsylvania Resiliency Skills  10-15 weeks	Human/Individual Rights, Who am I?  Protected characteristics/ discrimination/sexuality/ stereotypes  Character development, values and principles	Human/Individual Rights, Who am I?  Protected characteristics/ discrimination  Mental Health Awareness
Spring Term 2019	Mindfulness .b Programme 10-15 weeks  Then  University of Pennsylvania Resiliency Programme  18 weeks	Risks, vulnerabilities, online safety, drugs and alcohol, addiction, sex and consent	Risks and vulnerabilities, addiction, crime and the legal system, ethical upstanding	Ethical dilemmas, developing character  Sex and sexual ethics  Community improvement, congruent giving and service  Study Skills	Study Skills  Mental wellbeing, self-care
Summer Term 2019	University of Pennsylvania Resiliency Programme  Completion  Sexual Health – puberty, basic sex ed.	Learning to Learn/ careers and working world/ money matters including gambling  Study Skills	Sex and STI's, contraception  Emotional abuse in relationships  Study Skills	Managing change, mental health and resiliency	TBA.....



## SOLIHULL

### G) Games

Games take place once a week for each age-group in curriculum time. In the Lower School games tend to focus on the major team sports, but, in the more senior years, more alternatives become available. The games listed below in bold have representative teams.

Representative school teams will also hold practices during lunchtimes and after school, details of which are to be found in the School Diary and on the website. In addition to the games options listed, pupils have the opportunity to take part in a variety of clubs, details of which can again be found in the School Diary. The following games are available as clubs at lunchtime or after school or outside school: badminton, chess, clay pigeon shooting, table tennis, tennis, trampolining, football, and fencing.

A number of school teams also go on tours. In recent years these have included tours to Australia (boys' rugby and hockey), South Africa (boys' rugby and hockey, girls' hockey), and Italy (U15 hockey and rugby). A tour to Barbados (cricket) took place in 2015 and tours to South Africa (Rugby) and Singapore/Malaysia (Girls hockey & Netball) took place in the Summer of 2016.

Games in the Senior School				
Form	Christmas and Easter		Summer	
Thirds [Friday]	<b>Rugby</b> <b>Hockey</b> <b>Netball</b>		<b>Cricket</b> <b>Athletics</b>	<b>Rounders</b> <b>Tennis</b>
Shells [Tuesday]	<b>Rugby</b> <b>Hockey</b>	<b>Netball</b> <b>Badminton</b>	<b>Cricket</b> <b>Athletics</b>	<b>Rounders</b> <b>Tennis</b>
Fourths Lower Fifth [Thursday]	<b>Rugby</b> <b>Hockey</b>	<b>Netball</b> <b>Water Sports</b>	<b>Cricket</b> <b>Athletics</b>	<b>Tennis</b> <b>Rounders</b>
Upper Fifth Lower Sixth Upper Sixth [Wednesday]	<b>Rugby</b> <b>Cross-Country</b> <b>Badminton</b> <b>Golf</b> Aerobics Table Tennis	<b>Hockey</b> <b>Squash</b> <b>Netball</b> <b>Swimming</b> Football Weight Training	<b>Cricket</b> <b>Tennis</b> <b>Golf</b> Aerobics Football Recreational Tennis	<b>Athletics</b> <b>Rounders</b> Lacrosse Softball Touch Rugby

### H) Learning Support

The Learning Support Department aims to enable all pupils to achieve their full academic potential and to ensure that no pupil's progress is held back by any kind of learning difficulty. Central to the policy implemented is the recognition that very able and highly intelligent individuals may suffer from weaknesses or difficulties in particular areas: we aim to help such pupils realise their true potential.



## SOLIHULL

There are clearly great differences in the scale and nature of learning difficulties for individual pupils and Learning Support reflects those differences in its support.

On entry to the Senior School all pupils are screened using diagnostic computer software to highlight any difficulties of which the school or the parents may have been unaware. Any pupil giving cause for concern is referred to the Learning Support Department, where, in consultation with parents, a brief assessment is given to establish whether further intervention is needed. A considerable number of pupils also arrive with identified learning difficulties and the Learning Support Department responds appropriately. Each pupil is given a brief interview to establish their learning needs for the forthcoming year and together with parental advice and/or education reports, a programme of support is put together, along with targets for the pupils to work towards.

The Learning Support Department is able to offer pupils who are known to have difficulties a support structure throughout their school career. Pupils are able to attend weekly small group support sessions, which concentrate on each individual's specific learning difficulties. These sessions take place in some cases during lesson time, but also at lunchtimes or after school. Pupils' progress is reviewed on a termly basis and consultations take place regularly with parents. In addition to this support, there are other sessions arranged for study skills, organisation and handwriting. Pupils are often referred to these sessions by Form Tutors.

It is important that pupils should get support in this way. It is equally important that members of staff should be aware of the different learning difficulties of individual pupils. Thus, communication is very important and the Director of Learning Support ensures that teachers are made aware of the necessary details. In particular, where an Individual Education Plan exists, it is made available to staff through the School's database.

If, at any time, parents have any concern about their child on such issues, they should contact Mrs Eleanor Hurst, Director of Learning Support.



## SOLIHULL

### 5. CO-CURRICULAR ACTIVITIES

The academic programme is clearly central to the life of the school. However, in many ways, it is just as important for pupils to become engaged in the wide range of other activities that take place. As part of the co-curricular programme at Solihull we aim to encourage as varied a life beyond lessons as we can, so that our students not only have the pleasure of activity when they are young, but also find and develop essential skills which will form a vital part of their adult lives. This could be a love of the outdoors, a passion for drama, or learning a new skill in sport. Students at Solihull should see their co-curricular activities as joyous, and something that they love taking part in. Students should leave Solihull having enjoyed their experiences, taking with them a lifelong passion for something outside of the classroom. The co-curricular programme also aims to provide opportunities for students to develop key skills such as teamwork and leadership. There are numerous chances to work with peers as well as those from other year groups and staff. Students are encouraged to lead on co-curricular activities, perhaps after consultation setting societies up themselves or running activities for pupils in other parts of the school community.

#### A) Clubs and Societies

There are a large number of clubs and societies, most of which meet at lunchtime. The current list includes:

ASTRONOMY CLUB	HISTORY EXTENSION GROUP
BRITISH MATHS OLYMPIAD GROUP	JAPANESE SOCIETY
CHESS CLUB	MATHS CLUB
CIRCLE OF FRIENDS CLUB (THIRDS & SHELLS)	MEDICAL SOCIETY
CLASSICS SOCIETY	MODERN LANGUAGES SOCIETY
CODING CLUB	MOUNTAIN CLUB
COLOUR YOURSELF CALM CLUB	OXBRIDGE PREPARATION
COMBINED CADET FORCE	PHILOSOPHY THROUGH FILM SOCIETY
COMMUNITY SERVICE GROUP	POLITICS SOCIETY & MARGINAL GAINS
DANCE SOCIETY	PRIDE GROUP
DAVID GRILLI TRUST	QUIZ CLUB
DEBATING SOCIETY	RELIGIOUS STUDIES DISCUSSION GROUP
DUKE OF EDINBURGH'S AWARD SCHEME	SCRIBBLING NIBBLERS CREATING WRITING
ENGINEERING CLUB	SHOOTING GROUP
ENGLISH EXTENSION GROUP	SPELLING CLUB
FISHING CLUB	YOUNG ENTERPRISE





## SOLIHULL

### B) Seasonal Sports Clubs:

There are a wide variety of sports activities that pupils can take part in, some of which also lead to a full range of fixtures against other schools, both during the week and at weekends. There are numerous practices throughout the week before, during and after school where students are encouraged to join in. These include all the major sports, but can also range from fitness sessions, to fencing and basketball amongst others.

#### ATHLETICS

BADMINTON

BASKETBALL

CLAY PIGEON SHOOTING

CRICKET

FENCING CLUB

FITNESS

GOLF SOCIETY

TENNIS

#### HOCKEY

NETBALL

ROUNDERS

RUGBY

SAILING CLUB

SKI CLUB

SQUASH CLUB

SWIMMING CLUB

### C) Music and Drama

During the course of the year there are many opportunities for pupils to perform in both informal concerts, and in major concerts. There are also opportunities to perform in music festivals, solo recitals, in assemblies and in Chapel. Many pupils have individual music lessons at the school and the Director of Music, Mr T Kermode, should be contacted for details and advice.

Pupils in all sections of the school enjoy the opportunity to take part in one of more of the major drama productions, either on stage or helping behind the scenes. The Bushell Hall also offers the opportunity for pupils to be involved in the staging and design of dramatic productions.

#### AURAL TRAINING

BIG BAND

BRASS ENSEMBLE (SENIOR)

CHAPEL CHOIR

CLARINET GROUP (ADVANCED)

INTERMEDIATE CLARINETS

SIXTH FORM CLOSE HARMONY GROUP

FLUTE CHOIR (ALL)

SENIOR FLUTES

FOURTH'S FLUTE ENSEMBLE

GUITAR ENSEMBLE (SENIOR)

GUITAR ENSEMBLE (INTERMEDIATE)

MUSICAL CHORUS

OBOE QUARTET

PIANO CHAMBER MUSIC

SAX BEATS

SAXOPHONY GROUP (ADVANCED)

#### SAXOPHONY

STRING CHAMBER MUSIC

STRING CHAMBER MUSIC (ADVANCED)

STRING ENSEMBLE (ADVANCED)

STRING QUARTET

INTERMEDIATE STRINGS

SYMPHONY ORCHESTRA

THEORY CLASS (OPEN)

TROMBONE QUARTET

WIND BAND (SENIOR)

WIND BAND (INTERMEDIATE)

WIND CHAMBER

SCHOOL PLAYS

THE MUSICAL

LOWER SCHOOL DRAMA CLUB

THEATRE DESIGN TEAM

UV-UVI PLAY READING CLUB



## SOLIHULL

### D) Combined Cadet Force (CCF)

The Combined Cadet Force is open to all pupils in the Fourth Form and above: many pupils also join the CCF on entry to the Sixth Form. In 2015/2016 there were over 160 pupils in the CCF. There are two sections, the Army Section and the RAF Section, and the organisation operates out of the recently completed Outdoor Pursuits Building on the Field of Mars. The weekly parades take place on Monday after school and there is NCO training for pupils in the Sixth Form during Enrichment on Monday period 3. In addition, there are many opportunities throughout the year to be involved in various activities. These can include camps in the summer and at Easter, military training weekends, signals training days, shooting competitions, flying and gliding. The activities of the CCF are often linked in with the Duke of Edinburgh's Award Scheme, and some of the activities can count towards the completion of an award.

If you would like further details, please contact Mr Nick Leonard, Commanding Officer of the CCF, or Mr Philip Dean, the SSI.

### A) Duke of Edinburgh Award Scheme

The Duke of Edinburgh Award Scheme offers great opportunities for pupils to extend the range of their experiences and to contribute to their community during their school career.

As a desirable side-effect participation in the scheme is highly regarded by universities as a sign of initiative, involvement and team work. There are currently about 180 pupils engaged in the Duke of Edinburgh's Award Scheme at one of the three levels, Bronze, Silver and Gold. Pupils normally join the scheme in the Fourth Form and complete the Bronze Award in that year, the Silver in the Fifth Form and the Gold in the Sixth Form. Pupils may also join the scheme on entry to the School in the Sixth Form. Each level requires not only participation in an expedition, but also service and learning a skill. The School provides both practice and real expeditions for pupils in the course of the term and in the holidays. Often activities in the CCF or the School's major expeditions form the basis for one element of the award.

Pupils are encouraged to join in the Fourth Form, but may do so at any time. Further details are available from Mr Owen Bate or Mr Philip Dean.

### B) Trips and Expeditions

Many trips and visits are organised throughout the school year ranging from those that directly support the academic programme (e.g. Modern Language department visits and exchanges, History department Battlefields' Tour and visits to museums and places of historical interest, Biology or Geography department Field Courses, Art department visits to galleries, Theatre Studies visits to a variety of venues etc.) to those that enable pupils to pursue or develop interests (eg. Skiing trips, Mountain Club trips etc). Senior pupils have the opportunity to join the biennial major expedition. Recent expeditions have visited Nepal, Ecuador, Peru, Tibet, Chile, Norway and Ladakh.



## SOLIHULL

The School has an appointed Educational Visits Co-ordinator, Mr Martyn Garner, who is responsible for the proper organisation of all trips. Thus, he ensures that any trip conforms to any regulations in terms of leadership, qualifications of staff, staff/pupil ratios, risk assessment, insurance, communication, emergency procedures and so on. The Headmaster also gives his specific permission for every trip, on the advice of the Educational Visits Co-ordinator. The participating staff are all fully aware of their responsibilities in taking trips.

Parents are initially informed about the nature and purpose of the visit, including particular mention of any 'hazardous' activities, which are contemplated. They are also advised about the cost. Subsequent information will include the address of the visit, type of transport, arrangements for pocket money, kit requirements, insurance cover and advice on travel documents and vaccinations required. Parents will be required to fill in and sign the school's standard 'Visit Consent Form', although further information (e.g. details of dietary requirements, passport number) may be requested. When parents are asked for money, all cheques should be made out to Solihull School.

Parents have often accompanied and supervised school trips, and the School is grateful for such help. If parents are to help on expeditions and trips, there is a statutory requirement that they should be checked through the DBS process.

### Travel Insurance

The School has travel insurance which provides a range of covers for the majority of school journeys including a 24 hour Emergency Helpline. Cover includes medical expenses outside the UK, cancellation, delay, personal property whilst travelling, missed departure and has a winter sports extension. All School trips overseas are covered by this insurance.

A full list the Approved Expeditions and Trips for the academic year 2018-2019 is available on the website.

### C) Terriers

Terriers is a non-military organisation inside the school curriculum especially designed for girls and boys of Third Form age. It meets weekly for two periods on a Thursday and aims to extend the horizon of pupils by introducing them to outdoor activities which are not only of an adventurous nature, but also give an understanding of the countryside around us.

In the first half of the year, pupils undertake courses for the award of a First Class Terriers Certificate. In this, various skills such as basic first aid, climbing, abseiling, map and compass work, orienteering, knots and water safety, are taught and examined. In the second half of the year pupils take part in a wide range of topics, including canoeing, camp cooking, command tasks, kite-flying, advanced climbing, bike repairing and shooting on the school's indoor range. These courses are not assessed. The pupils are taught by members of staff and by Sixth Form instructors who have passed as First Class Terriers themselves, in addition to having other outdoor pursuit skills. Details of the uniform can be found in Appendix D.



## SOLIHULL

### D) Snowdonia School

Every pupil in the Shell Form attends Snowdonia School. Snowdonia School involves spending a week at the School's cottage in Snowdonia with a group of approximately 15 other pupils. Three members of staff, plus a senior pupil, lead the week's activities during which there is the opportunity, for example; to go mountain walking, when possible, to the top of Snowdon, visiting a castle and Anglesey, canoeing, rock climbing, visiting a local slate mine. The experience of living together in a small community away from home is also very valuable. This experience also leads into the opportunities provided by the CCF and Duke of Edinburgh's Award Scheme in the Fourth Form and beyond.



## SOLIHULL

### 6. CAREERS AND WORK EXPERIENCE

#### A) Careers

The Head of Careers, is responsible for the provision of guidance about career paths and university choices. The programme is designed to provide information at the right time, and in various forms, so that pupils and parents are kept informed about the decisions that need to be taken and the opportunities that are available. In addition to the specific programme and information listed below, the Head of Careers is always available by appointment to talk to parents and pupils about Careers advice.

**Careers Evening:** this event is held once every two years and is open to all parents and pupils from Fourths through to the Upper Sixth. At this event there is the opportunity to meet professionals from a variety of industry sectors, who may well be former pupils, to ask for advice and guidance.

**Advice on A Level Subject Choices:** in the course of the Upper Fifth pupils are given advice about A Level subject choices in a variety of ways, in a session of PSHEE directed by the Head of Careers, in talks by both pupils and members of staff about different subjects and courses, in the Sixth Form booklet. Every pupil will talk to his Form Tutor about subject choices and will have the opportunity to talk to the Head of Careers. Staff are always available to talk about A Level choices, not least at the Upper Fifth Parents' Evening in the Easter term.

**Guidance to Sixth Form:** in the Lower Sixth each pupil meets with the Head of Careers to set an action plan, be it for university entrance or for exploring alternatives to university.

In the Lower Sixth there is an evening meeting in March for pupils and parents at which the Head of Careers explains the university entrance process. Information for choices of university course is always available in the Library and pupils are encouraged to consider their university choices and to attend Open Days during their Lower Sixth year, to a maximum of three within school time. Form Tutors and other subject-specific advisers are also available to provide guidance. The last week of the Lower Sixth year is given over to university entrance, preparing a personal statement and a preliminary list of courses and universities, and attending a Universities Fair at Aston University.

The process of university entrance has to be completed in the first half of the Christmas term in the Upper Sixth. The Head of Careers, the Head of Sixth Form, the Form Tutors, the Head of Science (for candidates in Medicine, Dentistry and Veterinary Science) are available to offer advice about subject choices and universities. In addition, post examination results advice and guidance is available.



## SOLIHULL

### B) Work Experience

Work experience is an important part of the process of deciding on a career and a university course. It is an essential part of preparation for some vocational university courses, particularly Medicine, Veterinary Science and Law. The school does not set aside specific time in the school year for work experience, believing that it is more profitable for pupils to take responsibility and organise something for themselves at the right time. However, it is able to help with the provision of work experience in many different areas through a substantial database of contacts. Mrs Chilcott is responsible for the provision of Work Experience and she should be contacted if parents or pupils would like assistance or advice in this area.

## 7. PASTORAL CARE

### A) Introduction

The School is committed to developing a climate of care amongst all members of the community. It is one of the central aims of the School. The central part of that commitment lies in care and support on a personal level for every pupil by the staff.

Such care depends upon creating a positive environment in which staff take a personal interest in those pupils with whom they are involved, not only in lessons but also in the rich variety of activities that the school offers. It also depends upon open communication between staff, but also between staff and parents.

In all sections of the School the Form Tutor is the centre of pastoral care, and so is the primary point of contact for parents. The intention is that the Form Tutors and Year Heads will move with the pupils at least until the end of a Section. In recent years substantial changes have taken place in our pastoral care, and we hope that this has made the School more accessible and personal. However, we aren't there yet, and parents are encouraged to contact the School if they have any individual concerns about ways in which our care might be enhanced.

### B) Communication

From time to time there may be concerns or changes in circumstances that a pupil or parent may have. Form Tutors in all sections of the School are the primary point of contact for all parents and letters, in the first instance, should be addressed to the Form Tutor.

In case of any problem or change of circumstances that a pupil may have, parents are asked to inform the School as soon as possible. Equally, the School will keep parents informed of any difficulties that may arise in school. The use of email is encouraged and staff can be contacted using the following model: surname followed by first initial (lower case)@solsch.org.uk.

*Parentmail* is our preferred method of sending information to parents.



## SOLIHULL

### C) The Structure of Pastoral Care

#### The Form Tutor

The Form Tutor is the central figure in a pupil's life. He/she will see the pupils at least twice a day, at registration in the morning and in the afternoon, and there are, on average three form periods during the week. The Form Tutor's overall responsibility is to oversee the pupil's academic progress and personal welfare. One small part of that will be checking the pupil's planner to ensure that prep is being done, but a Form Tutor will also know his/her pupil in many different ways. He/she will be the clearing house for information from subject teachers, including Merits/Demerits, Commendations, Detentions and Prep Clubs, and he/she will contact parents, if there are matters which need raising. It is important that parents should feel that the Form Tutor is the first person to contact, and parents should not be shy about doing so.

In different sections of the School, Form Tutors will have different responsibilities. For example, a Fourth Form Tutor will guide a pupil in options choices, an Upper Fifth Form Tutor will guide a pupil in A Level subject choices, and Upper Sixth Tutor will guide a pupil in university choices, in the writing of his/her personal statement and write a pupil's UCAS reference. In each case the Form Tutor will operate with the support of other specialists.

If the Form Tutor has concerns about a pupil, he/she will raise these with the Year Head or the Head of Section. The intention is that Form Tutors and Year Heads will move with the pupil at least until the end of a Section.

#### The Head of Year and Head of Section

There is a Head of Year attached to each year. It is the Year Head's responsibility to oversee the progress of the whole year and support and guide Form Tutors with individual pupils and issues. They are:

Mr SR Phillips (Third Form)  
Mrs H Hallworth (Shell Form)  
Mr MP Babb (Fourth Form)  
Dr PF Spratley (Lower Fifth Form)

Miss LJ Rutherford (Upper Fifth Form)  
Miss J Collier (Lower Sixth Form)  
Mr OR Anderton (Upper Sixth Form)

The Heads of Section have overall responsibility for every aspect of the life of their sections, in academic, pastoral and organisational terms. They are involved in the more serious issues of discipline. They are Mr O W H Bate, Head of the Lower School, Miss N L Evans, Head of the Middle School, and Mr Thomas Emmet, Head of the Sixth Form and Mr M J Covill & Mrs CL Black, Deputy Heads of Sixth Form.



## SOLIHULL

### D) Other Means of Care and Support

This machinery is only part of the care and support that the School is providing. In addition, there are other members of staff, pupils and systems who are here as part of the support system.

**The Senior Nurse (Mrs Sarah Serle) and Nurse (Mrs Helen King)** are responsible for the health of the pupils, but they also have a pastoral role and liaise closely with others in the pastoral care structure. The nurse is on duty from 08.30 am until 4.30 pm each school day. Anyone who is unwell is sent/taken to see her in the Health Centre. She maintains records of treatment and notifies form teachers when necessary. Only an on duty nurse can send a pupil home for medical reasons and when a pupil is to be taken home, they will contact the parents. In the event of a pupil going to hospital, the on duty nurse, or a member of staff, will accompany the pupil and remain there until parents arrive. The Health Centre is on the ground floor of School House and remains open throughout the school day.

**The Counsellors** are available for counselling and consultation through during the week. Pupils may choose to talk to the counsellor, or a member of staff may encourage them to do so. Pupils are able to talk to the counsellor for weekly confidential sessions but confidentiality is not absolute in certain situations.

**The Chaplain**, Father Andrew Hutchinson is always willing to see pupils of whatever religious persuasion to offer advice and guidance.

**The School Bench, the Middle School Bench and the Lower School Bench** are pupils in each section who are given responsibility to assist with the running of the school. They are often the first to be aware of the difficulties of individual pupils and they may be able to help, or to bring such situations to the attention of staff. There are regular, separate meetings of members of each group with the Headmaster and the Head of the relevant section to discuss issues relating to each section of the school.

**The Lower School, Middle School and Sixth Form Councils** are bodies which involve a representative from each form. The meetings are organised and chaired by the elected pupil in each section and the agenda is based upon the concerns of the pupils. The Headmaster and the Head of the relevant sections attend these meetings.

#### **Form Benchers**

Sixth Form pupils, who are not necessarily Benchers, are assigned to each form in the Lower and Middle School. The purpose is that they should be able to assist the Form Tutor with the running of the form, and develop close links with the pupils in the form. In this way they may be able to help with issues that a pupil may want to discuss, but not with a member of staff.





## SOLIHULL

### E) Transition

At Solihull, we aim to make the transition from a pupil's former school to Solihull as seamless and comfortable as possible.

The Head of Transition's responsibilities include; establishing, maintaining and developing links with Solihull's feeder schools and Solihull's Junior School, in order to build a comprehensive knowledge of all our incoming pupils which will enable their Form Teacher, Head of Year and Section and the Head of Transition, to understand their personalities and characters and ease any possible concerns they may have regarding the move to our school. There is an extensive pastoral care provision at Solihull, specifically designed to welcome, nurture and guide new members into our school community.

Once your son or daughter has been given a place at Solihull School, a series of events are offered during the Summer term starting with a Welcome Evening, an Afternoon of Activities and an Induction day in June. In the construction of Forms and Houses, friendships are taken into consideration; gender numbers are balanced as best they can be and the proportion of Junior School to feeder school pupils is also considered.

The Induction morning at the start of the new year allows the pupils to familiarise themselves with their Form Room and Tutor; orientate themselves around the school, and get to know their fellow form members. In the first few weeks of the new academic year we spend a day at Woodlands Camp participating in team building activities, encourage pupils to join in the many co-curricular activities and correspond with parents when necessary.

Transition ('going across') is an adventure, not an ordeal, in our caring, inclusive community of which we are very proud.

### F) Bullying

Parents are often worried about the possibility of their child being bullied at school. The School appreciates these concerns and makes every effort to eliminate bullying, which can be destructive to a pupil's success and contentment in the School. In this the School relies heavily on information from parents and from the pupils themselves, as well as the vigilance of school staff.

Bullying can mean many different things but includes any behaviour that intentionally or thoughtlessly harms, threatens, intimidates or distresses someone else, for example:

- Insults/excessive teasing
- Cruel nicknames
- Making threats
- Isolating/rejecting someone from peer group
- Physical assaults
- Demanding money or items by means of intimidating behaviour
- Damaging, taking or hiding property



## SOLIHULL

- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails (cyber-bullying)
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on website

The aim of the School is to create an environment in which pupils feel secure and unthreatened. From the very beginnings of their school career pupils are encouraged to think seriously about their own behavior and the behavior of their peers and to take responsibility for each other's welfare. The best forces with which to combat bullying are vigilance and communication. Staff should always be on the lookout for pupils who seem isolated or are being teased and badly treated.

In the same way, it is vital that any pupil or parent who is aware of bullying taking place should inform any member of staff they think appropriate. This may be the Form Tutor or Year Head, but it may be any teacher. School staff will then handle the matter in an appropriately sensitive manner.

Junior School children can place a note in the Samaritan Box which the Head of the Junior School inspects daily. Senior School children have a section in their planners, which outlines examples of bullying and provides information as to who should be approached to stop it.

**The Anti-Bullying Policy is available on the school website. Hard copies are available on request.**

### G) Chapel

Solihull is a Church of England foundation, but there is no religious bar to entry. Each pupil attends a service in Chapel at least once a week.

Families are very welcome to attend all Sunday services and those who have been admitted to full communicant membership of one of the Free Churches are welcome to receive Communion in Chapel. Roman Catholics are welcome to attend all services.

The Bishop of Birmingham, or another Bishop on his behalf, holds a Confirmation in the Chapel each year. Candidates are prepared for Confirmation by the Chaplain. The classes begin in September and those who wish to be Confirmed should see the Chaplain as early as possible in the Christmas Term.

Occasionally a Sunday Service may be devoted to a certain section of the School, and while parents and pupils from that section are particularly encouraged to attend, all members of the school community are always welcome. Two particularly well-attended services are the Nine Lessons and Carols, which normally take place on the last Sunday and Monday of the Christmas Term. Due to the demand, parents are invited to apply for tickets

Exclusion from the services or from Religious Education lessons may be requested from the Headmaster on grounds of conscience, which should be stated at the earliest practicable moment.

It is hoped that parents who withdraw their children from services or lessons will make other arrangements for their religious education outside the school.



## SOLIHULL

### H) Religious Studies

Religious Studies is a compulsory part of the curriculum during the Lower School and is a popular choice at GCSE. During the course in the Lower School there is a strong emphasis on understanding the religious beliefs of other faiths, so that there is an understanding and sympathy for the differences of cultures.

### I) PSHEE (Personal, Social, Health and Economic Education)

Please See Page 26/27

### J) Personal Development

Part of pastoral care lies in providing opportunities for pupils to develop in ways beyond the academic. Participation in these voluntary activities requires commitment from pupils, which we feel parents will also wish to encourage. Such participation helps enormously in developing confidence, social skills and in widening a pupil's horizons. Some of these opportunities are within the normal curriculum time, e.g. an extensive games programme, Sixth Form Enrichment, the Community Service group which helps the elderly and infirm in the Solihull area and also goes into local primary schools, Snowdonia School, the involvement of Form Benchers with younger pupils.

Other opportunities exist outside curriculum time, during break times, before and after school and in the holidays, eg leadership or membership of the various clubs and societies, participation in the musical and dramatic life of the School, the CCF with its Army and RAF sections, the Duke of Edinburgh's Award Scheme, various field trips, and other trips which vary from day excursions through longer expeditions and sports tours, either in this country or abroad. Opportunities to take part in Young Enterprise, European Youth Parliament, Debating and Schools' Challenge will also be available as pupils move up through the school.

### K) Child Protection

Categories of child abuse include physical, emotional and sexual abuse, and neglect. Any case of suspected abuse will be referred to the schools' Designated Safeguarding Lead: Mrs Lisa Fair or one of the four Deputy Safeguarding Leads, Mr Tom Emmet, Mr Michael Jones, Mr Sean Morgan & Mrs Sarah Serle. Section 157 of the Education Act 2002 makes it a legal responsibility to report any suspected cases of child abuse to the authorities.

The Safeguarding & Child Protection policy is available on the school website. A hard copy is available on request.



## SOLIHULL

### L) Complaints Procedure

If parents have a serious concern or complaint against the school, there is a Complaints Procedure. The school will endeavour to do all that it can to deal with any complaint fairly and quickly in accordance with the process. The school's hope is that such complaints can be resolved informally.

The Complaints Procedure is available on the school website. A hard copy is available on request.

### M) Personal Accident Insurance

The School provides personal accident insurance, which compensates for permanent disability or death for all pupils. The cover is 24 hours a day, 365 days a year.

## 8. REGULATIONS

### A) Pupils' Property

It is expected that all pupils will respect other pupils' property. Theft will be treated as a very serious offence.

It is important that pupils do not bring large sums of money or valuable items into school. If this is unavoidable, such items should be left for safe keeping with a member of staff.

Pupils should report all losses to their Form Tutor without delay. Valuables must not be left in cloakrooms and changing rooms but handed to a member of staff for safekeeping. All possessions are required to be named. Pupils should bring in games and PE bags when needed, and take them home that evening. Bags should be in the appropriate bag store.

The School carries no insurance for pupils' property on or off the School premises, except that such property is covered when pupils are on an official School trip. Parents are therefore advised to check that their own insurance covers loss or damage to their child's property whilst at school.

### **Confiscation of Pupils' Property**

When property is confiscated from a pupil it will be clearly stated why it has been confiscated and when it will be returned. The length of time will vary according to the circumstances but it will not be unreasonable – typically no more than a week. The onus is placed on the pupil to retrieve the confiscated item at the appropriate time.



## SOLIHULL

### Lost Property

All named lost property handed in to the School Marshal is returned via a pupil's Form Tutor. The Lost Property office is open at the times published in the School Diary. There will be an opportunity each term for parents and pupils to view and claim all lost property before it is disposed of.

Details of missing items should be reported to the Form Tutor and, where appropriate, to the Senior Deputy Headmaster.

### B) Smoking

Smoking or being in possession of cigarettes or tobacco is prohibited when a pupil is under the School's authority. The School site is a non-smoking site. **The Drugs, Alcohol & Tobacco policy is available on the school website. A hard copy is available on request.**

### C) Alcohol

Drinking or being in possession of alcohol is prohibited:

- in School buildings or grounds;
- in Public Houses and other licensed premises whilst in School uniform and whenever prohibited by law;
- whilst on School outings or trips (except on formal occasions sanctioned by the School, as long as the legal age limit is observed).

**The Drugs, Alcohol & Tobacco policy is available on the school website. A hard copy is available on request.**

### D) Drugs

Obtaining or possessing controlled drugs by any method other than by a doctor's prescription is illegal and dealing in drugs is a criminal offence. Solvents, too, are dangerous substances, if misused, and account for a number of premature deaths amongst children and adolescents each year.

Any pupil involved in the use of, possession of or dealing in illegal drugs or solvents, when he/she is under the School's authority, can expect to be excluded from the School and must know that **the police will be informed**. (See the Drugs, Alcohol and tobacco policy for further details).



## SOLIHULL

### E) Bounds

Pupils below the Sixth Form are not allowed off the premises during the lunch hour. Benchers are permitted to leave the premises during first break. Sixth Form leaving the premises during the school day must ensure that the requirements concerning signing in and out are strictly followed. Unless under the direct supervision of a teacher, the following areas within the School are out of bounds to pupils: all offices and store rooms, all roof voids, all electrical switchgear and computer server rooms, all flower beds and planted areas, the outdoor pursuits centre, storerooms, bus parks and surrounding areas, Cricket Bigside, the Alan Lee Pavilion, cricket nets, the range, the artificial pitch, the swimming pool, the sports hall, the gymnasium, the PA cricket pavilion, the high and long jumps areas, the Scout Hut and surroundings, the Headmaster's House and garden, the tennis courts, the Technology block, Chapel and its immediate surroundings, all car parks, the Marshal's House and garden, the kitchens, the science laboratories, the Lecture Room and the Bushell Hall.

Additional occasional restrictions in other areas may apply due to building or maintenance works, or for reasons of Health and Safety.

The School is not open to pupils on Saturdays, Sundays or during the holidays, except for School activities, Chapel services, or when arrangements have been made by or with a member of staff.

### F) Cycles and Motor Vehicles

#### Cycling

All bicycles must have the owner's name indelibly marked on the frame and must be left during the day padlocked in one of the designated cycle shelters; Field of Mars, Sports Hall, School Lane Entrance and the Chapel Car park.

Pupils must not ride bicycles inside school premises.

#### Cars, Motorcycles, etc.

No pupil may bring a motor vehicle to school without permission.

Cars, motorcycles, scooters and mopeds must be parked in the Chapel Car Park and carry a school pass an application form for which is obtainable from the Reception.

Vehicles must not be taken out of the premises during school hours without special permission, and must not leave until 15 minutes after the end of the school day. Riders of motorcycles, scooters and mopeds must not carry passengers when using their vehicles for school purposes.

No other member of the School may be carried as a passenger in a car on a journey to or from School unless the appropriate forms of request (obtainable from the Head of the Sixth Form) have been received from the parents of both the driver **and** the passenger(s). These may refer either to a single occasion or to a regular arrangement. Pupils' private cars cannot be used for School business.



## SOLIHULL

### G) Electronic Transmissions

#### **Ipods/MP3 Players etc.**

Pupils may bring Ipods/MP3 players, or other similar music devices to school, at their own risk. However, the following rules will apply:

- Pupils may use them at breaks, at lunchtimes, on their way to and from school. They may be used in form rooms, in the Sixth Form Centre, in the Library, outside, as long as they do not disturb others.
- Pupils may not use them between lessons, nor are they allowed to walk around the school listening to them.
- Teachers may allow pupils to use them during their lessons, but that is specifically at the teacher's discretion.
- If a pupil breaks the rules, the device will be confiscated and may be recovered from Reception at the end of the school day.

#### **School Telephones**

In an emergency the School Reception phone can be used.

#### **Internet and E-mail**

Subject to parental consent, pupils are issued with a unique e-mail address allowing them to send and receive personal e-mail, both internally and externally. As a consequence each pupil is accountable for the nature of his or her correspondence, and users who abuse the system will be traced and disciplined. The code of conduct can be found at Appendix E.

### H) Miscellaneous

Gambling is forbidden.

Sale or barter of goods in School is forbidden.

Laser operated equipment (e.g. light pens, pointers etc.) may not be brought into School without permission.

Skates and skateboards are prohibited.

**NB: Further details of the rules and regulation can be found in the Behavior & Discipline policy on the website. A hard copy is available on request.**



**SOLIHULL**

## 9. Policies

The following policies and information are available on the website (Hard copies available on request):

- Admissions Policy
- Aims
- Anti-Bullying Policy
- Behaviour & Discipline Policy
- Curriculum Policy
- Data Protection Policy
- Drugs, Alcohol & Tobacco Policy<sup>3</sup>
- EAL Policy
- Exclusion Policy
- Fire Protection
- First Aid
- Health & Safety
- ICT - Acceptable Use
- Learning & Support Policy
- Parental Complaints Policy
- PSHEE Policy
- Safeguarding and Child Protection Policy
- Trips and Visits Policy





## SOLIHULL

### 10. PARENTS' ASSOCIATION

In the academic year 2004-2005 Solihull School Parents' Association celebrated its 75<sup>th</sup> anniversary.

The aim of the Solihull School Parents' Association is to advance the education of pupils by:

- Developing relationships between parents, staff and others associated with the School;
- Engaging in activities which support the School and advance the education of its pupils;
- Rendering assistance to the School and its pupils in whatever way the Association deems appropriate.

A variety of events raise funds for the School; in 2015-2016 the Association raised over £30,000. Membership costs £10.00 per year, which is added to the Christmas Term bills, unless parents specifically inform the Bursary that they do not wish to join. Details of events are to be found on the Association's Website: [www.solschpa.co.uk](http://www.solschpa.co.uk)

Newsletters and ticket information forms are sent home on a regular basis via pupils, the normal date of distribution being a Tuesday four or five weeks before an event. Details are also displayed on the Association's notice board at the end of B corridor. A further notice board can be found in the entrance hall to the Junior School.

### 11. OLD SILHILLIANS' ASSOCIATION

The Old Silhillians' Association aims, through both its website and the annual publication, The Silhillian, to provide a forum through which old boys and girls can keep in touch with each other, and with new developments at the School. The clubhouse at Copt Heath provides a centre for the various sports clubs, meetings, and social events that take place during the year. Life membership costs £200 and is deducted from the deposit to be returned at the end of a pupil's career, unless parents specifically inform the Bursary that they do not wish their son or daughter to join.



## SOLIHULL

### APPENDIX A

#### SCHOOL ADDRESS AND TELEPHONE NUMBERS

The full School address is:

Solihull School  
793 Warwick Road  
Solihull  
West Midlands  
B91 3DJ

The School e-mail address is: [admin@solsch.org.uk](mailto:admin@solsch.org.uk)

#### School telephone numbers:

Headmaster and Secretary	- 0121-705 0958	Admissions Registrar	- 0121-705 4273
Senior Deputy Headmaster (SAM)	- 0121-703 2892	Bursar's Office	- 0121-705 0883
Deputy Headmaster (DGM)	- 0121-703 2888	Health Centre	- 0121-703 2901
Head of the Sixth Form	- 0121-703 2922	School Medical Officer	- 0121-7051105
Head of the Middle School	- 0121-703 2957	CCF Headquarters	- 0121-705 2361
Head of the Lower School	- 0121-703 2961	Music School	- 0121-703 2908
Head of the Junior School	- 0121-705 5644	Sports Department	- 0121-703 2916
Chaplain	- 0121-703 2902	Alan Lee Pavilion	- 0121-703 2969
Head of Careers	- 0121-704 2320	Technology Department	- 0121-703 2939
Staff Common Room	- 0121-703 2925	Secretary of the Old Silhillians' Trust	- 0121-703 2963
School Receptionist	- 0121-705 0958		

Other departments and members of staff may be contacted through Reception.

#### Bursar and Clerk to the Governors

Mr R Bate

The Chairman of the Governor's contact address is:

c/o The Clerk to the Governors

Solihull School  
793 Warwick Road  
Solihull B91 3DJ

Email: [clerk@solsch.org.uk](mailto:clerk@solsch.org.uk)

Telephone: 0121 705 0883



# SOLIHULL

## APPENDIX C – Map



# SOLIHULL



**School Buildings**

- 1 Alan Lee Pavilion
- 2 Big School/Kent Library (Thompson Building)
- 3 Bursary (Bradford House)
- 4 Bushell Hall
- 5 Chapel
- 6 Cooper Building
- 7 David Turnbull Music School
- 8 Design and Technology Centre (The Fort)
- 9 George Hill Building
- 10 Grounds Buildings
- 11 Jubilee Pavilion
- 12 Junior School
- 13 Leonard Stevens Building/ Dennis Tomlin Archive Room
- 14 Maintenance Workshop
- 15 Outdoor Pursuits Centre/CCF
- 16 Reception/Headmaster's Wing

**Sports Fields**

- 17 Refectory/K Block
- 18 School House
- 19 Science Block (Wilson Building)
- 20 Scout Hut
- 21 Sports Hall
- 22 Swimming Pool
- 23 The Great Quadrangle
- 24 1st Bigside Cricket Pitch
- 25 Athletics Training Area
- 26 Gordon Wilcox Artificial Pitch
- 27 Junior School Playing Fields
- 28 Netball/Tennis Courts
- 29 Senior School Playing Fields

**Car Parking**

- 30 Chapel Car Park/Coronation Drive
- 31 Field of Mars
- 32 The Level (Coach Park)
- 33 Surgery



# SOLIHULL

## APPENDIX D UNIFORM LIST

Where any doubt exists, interpretation should be sought, before purchases are made, from the Head of Lower School. The Headmaster reserves the right to rule on acceptability of variations not covered by the regulations.

All items of uniform are available from:

Early Years  
407 – 411 Stratford Road  
Shirley  
Solihull  
B90 4AA

Tel: 0121 733 1456

### Normal Opening Hours

Monday to Saturday: 8.30 am – 5.30 pm  
Sunday: 10.30 am – 3.30 pm  
Bank Holiday week-end opening hours may vary.



\*Available only from Early Years.

ALL ITEMS MUST BE NAMED - July 2018

# Boys' Uniform (Junior School)



SOLIHULL

(The Senior Deputy Headmaster is the sole arbiter on matters of uniform and should be consulted if any clarification is required)

BLAZER*	Navy blue blazer with school badge.
TROUSERS*	Dark grey trousers (boys can wear shorts in the Summer term).
SHIRT	Formal shirt in plain white. Sleeves may be long or short.
TIE*	School regulation tie.
SWEATER*	Navy sweater or slipover with school logo.
SHOES	Formal, heeled, black, polishable, fastenable. Training shoes or casual shoes are not allowed. Further details available on request.
SOCKS	Dark grey.
SCARF*	The school scarf (optional).
RAINCOAT*	Navy, fleece-lined with school logo (optional).
MAKE-UP	Make-up and nail varnish are not permitted.
JEWELLERY	Jewellery is not permitted. Piercings covered by a plaster are not permitted.
HAIR	Hair should be off the face and not below the collar. Hair should be of conventional cut and neat and tidy at all times. During the working day the overall effect should be one that is in keeping with the standards of the school and with health and safety considerations. The dyeing of hair is <u>very</u> strongly discouraged. Hair must be of a single natural-looking colour, which does not differ significantly from the pupil's own hair colouring. Hair gel is not permitted.
SPORT	
SHIRT*	School regulation polo shirt. School regulation, short-sleeved, reversible games shirt for rugby and hockey.
TRACKSUIT*	School regulation.
SHORTS*	School regulation, navy (2 pairs recommended).
SOCKS*	School regulation rugby/hockey socks. White ankle socks for PE and summer sports.
BASE LAYER*	Optional. School regulation, navy.
FOOTWEAR	Football/rugby boots. Sports training shoes. Astro shoes are recommended for team hockey players. Cricket footwear is recommended for team players.
SHINPADS	Required for hockey and football.
MOUTHGUARD	A custom-fitted mouth-guard is compulsory for hockey/rugby and can be ordered via the school in the first week of the Christmas term.
SWIMWEAR	Plain, navy swimming trunks or jammers.
SWIM HAT*	Optional. School regulation, navy.
SWIM SHIRT*	Optional. School regulation (highly recommended for team swimmers).
CAP*	School regulation (the only cap to be worn).
TOWEL	
GAMES BAG*	School regulation (available in 2 sizes).
SOCKS/	Spares to be kept in games bag.
UNDERWEAR	
WATER BOTTLE	Optional. Reusable and sturdy.

Name tapes are available from Early Years.

# Girls' Uniform (Junior School)



SOLIHULL

(The Senior Deputy Headmaster is the sole arbiter on matters of uniform and should be consulted if any clarification is required)

BLAZER*	Navy blue blazer with school badge.
SKIRT*	Solihull tartan four pleat. <b><u>Length must be below the knee.</u></b>
BLOUSE*	Sky blue. Long or short sleeves. In Summer a short sleeve sky blue blouse with reverse collar may be worn.
TIE*	School regulation tie (must be worn October half term → Easter)
SWEATER*	Navy sweater or slipover with school logo.
SHOES	Formal, heeled, fastenable, black, polishable. Trainers or casual shoes are not allowed. No stiletto/narrow heels. Heels no higher than 2 cm. Boots, shoes with split toe/heel sections, sling back, mule style, suede or canvas shoes are not permissible. Further details available on request.
SOCKS/TIGHTS	Navy ankle socks or navy tights.
SCARF*	The school scarf (optional).
RAINCOAT*	Navy, fleece-lined with school logo (optional).
MAKE-UP	Make-up and nail varnish are not permitted.
JEWELLERY	Jewellery is not permitted, except for a single pair of discreet stud earrings, one in each lobe. Piercings covered by a plaster are not permitted.
HAIR	Hair should be of conventional cut and neat and tidy at all times. During the working day the overall effect should be one that is in keeping with the standards of the school and with health and safety considerations. The dyeing of hair is <u>very</u> strongly discouraged. Hair must be of a single natural-looking colour, which does not differ significantly from the pupil's own hair colouring. If hair is shoulder length, it must be held back off the face with either a plain navy or maroon headband/clip/hairband or scrunchie.
SPORT	
SHIRT*	School regulation polo shirt.
TRACKSUIT*	School regulation.
SWEATSHIRT*	School regulation hooded sweatshirt.
SKORT*	School regulation, navy.
LEGGINGS*	Optional. School regulation, black.
SOCKS*	School regulation hockey socks. White ankle socks for PE and summer sports.
BASE LAYER*	Optional. School regulation, navy.
FOOTWEAR	Sports training shoes. Astro shoes are recommended for team hockey players.
SHINPADS	Required for hockey and football.
MOUTHGUARD	A custom-fitted mouth-guard is compulsory for hockey and can be ordered via the school in the first week of the Christmas term.
SWIMSUIT	One-piece plain costume, navy.
SWIM HAT*	School regulation, navy.
SWIM SHIRT*	Optional. School regulation (highly recommended for team swimmers).
CAP*	School regulation (the only cap to be worn).
TOWEL	
GAMES BAG*	School regulation (available in 2 sizes).
SOCKS/	
UNDERWEAR	Spares to be kept in games bag.
WATER BOTTLE	Optional. Reusable and sturdy.

Name tapes available from Early Years

# Boys' Uniform (Years 7-11)



SOLIHULL

(The Senior Deputy Headmaster is the sole arbiter on matters of uniform and should be consulted if any clarification is required)

<b>BLAZER*</b>	Navy blue blazer with school badge.
<b>TROUSERS*</b>	Dark grey trousers.
<b>SHIRT</b>	Formal shirt in plain white. Sleeves may be long or short.
<b>TIE*</b>	School regulation tie.
<b>SWEATER*</b>	Navy sweater or slipover with school logo.
<b>SHOES</b>	Formal, heeled, black, polishable. Training shoes or casual shoes are not allowed. Further details available on request.
<b>SOCKS</b>	Dark grey.
<b>SCARF*</b>	The school scarf (optional).
<b>MAKE-UP</b>	Make-up and nail varnish are not permitted.
<b>JEWELLERY</b>	Jewellery is not permitted. Piercings covered by a plaster are not permitted.
<b>HAIR</b>	Hair should be off the face and not below the collar. Hair should be of conventional cut and neat and tidy at all times. During the working day the overall effect should be one that is in keeping with the standards of the school and with health and safety considerations. The dyeing of hair is <u>very</u> strongly discouraged. Hair must be of a single natural-looking colour, which does not differ significantly from the pupil's own hair colouring. Style should not be extreme (eg a marked difference between length on sides/top). Pupils should be clean-shaven.
<b>CCF</b>	Joining the CCF in the Shell Form (Year 8) is optional. All uniform is provided except boots which need to be purchased.
<b>TERRIERS</b>	Third Form (Year 7) only: <ul style="list-style-type: none"><li>• Navy blue action trousers*</li><li>• School Polo shirt*</li><li>• Red fleece with school logo*</li><li>• Walking boots (ankle height)</li><li>• Thick woollen socks</li></ul>
<b>SPORT</b>	
<b>SHIRT*</b>	School regulation polo shirt. School regulation reversible, short-sleeved games shirt for rugby and hockey.
<b>TRACKSUIT*</b>	School regulation.
<b>SHORTS*</b>	School regulation, navy (2 pairs recommended).
<b>SOCKS*</b>	School regulation rugby/hockey socks. White ankle socks for PE and summer sports.
<b>BASE LAYER*</b>	Optional. School regulation, navy.
<b>CRICKET</b>	If a pupil is selected to represent the school, he is expected to have white trousers, school regulation shirt and school regulation sweater.
<b>FOOTWEAR</b>	Football/rugby boots. Sports training shoes. Astro shoes are recommended for team hockey players. Cricket footwear is recommended for team players.
<b>SHINPADS</b>	Required for hockey.
<b>MOUTHGUARD</b>	A custom-fitted mouth-guard is compulsory for hockey/rugby and can be ordered via the school in the first week of the Christmas term.
<b>SWIMWEAR</b>	Plain, navy swimming trunks or jammers.
<b>CAP*</b>	Optional. School regulation (the only cap to be worn).
<b>TOWEL</b>	
<b>GAMES BAG*</b>	School regulation (available in 2 sizes).
<b>WATER BOTTLE</b>	Optional. Reusable and sturdy.

Name tapes are available from Early Years.

# Girls' Uniform (Years 7-11)



SOLIHULL

(The Senior Deputy Headmaster is the sole arbiter on matters of uniform and should be consulted if any clarification is required)

BLAZER*	Navy blue blazer with school badge.
SKIRT*	Solihull tartan four pleat. <b><u>Length must be below the knee.</u></b>
BLOUSE*	Sky blue. Long or short sleeves, with reverse collar.
SWEATER*	Navy sweater or slipover with school logo.
SHOES	Formal, heeled, black, polishable. Training shoes or casual shoes are not allowed. No stiletto/narrow heels. Heels no higher than 2 cm. Boots, shoes with split toe/heel sections, sling back, mule style, suede or canvas shoes are not permissible. Further details available on request.
SOCKS/TIGHTS	Navy ankle socks or navy tights.
SCARF*	The school scarf (optional).
MAKE-UP	Make-up and nail varnish are not permitted.
JEWELLERY	Jewellery is not permitted, except for a single pair of discreet <u>stud</u> earrings, one in each lobe. Piercings covered by a plaster are not permitted.
HAIR	Hair should be of conventional cut and neat and tidy at all times. During the working day the overall effect should be one that is in keeping with the standards of the School and with health and safety considerations. The dyeing of hair is <u>very</u> strongly discouraged. Hair must be of a single natural-looking colour, which does not differ significantly from the pupil's own hair colouring. If hair is shoulder length, there will be times when it must be held back off the face with either a plain navy or maroon headband/clip/hairband or scrunchie.
CCF	Joining the CCF in the Shell Form (Year 8) is optional. All uniform is provided except boots which need to be purchased.
TERRIERS	Third Form (Year 7) only: <ul style="list-style-type: none"><li>• Navy blue action trousers*</li><li>• School Polo shirt*</li><li>• Red fleece with School logo*</li><li>• Walking boots (ankle height)</li><li>• Thick woollen socks</li></ul>
SPORT	
SHIRT*	School regulation polo shirt.
TRACKSUIT*	School regulation hooded sweatshirt and track bottoms.
TRACK TOP*	Optional. School regulation.
SKORT*	School regulation, navy.
LEGGINGS*	Optional. School regulation, black.
SOCKS*	School regulation hockey socks. White ankle socks for PE and summer sports.
CYCLING SHORTS	Optional, navy.
BASE LAYER*	Optional. School regulation, navy.
FOOTWEAR	Sports training shoes. Astro shoes are recommended for team hockey players.
SHINPADS	Required for hockey.
MOUTHGUARD	A custom-fitted mouth-guard is compulsory for hockey and can be ordered via the school in the first week of the Christmas term.
SWIMSUIT	One-piece plain costume, navy.
SWIM HAT*	Optional. School regulation, navy.
SWIM SHIRT*	Optional. School regulation (highly recommended for team swimmers).
CAP*	Optional. School regulation (the only cap to be worn).
TOWEL	
GAMES BAG*	School regulation (available in 2 sizes).
WATER BOTTLE	Optional. Reusable and sturdy.

Name tapes are available from Early Years.



# Sixth Form Boys' Uniform



SOLIHULL

(The Senior Deputy Headmaster is the sole arbiter on matters of uniform and should be consulted if any clarification is required)

SUIT	Navy blue or dark grey (not black), plain, very subtle pinstripe or check, formal, conventional cut with lapels. Not shiny or tight-fitting. Black belt with unobtrusive buckle.
SHIRT	Formal, cuffed shirt in plain white, pale blue or pale pink. NB – white shirt to be worn on formal occasions.
TIE*	School regulation Sixth Form tie.
SWEATER	Conventional fine knit v-neck, sleeved or sleeveless, plain, navy blue, grey or black. No logos and no cardigans.
SHOES	Formal, heeled, black, polishable.
SOCKS	Navy, grey or black.
SCARF	The school scarf* or any fine knit, plain scarf in navy blue, grey or black (optional).
MAKE-UP	Make-up and nail varnish are not permitted.
JEWELLERY	A discreet silver or gold ring is permitted. Other jewellery (including piercings covered by plasters) is not permitted.
HAIR	Hair should be off the face and not below the collar. Hair should be of conventional cut and neat and tidy at all times. During the working day the overall effect should be one that is in keeping with the standards of the school and with health and safety considerations. The dyeing of hair is <u>very</u> strongly discouraged. Hair must be of a single natural-looking colour, which does not differ significantly from the pupil's own hair colouring. Style should not be extreme (eg a marked difference between length on sides/top). Pupils should be clean-shaven.
CCF	Joining the CCF is optional. All uniform is provided except boots which need to be purchased.
SPORT	It is recommended that sports kit is purchased when options are known – this should avoid any unnecessary expenditure. That said, the school regulation tracksuit and polo shirt are compulsory for all non-team players. Team members will be advised on teamwear independently. Clarification can be obtained from the Director of Sport.
SHIRT*	School regulation polo shirt. School regulation reversible games shirt for rugby and hockey.
TRACKSUIT*	School regulation.
SHORTS	School regulation, navy.
SOCKS	School regulation hockey socks - compulsory only for team players. White ankle socks for PE and summer sports.
SWEATSHIRT*	Optional. School regulation hooded sweatshirt.
BASE LAYER*	Optional. School regulation, navy.
CRICKET*	If a pupil is selected to represent the school, he is expected to have white trousers, school regulation shirt and school regulation sweater.
FOOTWEAR	Sports training shoes. Astro shoes are recommended for team hockey players. Cricket footwear is recommended for team players.
SHINPADS	Required for hockey and football.
MOUTHGUARD	A custom-fitted mouth-guard is compulsory for rugby and hockey and can be ordered via the school in the first week of the Christmas term.
WATER BOTTLE	Optional. Reusable and sturdy.

# Sixth Form Girls' Uniform



SOLIHULL

(The Senior Deputy Headmaster is the sole arbiter on matters of uniform and should be consulted if any clarification is required)

<b>SUIT</b>	Navy blue or dark grey (not black), plain, very subtle pinstripe or check, formal, conventional cut with lapels. <ul style="list-style-type: none"><li>• Skirt Length – straight hem, no slit vents, <u>below the knee</u> (no shorter) to mid-calf.</li><li>• Trousers – <b>full length, tailored</b>, not excessively tight. Black belt with unobtrusive buckle.</li></ul>
<b>BLOUSE/SHIRT</b>	Formal and collared, in plain white, pale blue or pale pink. Vest tops should not be on display. NB – white blouse/shirt to be worn on formal occasions.
<b>SWEATER</b>	Conventional fine knit v-neck or u-neck, sleeved or sleeveless, plain, navy blue, grey or black. No logos, cardigans or round-neck sweaters.
<b>SHOES</b>	Formal, heeled (not stiletto or narrow heels), black, polishable – maximum 5cm heel height. Boots, shoes with split toe/heel sections, sling back, mule style, suede or canvas shoes are not permissible.
<b>TIGHTS</b>	Plain tights in navy, black or natural colour.
<b>SCARF</b>	The school scarf* or any fine knit, plain scarf in navy blue, grey or black (optional).
<b>MAKE-UP</b>	Subtle in colour and application, as nail varnish.
<b>JEWELLERY</b>	Conventional, minimal and discreet.
<b>HAIR</b>	Hair should be neat and tidy. During the working day the overall effect should be one that is in keeping with the standards of the school. Long hair must be tied back when required, for safety reasons. Headbands, hairbands/scrunchies and clips should be plain, unobtrusive and blend in with hair colour. The dyeing of hair is <b>very</b> strongly discouraged. Hair must be of a single natural-looking colour, which does not differ significantly from the pupil's own hair colouring.
<b>CCF</b>	Joining the CCF is optional. All uniform is provided except boots which need to be purchased.
<b>SPORT</b>	It is recommended that sports kit is purchased when options are known – this should avoid any unnecessary expenditure. That said, the school regulation tracksuit and polo shirt are compulsory for all non-team players. Team members will be advised on teamwear independently. Clarification can be obtained from the Director of Sport.
<b>SHIRT*</b>	School regulation polo shirt.
<b>TRACKSUIT*</b>	School regulation hooded sweatshirt and track bottoms.
<b>SKORT*</b>	Optional. School regulation, navy. Compulsory only for team players.
<b>LEGGINGS*</b>	Optional. School regulation, black.
<b>CYCLE SHORTS</b>	Optional, navy.
<b>SOCKS</b>	School regulation hockey socks - compulsory only for team players. White ankle socks for netball, PE and summer sports.
<b>BASE LAYER*</b>	Optional. School regulation, navy.
<b>FOOTWEAR</b>	Sports training shoes. Astro shoes are recommended for team hockey players.
<b>SHINPADS</b>	Required for hockey.
<b>MOUTHGUARD</b>	A custom-fitted mouth-guard is compulsory for hockey and can be ordered via the school in the first week of the Christmas term.
<b>WATER BOTTLE</b>	Optional. Reusable and sturdy.



## SOLIHULL

### APPENDIX E

## ICT Acceptable Use Policy

As a pupil at Solihull School, you should be familiar with these rules, and agree to be bound by them. It must be noted that all of the rules below apply whether a user is logged on to the network or using a stand-alone machine, or using any other ICT equipment, including that not belonging to the School but on the school's premises.

#### 1. Responsibilities

- You should not reset machines unless you are told to do so by a member of staff.
- **No games** are to be installed on any machine, except with the express permission of the Assistant Head: ICT or one of the Deputy Headmasters. Do not bring games or any other copyrighted material into school.
- **No eating or drinking is allowed** in any area containing computers. Pupils who disobey this rule will be told to vacate the computer immediately.
- Pupils can bring mobile phones to school, though usage (below the Sixth Form) is not allowed between 0840 and 1610 on site unless directed otherwise by a member of staff (6th Form pupils can use mobile phones in the Cooper Building). Mobile phones must NOT be visible and be switched off during these times unless directed/approved otherwise by a member of staff. Prior to 0840, mobile phones can ONLY be used in the form room and the designated social area, when a pupil is seated, though the video/camera facility must never be used. The above applies on trips and visits though leaders will have discretion to allow use when/if appropriate. They will also have the flexibility to collect in/return at certain times during the day/night. Any pupil using a mobile phone against the regulations will have it confiscated until the end of the day and an appropriate sanction issued.
- Any problems with the hardware or software should be reported to your class teacher, a member of the Technical Support Team, Head of Computing and Information Technology or the Assistant Head: ICT. You must not create, display, copy or otherwise distribute offensive material. Offensive material could involve, but is not limited to, racism, pornography, bullying, radicalisation propaganda, and criminal skills including hacking. In cases of any doubt, please ask any member of staff. Do not store executable files (.exe files) or other copyrighted material such as MP3 files, wallpapers, movie clips and other picture formats or movie clips in your user area.
- Pupils must not use social networking sites in school.
- You CAN access your Solihull School email from home by going to [www.solsch.org.uk](http://www.solsch.org.uk) then clicking the link and entering your email address in the space provided; the password field is your normal logon password. Alternatively, you can access your email at [www.office365.com](http://www.office365.com) and entering your email address ('@solsch.org.uk' after your username) and password once redirected.
- The content of each student's user area is exclusive to the owner as far as other students are concerned. Members of staff have the right to add files, and the ICT staff regularly check the user areas for copyrighted, offensive or otherwise unsuitable materials.



## SOLIHULL

- You should treat ALL ICT resources responsibly, and avoid waste by not sending documents to print unless you have first previewed them, and are sure they are in a final draft form. All printing is monitored, and students have a monthly quota, where colour printing is more 'expensive' than black & white p Acceptable Use Policy v5 Page 3 of 4

### 2. Unauthorised Access

It is a serious offence to use the username and password of another user. Users should not reveal their password to any other user, not even an administrator or member of staff.

Users whose accounts have been disabled by an administrator must see an administrator to have it enabled at times when it is needed for lessons. Impersonation of another user via e-mail is a serious offence.

It is a serious offence to attempt to bypass the filters put in place by the school which restrict access to unsuitable material on the internet, for example, using technologies such as online proxies or VPN.

All of your files should only be saved in your own user area in school, OneDrive or Google Drive that have been allocated to you.

### 3. Plagiarism

Pupils should not share or distribute their work to other users unless directed to do so by a member of staff. To pass the work of another off as that of your own is a serious offence, particularly when related to coursework for examinations and may result in disqualification from all exams in that series. It may also represent a breach of copyright (see 5, below).

### 4. Unauthorised Modification

It is a serious offence to destroy work (files) of another user, create or introduce a virus or other malicious code to cause a system malfunction. Users must not attempt to reconfigure the computer, place shortcuts, aliases, software or clip art on to any local hard disk. Program files must not be downloaded from the Internet. Application software must not be brought into school. However, it is permitted to access work on any compatible medium (eg USB pen drives, memory sticks, OneDrive, Google Drive or any other cloud based storage).

### 5. Copyright

Many of the programs and files which you access on the local hard disk, over the network and over the Internet, are subject to copyright. In case of any doubt, you should seek permission from the owner of the material before using it. This includes images, audio and video.



## SOLIHULL

### 6. Criminal Justice Act

It is illegal to store and/or transmit pornographic or offensive material, using technologies including but not restricted to, email, WAP enabled telephone, digital camera, digital media etc. If in any doubt, please seek advice from a senior member of staff.

### 7. Counter Terrorism and Security Act 2015

It is imperative that we are all watchful and aware of the potential for ICT to be used to radicalise and draw people into terrorism. If in any doubt, please seek advice from a senior member of staff. Acceptable Use Policy v5 Page 4 of 4

### 8. Legal Responsibility

Solihull School accepts no responsibility for the malfunctioning of any ICT equipment, and any subsequent losses. However, every care is taken to ensure the highest quality of service. Please ensure that you have back-up copies of any valuable files before accessing them from within school. The School makes back-ups of user areas every evening. Users should be aware, (as mentioned under Section 1 point 9), that staff have access to their user areas. Electronic mail is monitored manually on an ad hoc basis for suitability, and you are advised that by signing the Acceptable Use Policy form, you agree to this action. This notification is required by the Data Protection Act and Regulation of Investigatory Powers Act. All incoming and outgoing e-mail is scanned for viruses automatically.

### 9. Disciplinary Action

Users who breach these conditions will be warned of the unacceptable nature of their actions. The specific offence will be made known to the user, and a record will be kept electronically. Further or serious breaches may be dealt with by the Senior Leadership.

### 10. Disciplinary Measures

The measures taken will depend upon the seriousness of the offence. Normally, a verbal warning will be issued for a minor misdemeanour, but further sanctions may be taken against those who repeatedly offend, or where the nature of the offence is more serious. These sanctions include banishment from using the network for a time, or permanently. In serious cases, the matter will be referred to the Deputy Headmasters or Headmaster. If a pupil, parents will be notified of instances of accessing unsuitable material and in the most serious cases; it may be that exclusion (see Exclusion Policy) and/or police involvement follows.



## SOLIHULL

### APPENDIX F

#### THE MEDICAL REGULATIONS

##### General Note I

In the personal interests of the pupils, parents are asked to give their fullest co-operation in the observance of these Regulations. Their object is to ensure full protection for the boys and girls and at the same time to make things as simple as possible for parents.

Medical opinion is not unanimous with regard to degrees of infectiousness, period of incubation, etc. In any case of divided opinion regarding the desirability of a pupil being kept away from School, the decision of the School Doctor must be final.

- If your son/daughter is away from School through illness please inform the School on the first day of absence.
- If infectious illness breaks out in your home, the School should be informed as soon as possible.
- If your son/daughter has been absent through illness for any period of time, short or long, he/she must on return bring a note from you explaining the circumstances. Notes and Certificates should be addressed to the Form Tutor.
- If your son/daughter is exposed to Measles, Rubella (German Measles), Whooping-cough, Mumps or Chicken-pox, he/she may come to School provided that he/she is kept away subsequently from the source of infection and that he/she remains well.
- If your son/daughter is exposed to any other infectious illness he/she should not come to School until the permission of the School Doctor has been obtained. If there is any doubt, the School must always be consulted before the pupil returns.
- If your son/daughter has been overseas in tropical or sub-tropical areas during the holidays and has been ill whilst abroad or shortly after return, the School must be informed before the pupil returns.

##### General Note II - Medical Treatment, etc.

The admission to or retention in the School of any pupil is conditional on acceptance of the following rules:

Consent to Treatment: if a pupil in an emergency requires special medical treatment, every effort will be made to obtain the prior consent of the parent or guardian. Should this be impossible in the time available, the Headmaster, or School Matron, acting in loco parentis, is authorised to give valid consent to such treatment (including anaesthetic or operation) as may be recommended by a responsible Medical Practitioner.



## SOLIHULL

The School Matron is available to advise pupils with day-to-day minor ailments and will use her discretion on the need to administer simple home remedies (eg Paracetamol, Calpol, simple linctus, antacids etc). She will follow a strictly defined protocol as agreed with the School Medical Officer.

Signed parental consent will be required in situations where the Matron is expected to administer prescribed medicines and a suitable consent form will be provided for this specific purpose.

It would be most helpful if pupils could be given daytime telephone numbers where their parents could be contacted, especially in cases where both parents are away from home during the day.

Information: throughout a pupil's time as a member of the School, the School Medical Officer shall have the right to give the pupil's parents or guardian or the Headmaster, Head of Section, or Form Tutor as appropriate, any confidential information about the pupil if he considers that it is in the pupil's own interest or necessary for the protection of other members of the School community that he should do so.

### PERIODS OF EXCLUSION

A pupil must remain away from School in the case of:

CHICKEN POX for 6 days after the appearance of vesicles. Heavily scabbed children should not return to School until socially acceptable.

SHINGLES patients with shingles are infectious for a week after the appearance of their lesion or while the lesion is still weeping, whichever is the longer.

MEASLES for 7 days from the onset of the rash.

CONJUNCTIVITIS until treatment has been commenced and the inflammation has started to resolve.

MUMPS until all swelling has subsided, usually 7-10 days.

RUBELLA for 4 days from onset of rash.  
(German Measles)

WHOOPING COUGH for 21 days after the onset of the paroxysmal cough unless treated with antibiotics. When treated with the appropriate antibiotic the period of infectiousness extends for only 5-7 days after onset of therapy.

OTHER SERIOUS until pronounced by a Medical Practitioner to be free from infection.

INFECTIOUS  
ILLNESSES