



SOLIHULL

Parent Handbook

September 2020



SOLIHULL

CONTENTS

	Page
<u>FOREWARD BY THE HEADMASTER</u>	3
1. <u>HISTORY, ETHOS AND AIMS</u>	4
2. <u>THE RULE</u>	7
3. <u>SCHOOL LIFE</u>	
a) General Statement	8
b) Division by Forms	9
c) Hours of Work (and Play)	12
d) Term Dates	13
e) Absence	14
f) Punctuality	14
g) Uniform	15
h) Refectory	16
i) Travel	16
j) Bursary	16
4. <u>THE ACADEMIC PROGRAMME</u>	
a) The Curriculum	17
i) Lower and Middle School	17
ii) Sixth Form	20
ASpire	20
Enrichment	21
b) Homework/Prep	21
c) Assessment and Communication with Parents.....	22
d) Grades, Reports & Parents' Evenings	23
e) Pupil Personal Development	24
f) PSHEE: Personal, Social, Health & Economic Education ...	27
g) Games	31
h) Learning Support	32
5. <u>CO-CURRICULAR ACTIVITIES</u>	
a) Administration	33
b) Our Co-Curricular Aims	33
c) Academic Enrichment	34
d) Community Relations	35
e) Music	36
f) Outdoor Education	36
g) Performing Arts (Dance & Drama).....	38
h) Sport, Health & Fitness	39
i) Trips, Visits & Expeditions	40
6. <u>CAREERS AND WORK EXPERIENCE</u>	
a) Careers	42
b) Work Experience	43



SOLIHULL

7. <u>PASTORAL CARE</u>		
a) Introduction	.....	44
b) Communication	.....	44
c) The Structure of Pastoral Care	.....	44
d) Other Means of Care and Support	.....	46
e) Transition	.....	46
f) Bullying	.....	47
g) Chapel	.....	48
h) Religious Studies	.....	48
i) Wellbeing	.....	49
j) Personal Development	.....	49
k) Child Protection	.....	49
l) Complaints Procedure	.....	49
m) Personal Accident Insurance	.....	50
8. <u>REGULATIONS</u>		
a) Pupils' Property	.....	51
b) Smoking	.....	51
c) Alcohol	.....	51
d) Drugs	.....	52
e) Bounds	.....	52
f) Cycles and Motor Vehicles	.....	52
g) Electronic Transmissions	.....	53
h) Miscellaneous	.....	53
9. <u>POLICIES</u>	.....	54
10. <u>PARENTS' ASSOCIATION</u>	.....	55
11. <u>DEVELOPMENT & ALUMNI RELATIONS</u>	.....	55

APPENDICES

APPENDIX A	School Addresses and Telephone Numbers	.....	57
APPENDIX B	Grades and Parents' Evenings	.....	58
APPENDIX C	Map	.....	59
APPENDIX D	School Uniform	.....	60
APPENDIX E	Code of Conduct for Using the Computer Facilities	...	65
APPENDIX F	Medical Regulations	.....	69



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.

The handbook reflects a school without the current COVID-19 pandemic considerations/constraints that we are currently working within. Any COVID-related information received will temporarily override the contents of this document.

Included in these pages are not just the basic rules that allow this community 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, performing arts, sport or outdoor education 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

1. 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 Sixth Form Centre (The Cooper Building) completed in September 2015.

In 2020, Solihull School and Saint Martin's School merged, creating a new school, 'Solihull' with facilities across the two campuses. Solihull Preparatory School on the *Saint Martin's Campus* and the Senior School on the *Warwick Road Campus*.

There are 1103 pupils in the Senior School, of whom some 336 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



SOLIHULL

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 school's website.



SOLIHULL

3. SCHOOL LIFE

A) 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 Preparatory School is for pupils below the age of eleven (NC Years Nursery to 6): the Preparatory 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 the Lower School – Mr M S Gledhill Deputy Heads of Section – Mr J M Brown and Mrs J S Brown Head of the Fourth Form – Mr S R Phillips Head of the Shell Form – Mr O R Anderton Head of the Third Form – Mr M D Davies	

The Fourth Forms		
IV AI	Mr N W S Leonard/Dr M M Luiselli	K11
IV BI	Mr D J Brough	K15
IV Cr	Mr M H Briggs	K13
IV Le	Miss R L Noon	K12
IV Mn	Miss R G Windmill	K16



SOLIHULL

IV Tn	Mr S J Thompson/Mr D Brotherhood	GHR
IV Wn	Mrs V Patel	SHCo1
The Shell Forms		
Shell Al	Mr C J Guy	E5
Shell Bl	Miss C M Dignon	E6
Shell Cr	Mr A J Macarthur	D2
Shell Gw	Miss A V Coste	E3
Shell Le	Mr J F E Evans	E1
Shell Mn	Miss J L Platt	E4
Shell Tn	Ms R E Airdrie	E2
Shell Wn	Dr R A Jennings	B1
The Third Forms		
III Al	Mr O W H Bate	MH3
III Bl	Dr F Ryland	MHICT
III Cr	Mr N M Linehan	MH4
III Le	Mr S L Chillcott	MH5
III Mn	Mrs G Lowe/Ms N C Leeson	MH6
III Tn	Mrs M L Terry	MH7
III Wn	Mrs I Igoe	MH8

THE MIDDLE SCHOOL
Head of the Middle School – Dr P F Spratley (Acting) Deputy Heads of Section – Miss C Bednall and Mrs H K Hallworth (Acting) Head of the Upper Fifth Form – Mr M P Babb Head of the Lower Fifth Form – Mrs J L Mander (Acting)

The Upper Fifth Forms		
UV Al	Miss T J Bryan	GH11
UV Bl	Mrs L E M Rooney	GH12
UV Cr	Miss A Thacker	GH13
UV Le	Mrs L E Spratley	GH22
UV Mn	Mrs C J Ridout	GH21
UV Tn	Mrs J C Francis	GH24
UV Wn	Mr P A Delaney	GH23



SOLIHULL

The Lower Fifth Forms		
LV AI	Mrs L Super	K2
LV BI	Mr M Kiddy	K3
LV Cr	Mr G James	K4
LV Le	Mrs Z A Patching-Jones/Mrs A R Lancaster	K5
LV Mn	Miss J E Green	GH17
LV Tn	Mr O L Parsons	K6
LV Wn	Mrs P K Deu	GH16

THE SIXTH FORM
<p style="text-align: center;">Head of the Sixth Form – Mrs K L Robinson Deputy Heads of Section – Mrs C L Black and Mr M J Covill Head of the Upper Sixth Forms – Miss L J Rutherford Head of Lower Sixth Forms – Mrs J L Elkington</p>

The Upper Sixth Forms		
UVI IAI	Dr A E Routledge	D4
UVI IBI	Mrs L E Raffermati	D3
UVI ICr	Mrs D H Parker	MH2
UVI ILe	Mr A C Eden	MH1
UVI ITn	Miss E A M Campbell	MH11
UVI IIAI	Mr P G May	MH12
UVI IIBI	Mr M Bishop	MH13
UVI IICr	Miss Z Zhou	BH S1
UVI IILe	Mrs B M E Rossay-Gilson	BH S2
UVI IITn	Mrs A C Roll	BH S3

The Lower Sixth Forms		
LVI IAI	Mr G J Affleck	GH2
LVI IBI	Mr J A Hands	GH3
LVI ICr	Mrs R C Whaley	B11
LVI ILe	Mrs J Johnson	CB Soc
LVI IMn	Mr T A MacKenzie	Pav 2
LVI ITn	Miss K C Griffiths	GH14
LVI IWn	Dr S A Hart	GH15



SOLIHULL

LVI IIAI	Miss D L Trim	MGOP1
LVI IIBI	Mrs S D Watton	MGOP2
LVI IICr	Mr P E Morgan	Red Rm
LVI IILe	Mrs C H Goodman	F6
LVI IIMn	Dr A J Jennings	Pav 1
LVI IITn	Mr N E Corbett	CB Cafe
LVI IIWn	Mrs W L Meigh	CB14

C) Hours of Work (and Play)

The official hours are (Monday to Friday):

Registration	8.40 am
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 pm
Period 6	2.10 – 2.50
Period 7	2.50 – 3.30
Period 8	3.30 – 4.10

Duty of Care

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

Breakfast is served in the Refectory from 7.30 am until 8.30 am and the Kent Library is open and staffed from 8.00 am until 6.00 pm for those pupils who would like to make use of this facility.

Pupils below the Sixth Form are not normally allowed off the campus during the course of the school day. It is very important that we know where pupils are at all times. Unauthorised visits to the town are not allowed.

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



SOLIHULL

6.00 pm. The school can take no responsibility for direct supervision of pupils after the end of the school day, unless they are taking part in a school activity.

We request that, when travelling to and from school on foot, pupils use the controlled pedestrian crossings on Warwick Road (adjacent to the main entrance) and New Road (opposite the main entrance) for their own safety.

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 Fifth	-	Monday
Fourths	-	Thursday
Shells	-	Tuesday
Thirds	-	Friday

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.

D) 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 2020	Begins 08 September (Pupil Induction) Half Term 17 October – 01 November Ends 18 December
Easter Term 2021	Begins 07 January Half Term 13 February – 21 February Ends 26 March



SOLIHULL

Summer Term 2021	Begins 19 April May Day BH 03 May Half Term 29 May – 06 June Ends 09 July
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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.

E) 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) or by email to seniorabsence@solsch.org.uk. If the school does not receive such a telephone call or email, the school will attempt to contact parents during 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.

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 Lower and Middle Schools and the 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.



SOLIHULL

F) 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.

G) Uniform

School uniform must be worn:

- At school, on weekdays.
- Travelling to and from school; boys and girls riding motorcycles 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.

School uniform includes the CCF 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.



SOLIHULL

H) 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 school 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 into school, as there is no accommodation for eating these.

I) 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 is available from the Bursar's PA (Ms S Baldwin, tel: 0121 705 0883) or the Admissions Registrar (Mrs N Mullan, tel: 0121 705 4273).

J) Bursary

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



SOLIHULL

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, which alternate: Week A and Week B

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.

***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	6	6*
Dance	0	6*	6*
Drama	0	6*	6*
Wellbeing & Personal Development	2	2	2
Total	80	80	80

Options are indicated by asterisk.

* In the Shell Form, pupils select two languages chosen from French, German and Latin. In the Shell Form, Dance and Drama are taught as a combined option subject.

** In the Fourth Form, pupils choose four subjects from French, German, Latin, Spanish, Art, Computing, Dance, Design, Drama, Food Preparation and Nutrition 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.

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.



SOLIHULL

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***
The Middle School Diploma	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 & Personal Development	2	2
Total	80	80

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	French	Music
Classical Civilisation	Geography	Religious Studies
Computer Science	German	Spanish
Dance	History	Middle School Diploma (inc an HPQ)
Drama	ICT	
Design Technology	Latin	

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 further information, see Section 6, Careers and Work Experience.



SOLIHULL

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), ASPire, Games and Private Study as a preparation for the greater independence in life beyond school.

No. of Periods per Fortnight

Subject	LVI	UVI
Subject 1	16	18
Subject 2	16	18
Subject 3	16	18
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
Total	80	80

Pupils in the Lower Sixth usually study 4 subjects chosen from the list below. 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
Computer Science	Physical Education
Design & Technology	Physics
Economics	Politics
English Literature	Psychology
French	Religious Studies
Geography	Spanish
German	Theatre Studies
History	

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 students with opportunities to learn that go beyond the curriculum, to gain experiences outside their day-to-day life in the classroom and to develop skills that will set them up for their future.



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With the application process for university and for jobs becoming even more competitive, we also believe that the ASPire programme will help students 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 students with something different and to enable them to have fun whilst learning and developing their skills. Through this programme, we want to support our students to meet their 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.

Certificated courses in the Lower Sixth

Lower Sixth students choose ONE from the following options:

- Fourth A level
- Arts Award – Gold
- Certificate in Languages for Business
- Computer Programming
- Extended Project Qualification
- Introduction to Financial Services
- Introduction to Law
- Leadership and Management

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.

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.

Enrichment for the Upper Sixth

The Upper Sixth have one double period of Enrichment fortnightly on a Thursday morning following a carousel of activities from cookery to finance.

B) Homework/Prep

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



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Daily Prep Times (Mondays to Fridays)

The following table indicates the approximate allocations of daily prep time for each year group, and while these may vary slightly in practice, the total prep 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 Prep Time (minutes)
LOWER SCHOOL			
III	2	25	50
Shell	2	25	50
IV	2	30	60
MIDDLE SCHOOL			
LV	2	35	70 minimum
UV	2	35	70 minimum
SIXTH FORM			
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.

ii) Internal Examinations

Each year group is formally assessed in an exam each year. For non-examination year assessments take place in the summer term. Upper Sixth and Upper Fifth Form mocks occur at the start of the Easter term. In addition, there are assessments for the Lower Sixth Form in November.

In the Middle School and Sixth Form, the examinations are designed to replicate, as closely as possible, the external examinations. The grading system follows the criteria used at GCSE and A level. 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 Form



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

D) 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.

i) Grades

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

In the Middle School and Sixth 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.

ii) Reports

All year groups receive an interim report and a full report. Upper Sixth pupils 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, grades without additional comment are issued.

Full reports will also contain a report on a pupil's extra-curricular activities.

iii) Parents' Evenings

Parents' Evenings are arranged at the time of the year that is best for each year group. Thus, for example, in the Third Form, Parents' Tutor Meetings come relatively early in the academic year, so that parents of new pupils have an opportunity to meet their child's form tutor, followed by a Parents' Evening early in the Summer term. 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.



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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.

E) Pupil Personal Development

As of September 2020, the school has adopted the Novus Curriculum which puts at its heart the development of four major skills:

- Flexible** – Able to listen, synthesise information and adapt
- Front-Footed** – Able to be independent, proactive and brave
- Grounded** – Able to be self-aware, accountable and emotionally intelligent
- Giving** – Able to be supportive, generous and altruistic

In order to help pupils develop these skills there are a variety of measures the school is taking (further details on Novus will follow and a link to the video on the Novus Curriculum can be found here - <https://youtu.be/mFwLfruKNX8>)

1. Putting Tutors at the heart of what we do

Tutors have always been essential to our provision at Solihull, but as of this year we are giving tutors more non-contact time so that they can see pupils in 1-2-1 sessions or small groups, at least every half term. These conversations will focus on helping pupils to set their own goals for developing the four skills, explore useful strategies and reflect on areas of success.

2. Classroom teachers

These four traits are key to a pupil thriving both personally and academically and teachers will weave these traits into their teaching and feedback. One way they might do this is by using the iSAMs system to note when a pupil has 'Demonstrated' an area of one of the four traits, or where they may need to see a 'Target for further development'.

Parents and tutors can then see this feedback on the portal and can use that information to help the pupil reflect and further develop.

3. The Language and Culture of the School

The school will look to celebrate individual and group examples of these traits. This might be done in commendations, verbal conversations, Team of the Week or even end of year prizes.



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4. Boundaries and Sanctions

The purpose of our sanctions process is to:

- a) Ensure a pupil understands the seriousness of their behaviour
- b) Uphold the boundaries and values of the school

To this end:

Teachers will work to support pupils develop positive behaviours in line with the Novus aims. They will therefore help pupils note areas where they have demonstrated Novus skills and also will set targets for them to work on. They will do this both verbally and through iSAMs where they note 'Demonstrated Skills' and 'Targets for development'. These can be seen in real time by parents and tutors.

If a pupil seems to have a consistent target for development, their tutor will discuss it with them and help the pupil to identify strategies to improve in this area.

If the behaviour continues, the Head of Year may step in and think about appropriate strategies to ensure the pupil's behaviour improves. This could include sanctions such as lunchtime, after school or Saturday detentions.

It may be that in some situations, a behaviour is serious enough that it requires an immediate sanction, so that the pupil understands how serious the situation is, and to uphold the boundaries and values of the school.

Exclusion

For very serious offences a pupil may be excluded from the school for a period of time, or excluded permanently. In the event of a fixed term exclusion, for example, pupils may well be invited to engage with our RETRACE scheme. This is a positive, non-punitive process of reflection, working 1:1 with a trained teacher who can help them 'retrace' their steps to the issue that caused the exclusion, and consider adaptations to prevent this happening again.

Full details of these procedures can be found in the Exclusion Policy on the website.

Transition from the Upper Fifth Form to the Sixth Form is conditional, not only on academic success, (a minimum of two Grade 7s and four Grade 5s, or equivalent in GCSE, as well as qualifying grades in the appropriate A Levels) 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



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Sanctions

Behaviour

1. Verbal rebuke
2. Verbal rebuke + Target noted
3. Lunchtime Detention
4. Head of Year Detention (1 hour on Tuesday evening)

Homework/Prep

1. Prep a little beneath capability/expectation - Verbal rebuke
2. Prep could have/should have been done **much** better – Target noted
3. Prep not done/attempted in a derisory fashion (Lunchtime Detention)

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 water sports)

N.B. All other exceptions to be agreed by the Head of the Senior School.

Head of Year Detention

For a pupil to be invited to Head of Year detention, he or she would need to have accrued a number of targets. If a pastoral carer feels there are mitigating circumstances, discretion can (and should) be used.

Formal Sanctions

1. Daily lunchtime Detention - daily ½ hour
2. Head of Year Detention - Tuesday pm 1 hour
3. 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).
4. Head of the Senior School's Detention - Saturday am 2 hours
(to be given for stand-alone offences (e.g., unauthorised lesson absence) at the Head of the Senior School's discretion and will replace a pupil's 4th after school detention).
5. 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 3rd misdemeanour will result in a lunchtime detention and be recorded as such



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Chewing Gum

Chewing gum is NOT allowed in school: sanction - Lunchtime Detention.

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. In the event of a fixed term exclusion, for example, pupils will be invited to engage with our RETRACE scheme. This is a positive, non-punitive process of reflection, working 1:1 with a trained teacher who can help them 'retrace' their steps to the issue that caused the exclusion, and consider adaptations to prevent this happening again. 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 two Grade 7s and four Grade 5s, or equivalent in GCSE, normally including at least a Grade 5 in English and Mathematics) 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.

F) PSHEE: Personal, Social, Health and Economic Education/RSE

In the academic year 2018-2019, statutory PSHEE and RSE content was amalgamated into a new curriculum entitled Wellbeing and Personal Development (WPD). This outstanding initiative 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 pupils with additional learning for life education and includes topics which are not explored 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.



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Aims

- To promote the personal and social development of the students
- To 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 students 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. In the Sixth Form, WPD is enmeshed in a variety of assemblies and within the ASPire and Enrichment schemes. For information about WPD in the Preparatory School, please refer to the relevant handbook.

Reports

WPD reports are only submitted once at the end of the year, and for Thirds to Upper Fifth, these will be written by the pupils themselves, reflecting on their learning and development throughout the year. The ability to self-reflect is an important life skill that the pupils embrace through this involvement in their reports.

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 Mr T B Emmet (Assistant Head: Welfare).



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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



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WPD

LONG TERM PLAN FOR 2020-2021 HERE



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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 on the school 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 on the school website. 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 and netball) took place in the summer of 2018. Summer 2020 long haul tours were cancelled as a result of the pandemic.

Games in the Senior School

Year	Christmas Term	Easter Term	Summer Term
Thirds Boys Girls	Rugby Hockey	Hockey Netball	Cricket Rounders
Shells Boys Girls	Rugby or Hockey Hockey	Rugby or Hockey Netball	Cricket Rounders
Fourths & LV Boys	Rugby Hockey Recreational Games: (football, basketball, squash, fitness, table tennis, trampolining)	Rugby Hockey Recreational Games: (football, basketball, squash, fitness, table tennis, trampolining)	Cricket Athletics Tennis Softball
Fourths & LV Girls	Hockey Netball Recreational Games: (zumba, basketball, squash, fitness, table tennis, trampolining)	Hockey Netball Recreational Games: (zumba, basketball, squash, fitness, table tennis, trampolining)	Rounders Athletics Tennis Zumba
UV, LVI & UVI Boys	Rugby Hockey Football Watersports Climbing Weights Clay Pigeon Shooting Squash Badminton	Rugby Hockey Football Watersports Climbing Weights Clay Pigeon Shooting Squash Badminton	Cricket Athletics Tennis Softball Lacrosse Football



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UV, LVI & UVI Girls	Hockey Netball Watersports Climbing Weights Clay Pigeon Shooting Squash Badminton Yoga HIIT Zumba	Hockey Netball Watersports Climbing Weights Clay Pigeon Shooting Squash Badminton Yoga HIIT Zumba	Rounders Athletics Tennis Zumba
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H) Learning Support

The Learning Support department aims to support pupils with SEND towards achieving their academic goals, enabling them to access education at the same level as other pupils.

The department offers pupils advice and support with learning strategies and ensures teacher awareness of a pupil's additional needs. Teachers make reasonable adjustments to their teaching within the classroom and facilitate access arrangements, such as rest breaks, coloured paper or extra time, in any timed tests or internal assessments.

Pupils identified with a need are invited to attend learning support sessions, which, dependent on year group, may take place during lesson time, private study periods or lunchtimes. Pupils' progress is reviewed termly and parental consultations are offered at the appropriate parents' evenings.

Further information is available in the Learning and Curriculum Support Policy on the school's website.



SOLIHULL

6. CO-CURRICULAR ACTIVITIES

a) Administration

- All up to date and current co-curricular options are available for pupils to select on the SOCS co-curricular system. This information will be communicated to pupils at the start of each term to allow for sign up to their chosen clubs and activities. In the Senior School the expectation is that pupils take responsibility for this sign up, and parents can access the system from home should they wish through their son/daughter's log in.
- All trips and visits sign up/promotion/parental permission is completed through the *Evolve* system. As and when a trip is launched, this will simply be an email to parents with a link to click on and instructions to follow. Log in is not necessary and it is simply the organisational platform that we use in school to plan for and communicate forthcoming trips and visits.

Should parents have any questions about the above administration systems please email at: co-curricular@solsch.org.uk

b) Our Co-Curricular Aims

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 provide as varied a life beyond lessons as we can, so that our pupils 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.

The co-curricular programme at Solihull is rich and diverse and enables pupils to explore their potential and find interests in areas new to them. Underpinning all activities is our commitment to the Novus Curriculum and helping to support the development of our pupils in becoming flexible, front footed, grounded and giving individuals.

To help manage the co-curricular programme in the Senior School we organise activities into categories. These, known as the Big 6, include:

- **Academic Enrichment**
- **Community Relations**
- **Music**
- **Outdoor Education**
- **Performing Arts (Dance and Drama)**
- **Sport, Health and Fitness**



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These different elements help to form a robust and vibrant co-curricular world that pupils are able to explore. Reinforced in all of these activities is the view that teamwork and working with others is a key life skill and pupils are encouraged to share experiences and learn how to get the best out of each other. From playing in the school orchestra, to taking part in a sports fixture and from completing Gold Duke of Edinburgh, to working backstage in the Lower School play; all require teamwork and cooperation. These efforts are often recognised in the weekly 'Team of the Week' award given in whole school assembly. Pupils are encouraged to be committed and reliable members of their chosen co-curricular areas. Working towards a final outcome, whether that be a project, performance or fixture, is an important process and pupils learn to balance their time and expectations. Learning to then deal with the outcomes is also a vital skill. Winning is not everything; however being flexible and grounded, and learning from experiences is. Being front footed and learning how to motivate, engage and lead others is also a vital life skill. Employers rank leadership and communication skills as one of the key areas that they are looking for in school leavers and graduates. The co-curricular programme aims to provide opportunities for pupils to develop key leadership skills, and to work with their peers as well as those from other year groups and staff.

The co-curricular programme aims to be inclusive and to give all pupils the opportunity to take part in such activities and to foster some progression, but ultimately ensure that the pupils enjoy the experience. This may lead to an area of excellence and/or interest that stays with them well beyond leaving school. As part of the co-curricular programme we aim to instil a love of learning and a sense of curiosity to discover new ideas and concepts. This could be a love of the outdoors, to a passion for drama, or learning a new skill in sport. Pupils at Solihull should see their co-curricular activities as joyous, and something that they love taking part in. Pupils should leave Solihull having enjoyed their experiences, taking with them a lifelong passion for something outside of the classroom.

Below are further details regarding each of the Big 6 co-curricular activities at Solihull.

c) Academic Enrichment

Many of the activities will complement and enhance the academic experience of our pupils outside the timetabled curriculum. Academic societies and clubs, such as Debating, help to form the backbone of day to day life outside the classroom at Solihull. Other activities that take place during the school day help to create a series of opportunities where pupils can explore new ideas, learn new skills or simply have a space in which to develop new interests and passions. Lectures by visiting speakers and a wide range of trips and visits aim to inspire pupils and to help foster a sense of a love for learning. The academic enrichment programme draws on many areas of school life and Mrs J Francis, Head of Academic Enrichment (francisj@solsch.org.uk) oversees this ever changing and exciting area of school life.

Examples of some of these clubs and societies are noted below:



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Batik Silk Painting Club	GCSE Drawing Support
British Maths Olympiad	History Extension
Calm Arts	Japan Club
Marginal Gains (politics magazine)	Olympiad Preparation
Chess Club	Philosophy Club
Colloquium (online forum for stretch, challenge and other academic initiatives)	Pi Club
Computing Club	Creative Writing Society
Law Society	Scribbling Nibblers
Debating Society	Spanish Extension
Drone Club	Spelling Club
Gardening Club	Textiles Club
Eco Club	Warhammer Club
Science and Engineering Club	Classics Society
Enterprise Club	English Extension Group
Solihull Bakeoff	Oxbridge Preparation
Physics Extension	Medics and Veterinary Society
Equity Group	LAMDA

d) Community Relations

Throughout the year there are numerous opportunities for pupils to become engaged in and actively support charitable initiatives. These may be events, volunteering opportunities, fundraising activities and collections or donations, and are often organised by the pupils themselves. The Community Ambassadors, a student group led by the Head of Community Relations, Ms C M Dignon (dignonc@solsch.org.uk) and a team of staff, are central to this organisation and pupils are encouraged to take a proactive and thoughtful approach to this key area of school life. The school is very proud of the links fostered with local, regional and international charities, and the concept of giving and being supportive, generous and altruistic are central to our school ethos and aims. In recent years, fundraising initiatives, events and donations have been organised with the charities/organisations below:

Mind	Solihull Food Bank
Poppy Appeal	Jeans for Genes
Macmillan	LAFF
St Basils	Shelter Box
Acorns	WWF
Sight Savers	Children in Need
SIFA Fireside	Solihull Hospital Trust Children's Ward Refurbishment Fund



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Solihull has a close link with a number of local schools, in particular Reynolds Cross. Pupils from Reynolds Cross and other local primaries, often taken part in workshops in a number of activities such as IT, Art, Drama and Music, where our pupils take active roles in. Our pupils are involved in the planning and delivery of these and it has always been a greatly rewarding experience for all involved.

e) Music

During the course of the year there are many opportunities for pupils to take part in a range of musical rehearsals, practices and concerts. Pupils can perform in both informal concerts, and in major productions. 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 (kermode@solich.org.uk), should be contacted for details and advice. The Music Department also work in close collaboration with the Drama Department to produce the fabulous, annual Musical.

Below are some of the recent examples of ensemble groups and sessions:

Advanced Trumpet Ensemble	Clarinet Choir
Aural Training (grades 5&6)	Concert Band
Aural Training (Grades 7&8)	Girls' Choir
Big Band	Horn Quartet
Boys' Choir	Intermediate Trumpet Ensemble
Budding Brass	Jazz Improvisation Group
Chamber Choir (Sops & Altos)	'Love Singing Chorally' Choir
Chamber Choir (Tenors & Basses)	LS String Quartet
Chamber Orchestra	Music Theory (Grades 1-5)
Chapel Choirs	Piano Chamber Music
Clarinet Choir	Piano Duets
Piano Trio	String Group
Saxophone Ensemble	String Quartet
Saxophone Quartet	'The Twelve' (Close Harmony Group)
Saxophony	The Musical
School Bands	Senior Guitar Ensemble
Senior Flute Choir	Solihull Strings

f) Outdoor Education

Outdoor Education forms an integral part of our co-curricular provision. As with all outdoor education it is hoped that a lifelong appreciation of nature and the outdoors is formed. A unique range of opportunities for pupils to experience the positive benefits of outdoor education are provided. A number of these activities have been part of the fabric and heritage of the school for many years. From Terriers in the Thirds, through to Snowdonia School in the Shells, the Duke of Edinburgh's Award, and CCF from Fourths onwards, there



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is an opportunity for all pupils to become involved in some sort of outdoor education over the course of their time here.

- **Terriers**

Terriers is a non-military organisation inside the school curriculum especially designed for pupils 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, safe cycling, cycle maintenance 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. Details of the uniform can be found in Appendix D.

- **Snowdonia School**

Every pupil in the Shell Form attends Snowdonia School. This involves spending a week at the school's cottage, the David Fricke Mountain Cottage in Mynydd Llandegai 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 pupils to go mountain walking, when possible, to the top of Snowdon, visiting a castle and Anglesey, canoeing, rock climbing and 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.

- **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 2019/2020 there were over 80 pupils in the CCF. There are two sections, the Army Section and the RAF Section, and the organisation operates out of The Martyn Garner Building for Outdoor Education 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 N W S Leonard, Commanding Officer of the CCF (leonardn@solsch.org.uk), or Mr P Dean MBE, the SSI (deanp@solsch.org.uk).



SOLIHULL

- **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.

Participation in the scheme is highly regarded by universities as a sign of initiative and fostering 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 O W H Bate, Head of Outdoor Education (bateo@solsch.org.uk) or Mr P Dean MBE.

g) Performing Arts (Dance and Drama)

Dance and Drama are popular activities throughout the school and there are many opportunities during the year where pupils can get involved, either performing on stage or working backstage in a variety of roles. Creativity, self-expression and a growth in the individual lie at the heart of Performing Arts production and the opportunities offered.

In terms of Drama, there are around five full productions every academic year, chosen to stretch the pupils creatively and intellectually, as well as clubs and activities. Not all productions are available to every year group, in order to allow younger performers the opportunity to play leading roles.

Weekly Drama Club sessions are also a popular activity with Lower School pupils, which are run by a team of dedicated Sixth Formers. There are also Theatre Technical and Theatre Design Teams, headed by specialist and expert members of staff.

The Thirds take part in a House Drama competition every year, where they are directed by members of the Lower Sixth in preparation for a performance in Lower School assembly. The winning house has the high honour of performing their piece in front of the whole school.

From the Shell Form and upwards, pupils can also choose to receive one-on-one tuition in preparation for the RADA Shakespeare Award. This prestigious award allows students to develop as performers and scholars whilst being recognised by one of the foremost actor training institutions in the world. Should you have any questions about this please contact Head of Drama, Mrs K Stafford (staffordk@solsch.org.uk).



SOLIHULL

Dance clubs and productions are also available for pupils to join throughout the year and there are numerous opportunities built into the year where pupils can showcase work. A professional dance company is invited in once a year to run a day of dance workshops for the pupils. Previous visitors have included James Cousins and Matthew Bourne. Should you have any further questions regarding Dance please contact Head of Dance, Mrs A Rudge (rudgea@solsch.org.uk).

Pupils in all sections of the school enjoy the opportunity to take part in one of more of the major drama productions or dance shows, 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 productions and shows. The black box theatre in the Bushell Hall as well as the Performing Arts Centre (SMArt) on the Saint Martin's campus are used for rehearsals, productions and shows as well.

h) Sport, Health and Fitness

We aim to be a physically active school community through a range of different sports and other health and fitness related activities. The benefits of partaking in these are crucial to maintaining a balanced lifestyle, and the link between physical and mental wellbeing is something that we are keen to support throughout a pupil's time here. This is through curriculum PE for Thirds to Upper Fifth and also compulsory afternoons for every year group which are run on different days of the week. These key areas of school life are overseen by Head of Health and Fitness, Mrs D Wana (wanad@solsch.org.uk) and Head of Sport, Mr S J Thompson, (thompsons@solsch.org.uk). Excellent facilities and enthusiastic staff help to develop a lifelong love of physical activity and a sense of personal achievement.

- **Practices, Clubs and Activities**

There are numerous team practices, sport and fitness sessions throughout the week which run before, during and after school. These include all the major sports, but can also range from fitness sessions, to fencing and basketball amongst others. Details of the most up to date co-curricular programme including sports practices can be found on the SOCS co-curricular system that pupils log on to. Fixtures in representative team sports are also published for parents and pupils to access on the SOCS Sports App. These sports fixtures take place during the week, in Games and after school, as well as weekends. Teams also regularly compete at a regional and national level in a number of these sports.

Please see below some examples of practices, clubs and activities (season dependent in some cases):

Athletics	Tennis
Boys' Hockey	Netball
Cricket S&C	Netball (shooting/ workshops)
Boys' Cricket	Couch to 5k
Girls' Cricket	Badminton



SOLIHULL

Cross Country/Running	Rugby
Fencing	Rugby S&C
Girls' Hockey	Sailing
Girls' Hockey/ Netball S&C	Ski Team
Hockey (Drag Flick & GK training)	Swimming
Hockey GK training	Basketball
Hockey Penalty Corner Attack	Stretching/Yoga/Pilates

- **Games Afternoons**

Games takes place once a week for each age-group in curriculum time. In the Lower School lessons tend to focus on the major team sports, and in the senior years, alternatives become available such as Zumba, yoga, basketball, table tennis, squash, water sports, climbing and clay pigeon shooting to name but a few. Some of the options that require specialist offsite facilities do incur a charge. They are compulsory afternoons and to be encouraged and supported in terms of what we are trying to achieve. Ensuring we remain an active and healthy school community, engaged positively in physical activity is vital.

Year Group	Games Afternoon
Lower Fifth	Monday
Fourths	Tuesday
Seniors (Upper Fifth, Lower Sixth and Upper Sixth)	Wednesday
Shells	Thursday
Thirds	Friday

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). Cricket tours to Barbados and Sri Lanka and hockey tours to Holland, have taken place annually for different age groups and tours to South Africa (rugby) and Singapore/Malaysia (girls' hockey and netball) took place in the summer of 2018. Planned for 2020 were tours to Argentina and Uruguay (rugby) and Singapore/Malaysia (girls' hockey and netball), however these were of course not possible due to the pandemic.

i) Trips, Visits and Expeditions

Educational trips and visits enable pupils to experience life and culture beyond the classroom, and often the country. Pupils also have numerous travel and cultural exchanges and trips throughout the year that provide a chance to experience cultures, countries and concepts beyond the school gates. Trips and visits are an integral part of education at Solihull; they are used to enhance the learning experience of pupils while also educating the whole person. Curriculum trips are linked to learning in the classroom and therefore take place throughout the year at the most suitable time. Many other trips have an adventurous nature and usually include overnight stays.



SOLIHULL

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. Expeditions have visited Nepal, Ecuador, Peru, Tibet, Chile, Norway and Ladakh.

The school has an appointed Educational Visits Co-ordinator, who is responsible for the proper organisation of all trips. Thus, he/she 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 considered parts of the trip. 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 parental consent form, although further information (e.g. details of dietary requirements, passport number) may be requested. Trips and visits which may have limited numbers available, tend to work on a lottery system and not first come first serve to ensure that all pupils have a chance of taking part.

All of the above is managed through the *Evo/ve* trips and visits system which provides a clear and easy way for staff to communicate information to parents and for parents to access information, sign up for trips and to complete necessary paperwork. Any payments made will be made through the school Parent Pay system.

- **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.

- **Schedule of Trips and Visits**

The distribution of overnight trips over year groups does change and it is not always possible to predict whether a particular trip will still be running in a few years' time. However there is a wide range of sport, academic and adventurous trips over all year groups. A full list the Approved Expeditions and Trips for the academic year 2019-20 is available on the website, which gives an outline of the kind of trips that were due to take place. Of course, due to reasons outside of our control the national and international trips and visits plans are on hold until travel restrictions are lifted and further guidance is given.



SOLIHULL

6. CAREERS AND WORK EXPERIENCE

'Helping your todays shape your tomorrows'

Careers at Solihull School is an integral part of school life, involving our youngest to our oldest students – and members of our alumni community.

We recognise that an effective Careers Department is essential in preparing students to make important decisions and manage key transition, both within an educational context and beyond.

Our Head of Careers, Mrs Chillcott, offers independent and impartial advice to all members of the school community, encourages pupils and students to explore a wide range of career aspirations and supports them as they explore what education and training are necessary to achieve those aspirations. All pupils and students have opportunities to enjoy meaningful encounters with local and national employers, and higher education institutions in the UK and abroad.

Pupils and students are supported fully when making subject choices and are enabled to identify how the decisions they make today affect their future study and/or employment. To this end, pupils in the Fourth Form take part in psychometric testing and receive a 1:1 meeting with the Head of Careers to discuss their GCSE option choices. Likewise, pupils in the Upper Fifth Form participate in a more in-depth psychometric test and receive a 1:1 meeting with the Head of Careers to discuss their post-16 pathways, including A Level and B-Tech courses and subjects. During the Lower Sixth Form, students receive comprehensive support from the Head of Careers to decide on their post-18 pathways. In addition to information on degree courses and higher education institutions, students are informed fully about degree apprenticeship schemes and entrance into the world of work direct. Through numerous 1:1 meetings and Career Lunch events, students are helped to identify the specific pathway that is right for them.

School recognises the importance of parental involvement in the Careers programme, and to this end, the Head of Careers is available for parents and guardians at all times, by appointment, either with or without the pupil or student present. Parents and guardians also meet the Head of Careers at key Parents' Evenings (Fourths, Upper Fifth, Lower Sixth and Upper Sixth), and receive invitations to a variety of events throughout the school year. Parents and guardians can also keep abreast of life in the Careers Department on the dedicated Solihull School Careers Facebook page: <https://www.facebook.com/CareersatSolSch>

Members of our alumni community, especially our recent school leavers, use the Careers Department extensively. Alumni are welcomed back to school in person or helped remotely whilst on Gap Years or living away, whenever they need our impartial support and advice on key decisions affecting their continued education or careers.

Our network of Career Mentors, made up of parents and alumni, generously support our students and alumni. Our Head of Careers is able to match students and younger alumni with a Career Mentor who is an experienced professional in the student's area of interest, and who can help given them an insight into their world of work, and support in getting there.



SOLIHULL

This support varies, as is appropriate, but can include help with CV writing, job interviews and introductions.

Mrs Chillcott, our Head of Careers, is always happy to hear from you. Please contact her on Careers@SolSch.org.uk. Together, we really can help our students' todays shape their tomorrows.

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 R S 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.

Whilst the school is supportive of pupils who wish to organise and apply for work experience, we want to make clear that Solihull School does not organise work experience for pupils, nor is it involved in checking the safety of the placements that pupils arrange.

We therefore want to share with parents advice on how to ensure there are adequate safeguarding measures taken by the organisation your child wishes to gain experience with.

Here are some questions you might find helpful:

- *Will my son/daughter be given a health and safety briefing as part of their induction, either before the placement commences or at the very start?*
- *Will my son/daughter need any special clothing or equipment whilst on their placement and is this provided for them?*
- *Does the employer have the appropriate public liability insurance and employee insurance to protect my son or daughter whilst they are on their placement?*
- *Does the employer have an up-to-date risk assessment policy in place?*

KCSIE (Keeping Children Safe in Education) 2019 advises that barred lists checks are recommended for those supervising students who are under 16, though the onus is on the employer to check their own employees' suitability to work with young people that approach them. KCSIE does not specifically recommend checks for students 16 and over, but a parent should ask these questions of the employer if they have any concerns at all.

We would also flag that we think it is essential that the employer has your own contact details in case of an incident, and that you advise your son/daughter not to be alone in a room with an adult.

All work experience placements are undertaken at parents' own risk; the school does not supervise work experience placements, nor advise parents as to the suitability or safety standards of placements, employers or organisations.



SOLIHULL

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 their first initial (lower case) @solsch.org.uk.

Parentmail is our preferred method of sending information to parents.

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 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



SOLIHULL

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

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 M D Davies (Third Form)
 Mr O R Anderton (Shell Form)
 Mr S R Phillips (Fourth Form)
 Mrs J L Mander (Acting) (Lower Fifth Form)

Mr M P Babb (Upper Fifth Form)
 Mrs J L Elkington (Lower Sixth Form)
 Miss L J Rutherford (Upper Sixth Form)

The Deputy Heads of Section

There are two deputies per section of the school, one with responsibility for pastoral care and one with responsibility for the personal development and welfare of the pupils in their section. They are Mr J M Brown and Mrs J S Brown (Lower School), Miss C Bednall and Mrs H K Hallworth (Acting) (Middle School) and Mrs C L Black and Mr M J Covill (Sixth Form).

The Heads of Section

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 M S Gledhill, Head of the Lower School, Dr P F Spratley, Acting Head of the Middle School, and Mrs K L Robinson, Head of the Sixth Form.

Assistant Head (Welfare) and Designated Safeguarding Lead (DSL)

Mr T B Emmet manages the members of the Safeguarding Team, DDSLs (Deputy Designated Safeguarding Leads) and the Nursing/Counselling Team.

Deputy Head (Pastoral)

Mrs R F Speirs manages the Heads of Section and the pastoral structure of the school.



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 School Nursing Team Leader, Mrs H King, and School Nurses, Mrs L Hardie and Mrs Claire Evans, 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 School Nurse is on duty from 08.30 am until 4.30 pm each school day. Anyone who is unwell is sent/taken to see the nurse 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.

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 Deputy Heads of Section (Pastoral) are responsible for establishing, maintaining and developing links with Solihull's feeder schools and Solihull's Preparatory School, in order to



SOLIHULL

build a comprehensive knowledge of all our incoming pupils which will enable their Form Teacher, Head of Year and Head of Section 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 Preparatory School to feeder school pupils is also considered.

The Induction morning at the start of the new academic 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, to 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
- 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



SOLIHULL

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 behaviour and the behaviour 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.

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.

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



SOLIHULL

on understanding the religious beliefs of other faiths, so that there is an understanding and sympathy for the differences of cultures.

I) Wellbeing & Personal Development

Please see pages 27 - 30

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, e.g., 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: Mr T B Emmet or one of the Deputy Designated Safeguarding Leads: Mrs C L Black, Miss C Bednall, Mr J M Brown and Mrs H King. 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.

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



SOLIHULL

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.



SOLIHULL

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.

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 Pupil Planner. 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 Head of Year.

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.

C) Alcohol

Drinking or being in possession of alcohol is prohibited:

- in school buildings or grounds;



SOLIHULL

- 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).

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).

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

E) Bounds

Pupils below the Sixth Form are not allowed off the premises during the lunch hour. Sixth Form 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.



SOLIHULL

Pupils must not ride bicycles inside school premises.

Cars, Motorcycles, etc.

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

G) Electronic Transmissions

Airpods, etc.

Pupils may bring Airpods and 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 Cooper Building, in the Library, or 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.

Please refer to the ICT Acceptable Use Policy in Appendix E for further guidance.

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.

Further details of the rules and regulations can be found in the Behaviour & Discipline Policy on the website. A hard copy is available on request.



SOLIHULL

9. POLICIES

The following policies and information are available on the school website and/or the VLE:

- Admissions Policy
- Aims
- Anti-Bullying Policy
- Behaviour & Discipline Policy
- Curriculum Policy
- Data Protection Policy
- Drugs, Alcohol & Tobacco Policy
- EAL Policy
- Exclusion Policy
- Fire Safety Policy
- First Aid
- Health & Safety Policy
- ICT - Acceptable Use
- Learning & Curriculum Support Policy
- Parental Complaints Policy
- Wellbeing & Personal Development Policy
- Safeguarding and Child Protection Policy
- Supervision Policy
- Trips and Visits Policy

Hard copies are available on request.



SOLIHULL

10. PARENTS' ASSOCIATION

In the academic year 2004-2005 Solihull School Parents' Association celebrated its 75th 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 across the year raise funds for the school; in 2019 the Association raised over £30,000. Due to the pandemic, fundraising events in 2020 were unfortunately limited.

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

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.



SOLIHULL

11. DEVELOPMENT AND ALUMNI RELATIONS

We welcome all former pupils, parents and staff from Solihull and Saint Martin's to connect with the school and each other, via our Solihull Community network.

Solihull Community offers a range of features including news items, events, networking, photo galleries, publications, ways in which to support us and a careers section.

Join here and start creating your profile making sure you add a profile photo.

Stay Connected...

Visit: <https://alumni.solsch.org.uk>

Email: dev-os@solsch.org.uk

Telephone: 0121 703 2963



SOLIHULL

APPENDIX A

SCHOOL ADDRESS AND TELEPHONE NUMBERS

Solihull School
793 Warwick Road
Solihull
West Midlands
B91 3DJ

The School e-mail address is: admin@solsch.org.uk

Headmaster & PA	0121 705 0958	School Receptionist	0121 705 0958
Head of the Senior School & PA	0121 703 2883	Admissions Registrar	0121 705 4273
Deputy Headmaster (Academic)	0121 703 2888	Bursary	0121 705 0883
Deputy Head (Teaching & Learning)	0121 703 2964	Health Centre	0121 703 2901
Deputy Head (Pastoral)	0121 703 2928	School Medical Officer	0121 705 1105
Head of the Sixth Form	0121 703 2925	CCF Headquarters	0121 705 2969
Head of the Middle School	0121 703 2957	David Turnball Music School	0121 703 2908
Head of the Lower School	0121 703 2980	Sports Department	0121 703 2954
Chaplain	0121 703 2902	Alan Lee Pavilion	0121 703 2969
Head of Careers	0121 704 2940	Technology Department	0121 703 2939
Secretary of the Old Silhillians	0121 703 2963		

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
Telephone: 0121 705 0883



SOLIHULL

APPENDIX B

Reporting Schedule to go here



SOLIHULL

APPENDIX C

NEW MAP HERE



SOLIHULL

APPENDIX D

UNIFORM LIST

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

All items of uniform are available from:

Early Years Schoolwear

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 weekend opening hours may vary.



Available only from Early Years Schoolwear

ALL ITEMS MUST BE NAMED



SOLIHULL

Boys Uniform

Yr 7 - 11



SOLIHULL

Girls Uniform

Yr 7 - 11



SOLIHULL

Girls Uniform

Sixth Form



SOLIHULL

Boys Uniform

Sixth Form



SOLIHULL

APPENDIX E

ICT Acceptable Use Policy

As a member of the Solihull School community, 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

- Pupils should not reset machines unless 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 Strategy.
- 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. Please refer to the section on Bullying below for further information.
- 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, whether using a school owned device or personal device such as a mobile phone, tablet or laptop.
- You CAN access your Solihull School email from home by going to 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 and entering your email address



SOLIHULL

('@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.
- 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 printing. Additional credits can be requested where there is a specific need, and the number of credits renews each month. Any unused credits do not rollover.

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 should be aware that all online activity leaves behind a trace, or 'digital footprint' that may identify the person posting, whether or not that post is then deleted. Details such as username, computer name and physical address of the device may all be recorded when posting any content to the Internet.

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).



SOLIHULL

5. Bullying

The school does not tolerate bullying in any form, whether that be verbal, physical or cyber bullying. Cyber-bullying is a different form of bullying and can happen outside of school, at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Such bullying may include racist, sexist or homophobic language, for example, or sexual harassment.

If you are the victim of such behaviours, please report it to a member of staff. A victim can expect support from the school in contacting service providers or other agencies to remove inappropriate or harmful content.

Anyone found to be taking part in such behaviour can expect to be treated in accordance with the Anti Bullying and Behaviour and Discipline Policy.

6. 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.

7. 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.

8. 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 extremism and terrorism. If in any doubt, please seek advice from a Designated Safeguard Lead, Prevent Lead and / or senior member of staff.

9. 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.



SOLIHULL

10. 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.

11. 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.

12. Training and Help

Technology is constantly changing, and with it are new risks and abuses of technology such as cybercrime in its many forms. As a new member of the school, you should receive some basic training on using our systems, and familiarisation with the Acceptable Use Policy (AUP). This details the School's expectations when using technology. Further training for pupils takes place within the Junior School and Lower School years in Computing lessons, and via year wide WPD training, which address different and escalating risks at an age appropriate time. For staff, there is an annual Data Safety briefing by the Assistant Headmaster: ICT and training on a departmental or individual basis is available on request. The school is fortunate in having a number of CEOP trained staff, including Thomas Emmet (Assistant Head – Welfare and Designated Safeguarding Lead, Mrs V Patel (Head of Computing and ICT), Mrs LEM Rooney (Head of Wellbeing and Personal Development), Alex Longden (Prep School Teacher) and Mr M Jones (Deputy Head of the Preparatory School). However, all colleagues can be approached for advice, and if the answer is not known, it can be referred to the relevant member of staff. There is a button on the front page of the VLE to report online behaviour to CEOP, a branch of the Police Force.



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 Nurse, 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.

The School Nurses are available to advise pupils with day-to-day minor ailments and will use her discretion on the need to administer simple home remedies (e.g., Paracetamol, Calpol,



SOLIHULL

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

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 INFECTIOUS ILLNESSESS until pronounced by a Medical Practitioner to be free from infection.

COVID 19 is a rapidly changing situation. Guidance on our policy will be communicated to you separately and will follow current Government and Public Health advice.