



SOLIHULL

SENIOR SCHOOL

HANDBOOK

2024 - 2025

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Introduction

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

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

You will find a section on care and the pastoral system, and we believe that individual support is crucial as children mature and grow. 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 often helps to allay concerns. Please feel free to contact your child's Form Tutor on any matter.

I wish you and your child a successful and enjoyable journey through the Senior School.

A handwritten signature in black ink, appearing to read 'CB Fillingham', with a stylized flourish at the end.

CB Fillingham, Executive Headmaster

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 Wellbeing and Personal Development (WPD) 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.

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 1109 pupils in the Senior School, of whom 339 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 pupils of all faiths and none into a supportive and caring environment. We aim to prepare them for adult life as happy, charitable, confident and intelligent people and all come to understand the value of a strong moral compass and global perspective. Pupils learn the importance of winning with humility and losing with dignity, and individuality and inclusivity permeate all areas of school life. Leadership skills are uncovered and developed and pupils lead with pride, compassion and integrity. Happiness and success are recognised as inextricably linked and all members of the school community are jointly responsible for pastoral care. Looking beyond the school gates, all former pupils 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.

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 which is:

- 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.

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 pupils 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
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 & Mrs L Spratley Head of the Fourth Form – Miss R Noon Head of the Shell Form – Mrs G Lowe Head of the Third Form – Miss S Waldron | | |

| The Fourth Forms | | |
|-------------------------|----------------|------|
| IV Al | Mrs C Goodman | GS13 |
| IV Bl | Mr J Henderson | GS23 |
| IV Cr | Dr A Jennings | GHR |
| IV Le | Dr S Hart | MH11 |
| IV Mn | Mr D Shodipo | GS24 |
| IV Tn | Mr J Hands | GH22 |
| IV Wn | Mr B Richmond | GH11 |
| The Shell Forms | | |
| Shell Al | Mrs C Ridout | D3 |
| Shell Bl | Mrs M Hartland | GS14 |
| Shell Cr | Mr R Reed | GS16 |
| Shell Le | Miss M Yates | GH13 |
| Shell Mn | Mr J Mohammed | D2 |
| Shell Tn | Mr P Delaney | GS22 |
| Shell Wn | Mrs I Harvey | GH15 |

| The Third Forms | | |
|------------------------|-----------------|------|
| III AI | Mrs E McGinley | GH24 |
| III BI | Mrs H Davidson | MH4 |
| III Cr | Miss E Saunders | GS21 |
| III Le | Dr W Carroll | MH13 |
| III Mn | Mr A Mackenzie | GH12 |
| III Tn | Mr P Morgan | GH3 |

| THE MIDDLE SCHOOL |
|--|
| Head of the Middle School – Dr P F Spratley Deputy Heads of Section – Miss C Bednall & Mrs H Hallworth Head of the Upper Fifth Form – Mr M Davies Head of the Lower Fifth Form – Mrs E Campbell |

| The Upper Fifth Forms | | |
|------------------------------|---------------------------|----------|
| UV AI | Mr O Bate and Mr L Boot | OWHB/LAB |
| UV BI | Dr F Ryland | MH8 |
| UV Cr | Mr N Linehan | GH17 |
| UV Le | Mr S Chillcott | E5 |
| UV Mn | Ms N Leeson | GH2 |
| UV Tn | Mrs J Francis | GH25 |
| UV Wn | Mrs I Igoe and Mrs L Webb | GH14 |

| The Lower Fifth Forms | | |
|------------------------------|------------------|------|
| LVAI | Mr A Eden | GH21 |
| LVBI | Mrs K Cooke | MH5 |
| LVCr | Mr M Bristow | GS25 |
| LVLe | Dr J Fennel | E4 |
| LVMn | Mrs J Massarella | MH2 |
| LVTn | Mrs D Parker | D4 |
| LVWn | Mr G James | E3 |

| THE SIXTH FORM | | |
|---|--|--|
| Head of the Sixth Form – Mrs N L Evans Deputy Heads of Section – Mrs C L Black, Mr M J Covill & Mrs K E McAlister Head of the Upper Sixth Forms – Mrs J Elkington Head of Lower Sixth Forms – Mr O Anderton | | |

| The Upper Sixth Forms | | |
|------------------------------|-----------------------|---------|
| UVI IAI | Mrs J Johnson | GH16 |
| UVI IBI | Mr D Brough | B11 |
| UVI ICr | Mrs J Hart | MH3 |
| UVI ILe | Mr M Briggs | B1 |
| UVI IMn | Mrs A Fallis | GS12 |
| UVI ITn | Mr D Brotherhood | GS11 |
| UVI IWn | Mrs C Graham | MH12 |
| UVI IIAI | Mrs V Patel | GH-ICT2 |
| UVI IIBI | Mr M Imison | CB13 |
| UVI IICr | Mrs A Thacker | SH12 |
| UVI IILe | Mrs K Hull | CB12 |
| UVI IIMn | Mrs A Jimenez-Fuentes | GS15 |
| UVI IITn | Miss J Smith | MH6 |

| The Lower Sixth Forms | | |
|------------------------------|--------------------|---------|
| LVI IAI | Mr C Guy | DT2 |
| LVI IBI | Mr P May | E1 |
| LVI ICr | Miss A Wilkie | MH1 |
| LVI ILe | Mr O Parsons | E6 |
| LVI IMn | Mr M Bishop | E2 |
| LVI ITn | Ms R Airdrie | MH7 |
| LVI IWn | Dr R Jennings | F12 |
| LVI IIAI | Mrs E van Rensburg | F1 |
| LVI IIBI | Mr C Mason | CB11 |
| LVI IICr | Mr N Corbett | DT1 |
| LVI IILe | Mrs D Wana | CB14 |
| LVI IIMn | Mr G Affleck | GH23 |
| LVI IITn | Mrs W Meigh | CB10 |
| LVI IIWn | Mrs A Sarcevic | GH-ICT1 |

c) The School Day

The official hours are (Monday to Friday):

| | |
|---------------------|---------------|
| Registration | 8.40am |
| 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 | 2.05pm |
| 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 campus during 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 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 - Tuesday
- Shells - Thursday
- 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 year are:

| | |
|----------------------------|---|
| Christmas Term 2024 | Begins 04 September Half Term 21 October – 01 November Ends 13 December (12 noon) |
| Easter Term 2025 | Begins 07 January Half Term 17 - 21 February Ends 04 April (12 noon) |
| Summer Term 2025 | Begins 28 April (Bank Holiday 05 May) Half Term 26 – 30 May Ends 11 July (12 noon) |

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 and subsequent days, by completing an absence notification form (in the 'forms' area of the Parent Portal), or by telephoning Reception in the Headmaster's Wing (Tel: 0121 705 0958). If the school does not receive notification, attempts will be made to contact parents during the course of the morning.

If you know that your child will be absent for more than one day, advising of this on day one will suffice. In the case of your child 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 from the Heads of the Lower and Middle Schools and the Sixth Form as appropriate. Absence requests should be made through the Parent Portal (using a leave request form in the 'forms' area). If over 5 days, these will be directed to the Head of Senior School, Mr Sean Morgan for approval. In particular, the school is very reluctant to grant leave of absence for pupils to

[Type here]

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 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 completion of a leave request form. Before leaving school during the school day pupils **MUST** sign out in Reception and **MUST** sign in on return.

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, they 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 Head's Wing and sign in.

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. 5 late marks to am and/or pm registration in a half-term will result in a Reflection session.

g) **Uniform**

School uniform must be worn:

At school, on weekdays.

- Travelling to and from school; pupils riding scooters or bicycles must wear 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 C.

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 child to have a school lunch should write to the Bursary within the first week of term in order to receive a credit.

There is a very wide range of choice in school lunch, including Halal and vegetarian options, salads and sandwiches, so that there should be something for everyone. Anyone with allergies should make contact with the Health Centre who will liaise with the Catering team.

i) Travel

Pupils travel to Solihull 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.

Behaviour on the buses is expected to be exemplary.

Further information on routes is available on the website.

i) 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.

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:

- **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.

Lower School – Number 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 | 6* | 3* | **6 |
| History | 4 | 4 | 4 |
| Geography | 4 | 4 | 4 |
| Terriers | 4 | 0 | 0 |
| Religious Studies | 4 | 4 | 4 |
| PE | 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 |
| Greyhound Programme*** | 1 | | |
| Total | 80 | 80 | 80 |

[Type here]

Options are indicated by asterisk.

* In the Third Form, pupils select one language from French or Spanish.

*In the Shells, pupils choose two subjects from German, Latin and Dance and Drama. 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.

*** In the Third Form only. Greyhound Programme which is learning skills for a successful start – one period with Tutor.

Options Advice

At appropriate times in the year, pupils in the Thirds, 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 accommodate.

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

Middle School – No. of Periods per Fortnight

| Subject | LV | UV |
|----------------------------------|-----------|-----------|
| English | 12 | 11 |
| Mathematics | 10 | 10 |
| Biology | 7 | 7 |
| Chemistry | 7 | 7 |
| Physics | 7 | 7 |
| Combined Science | 14 | 14 |
| PE GCSE | 7 | 7 |
| PE | 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 | 7 | 7 |
| 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.

[Type here]

Optional Subjects to be chosen from the list below

| | | |
|------------------------|-----------|-------------------|
| Art | French | PE Music |
| Classical Civilisation | Geography | Religious Studies |
| Computer Science | German | Spanish |
| Dance | History | |
| Drama | ICT | |
| Design Technology | Latin | |

Options Advice

[Type here]

Information about Sixth Form courses is in the Sixth Form Booklet which is found on the school website under 'Sixth Form'. Form Tutors, Mrs Chillcott 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.

- **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 the Enrichment Programme, Games and Private Study as preparation for 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) |
| Fourth Option/Enrichment | 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 3 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 and Design – Fine Art | History |
| Biology | Latin |
| Business | Mathematics |
| Chemistry | Further Mathematics |
| Classical Civilisation | Music |
| Computer Science | Photography |
| Dance | Physical Education |
| Design & Technology – Product Design | Physics |
| Drama and Theatre Studies | Politics |
| Economics | Psychology |
| English Literature | Religious Studies (Philosophy and Ethics) |
| French | Spanish |
| German | |

- **Enrichment Programme**

In a world where so much emphasis is put on exam success, we have designed our Enrichment Programme 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.

With the application process for university and for jobs becoming even more competitive, we also believe that the Enrichment 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 Enrichment 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 Enrichment Programme is made up of two parts: the Certificated Courses (known as the Fourth Option) 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
- Extended Project Qualification (EPQ)
- Guardian Shield Health Champion Award (including First Aid and Mental Health First Aid)

Enrichment for the Lower Sixth

For the Lower Sixth there are 2 periods per week allocated to Enrichment, a double on a Thursday.

In the summer term, students follow a UCAS preparation Programme, and candidates for Oxbridge, Medicine, Dentistry and Veterinary 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, which is lecture based. Its aim is to support pupils in preparation for their post 18 pathways. Lectures have included: Finance and student loans, living away from home and the impacts of drink driving.

A Wellbeing and Personal Development curriculum will also be followed by all members of the Sixth Form.

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.

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 | Min 70 |
| UV | 2 | 35 | Min 70 |
| SIXTH FORM | | | |
| Sixth Forms | as set | | Min 120 |

c) Assessment and Communication with Parents

- **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.

- **Internal Examinations**

Each year group is formally assessed in an exam each year. For non-external examination years, 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 February.

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.

- **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

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.

- **Grades**

In addition, pupils will be assessed on a scale for their 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.

- **Reports**

All year groups receive a full report, usually towards the end of the year, which includes a full set of subject reports plus reports from the Form Tutor. Upper Sixth pupils also receive a valedictory letter at the end of their time here. At other times, attainment and effort grades without additional comment are issued half-termy.

- **Parents' Evenings**

Parents' Evenings are arranged at the time of the year that is best for each year-group.

At the start of each section, there will be opportunities for parents to meet with their child's Form Tutor and pastoral team.

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, to be introduced to the workings of the school community and to meet the staff most closely concerned with their children.

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

e) **Pupil Personal Development**

Putting Tutors at the heart of what we do

Tutors are essential to our provision at Solihull and they have 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 themselves, explore useful strategies and reflect on areas of success. These Form Tutorials take place from the Shell form to the UVI.

The Language and Culture of the School

The school will look to celebrate individual and group examples of personal development. This might be done via merits, commendations, verbal conversations, Team of the Week or end of year Prizes.

Recognition, Boundaries & Sanctions

Recognition

1. Merits

Whilst verbal praise and positive comments in books are central to any school praise system, tutors are able to award Merits to pupils where they have demonstrated particular skills or produced a good piece of work / been kind etc. They will do this both verbally and through ISAMs (the school management system). These can be seen in real time by parents and tutors.

2. Commendations

The school also has a system of commendations for excellent academic work/effort, consistently high achievement and/or a positive contribution to school life. Parents are automatically informed of the award of a commendation to their son or daughter via the Parent Portal. The commendations (alongside merits) contribute towards the award of the Academic Cup in each section of the school. These cups, bestowed by a distinguished Old Silhillian, the late Lord Butterfield of Stechford, are presented annually to the winning House. Thus, every pupil, whatever their academic standard, can contribute towards winning this cup.

3. Certificates and Awards

Over the course of the year, pupils will be acknowledged for displaying and exhibiting specific skills.

4. Headmaster's Commendation

Awarded at any point in the year for an outstanding contribution to school life. A lapel badge is awarded in recognition of this achievement.

Boundaries and Sanctions

The purpose of our sanctions process is to ensure a pupil understands the importance of their behaviour and to uphold the boundaries and values of the school. Staff recognise that pupils are on a journey and that they need a number of skills and a great deal of guidance to assist them with choices and decision-making. Staff will work to support pupils develop positive behaviours in line with the schools Behaviour and Discipline policy.

Tutors may well intervene if behaviour falls short of the school's high expectations and consider appropriate strategies to ensure behaviour improves. This could (for example) include requiring them to be on a Report Card.

Range of Sanctions:

1. **Verbal warning**

2. **Verbal warning and Demerit** (Form Tutor to speak to pupil in Form period or in Tutorial meeting)

3. If the situation continues to escalate, or fails to improve, or 5 Demerits have been issued within a half-term period, a **Reflection session** will be issued – run by Senior Management Group (SMG) every day in B1 12:50-1:25

Should a pupil miss a Reflection session, the member of SMG holding the session will move the pupil to the following day. If they fail to attend a second time, this will escalate to a Head of Year Detention (HoY DT). It is the responsibility of the Form Tutor and the HoY to ensure this happens. Pupils should be informed of their Reflection session the day before they are due to sit it.

[Type here]

An accumulation of 5 Demerits equals a Reflection session (including work task) to be issued by the tutor. Any other staff can also issue a Reflection session, but should use the steps above re. a verbal warning and issuing a Demerit first, unless deemed to be more serious. 5 further Demerits in the same half-term (e.g. now 10) = a second Reflection session. An 11th Demerit will escalate to a HoY DT.

4. **Head of Year Detention** – 1 hour Tuesday 4.15 – 5.15 – this should only be issued by the Head of Year / Deputy Head of Section / Head of Section.
5. **Head of Section Detention** – 1 ½ hours 4.15 – 5.45 – can be given for stand-alone offences at the Head of Section's discretion and will replace a pupil's 3rd Head of Year detention).
6. **Deputy Head's Detention** - Friday 4.15 – 6pm (can be given for stand-alone offences at the Deputy Head's discretion and will replace a pupil's 4th Head of Year detention).
7. **Headmaster's / Head of Senior School's Detention** - Saturday morning – 2 or 3 hours (to be given for stand-alone offences at the Senior Head's or Headmaster's discretion / will replace a pupil's 5th Head of Year detention).

In very serious cases, a pupil may be excluded/suspended from school for a fixed period of time or permanently – information about this can be found in the Exclusion policy.

Uniform: (please also see the Uniform regulations)

If pupils are wearing their uniform incorrectly, they will be asked to sign the Uniform Book in the Head's Wing, by a member of staff. If it has been signed by a pupil 5 times during the same half-term, they will be issued with a Uniform detention. (Wed 12.50-1.20) Week B – B11

Jewellery that is not compliant with the uniform regulations will be confiscated and handed into the Head's Wing. A pupil may collect it and take it home at the end of the day. A Demerit will be issued by the member of staff who has confiscated the jewellery.

Mobile Phone Use: (please also see the specific Mobile Phone Use document)

1st Infringement: the mobile phone will be confiscated by the member of staff and taken to the Head's Wing where it will be placed in a named envelope for collection at the end of the day. A Demerit will be issued by the member of Staff who has confiscated the phone and a record of the incident made.

2nd Infringement: as above, though the pupil will be required to hand their phone into the Head's Wing for the following two days and attend a lunchtime Reflection session with a member of the Senior Management Group.

3rd Infringement: as above though a Head of Year detention will be issued and a record of the incident made. Contact to be made with home by Form Tutor or Head of Year.

Future misuse: a second HoY detention & pupil to hand to HoS each day before and after school.

If impractical for a member of staff to deliver the phone to the Head's Wing, the pupil should be asked to do so immediately (ideally with a follow-up email to the Head's Wing).

Sanctions from the 2nd infringement onwards will be entered on to the system by the Deputy Head Pastoral/the Welfare and Pastoral Administrator.

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

Statutory PSHEE and RSE content is delivered as part of our Wellbeing and Personal Development (WPD) curriculum. 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.'

IMPORTANT NOTE FOR 2025: At the time of publishing this Parent Handbook, the Department for Education is consulting educators and wider stakeholders across the UK about what RSHE lessons should and should not contain. The information below is correct at the time of printing, but may change during the academic year, in which case the school will alert parents and community as appropriate.

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 SEN and specific vulnerabilities are supported effectively and appropriately throughout the WPD year.

Aims

- To promote pupils' personal and social development.
- To help prepare pupils for a positive and active role in life.
- To skill pupils 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, emotional awareness and regulation and skills for pupils to fulfil their potential in all areas of life.
- To offer training, seminars and opportunity for wider school/community engagement.

Delivery

Every pupil has a WPD lesson every week. WPD is a CORE subject in the school and these lessons are taught by specialist staff within the school and outside agencies as appropriate. Pupils 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 Enrichment scheme as well as having a dedicated lesson every week.

Reports

WPD issues engagement scores throughout the year, but pupils in Senior School write their own end of year reports, 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

Topics in WPD 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. 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 pupils. Pupils 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 rooneyl@solsch.org.uk



My Wellbeing and Personal Development Trail



III^{ts}

I am committed to learning about mental health including mindfulness and building resilience. Additionally, I will participate in special events that will aid me in discovering my identity and aspirations. I will also educate myself about human and individual rights while receiving ample support for a smooth transition into Senior School.

Shells

I will explore personal, social and health issues and I will look at qualities of character and identity. I will have special events that will help me be safe online and understand my digital identity as well as who I am becoming. I will have specialist education around relationships and consent. And I will expand my focus on my career.

IVth

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 explore how I can be an ethical upstander, identify vulnerabilities in society, and focus on how I can be a good citizen. I will participate in specialist events including RSHE and explore safe and healthy relationships.

LVth

I will explore issues of justice and citizenship, focusing on decisions and consequences. I will attend specialist events to prepare for my GCSEs and to gain a deeper understanding of global issues. I will also focus on mental health, growing up, relationships, managing changes, and building resilience.

UVth

I will be preparing for my GCSEs and will receive support for my wellbeing and self-care. There will be specialist events to help me make decisions and prepare for changes. I will also learn about global issues and receive support for managing change. Additionally, I will have the opportunity to share my knowledge and wisdom through meaningful activities

Vth

As a student in Sixth Form, I will be taking on leadership roles at school while preparing for my A Levels. Additionally, I will be acquiring extra qualifications to enhance my resume and gain valuable experience. I will also receive lessons on transitioning into adulthood, including essential life skills and responsibility, sharing knowledge and wisdom to my younger peers.

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

PERSEVERANTIA

AMBITION - OPPORTUNITY - COMMUNITY

SOLIHULL SCHOOL WPD (PSHEE/RSHE) ANNUAL PLAN 2024-25 SENIOR SCHOOL



SOLIHULL

| | WIDER PASTORAL | Thirds | Shells | Fourths | LV | UV | LVI | UVI |
|--------|--------------------------------------|--|--|--|--|--|--|---|
| W/c | ANNUAL GENERAL THEMES AND INFLUENCES | Transition and gaining skills for senior school. Grounding and resiliency. | Identity; growth, values, character, ourselves in relationships, ourselves in the world | Who do I want to be? Citizenship, understanding ourselves, our relationships, and the world around us. | Justice, vulnerability, ethical upstanding, keeping ourselves safe, responsibility and accountability. | Ethical Upstanding, social justice and leadership skills, self-care and change management. | The next chapter, mature outlooks, taking stock. | FUTURE READY PROGRAMME |
| Sep 2 | New School Year Transition/change | The year ahead. What is WPD in Senior School? Learning Commitment Letter to Self Setting Intentions | The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions | The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions | The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions | The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions | The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions | The Year Ahead. What is WPD this year? Learning Commitment Letter to Self Setting Intentions |
| Sep 9 | Growth and Benefit mindset | Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills and Tools for WPD | Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills and Tools for WPD | Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills and Tools for WPD | Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills and Tools for WPD | Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills and Tools for WPD | Self-assessment in WPD, Learning for Life Assessor, Personal Tracker, Oracy Skills and Tools for WPD | Positive Mental Health – Grit, Thrive and Resilience 1 Brainwaves Model |
| Sep 16 | International Day of Peace | Critical Analysis Skills | Careers Learning in WPD 1 Unifrog – Careers Library. Treasure Hunt 2 | Careers Learning in WPD 1 Unifrog – Identifying Interests | Careers Learning in WPD 1 Unifrog – Careers Library – Treasure Hunt | Careers Learning in WPD 1 Unifrog – Post-16 Choices, Choices, Choices | Inclusivity Charter, 5-steps towards anti-discrimination | Positive Mental Health – Grit, Thrive and Resilience 2 |
| Sep 23 | Sign Language and Communication | Inclusivity Charter – Leadership and communication | Critical Analysis Skills – thinking for yourself | Critical Analysis Skills – thinking for yourself | Critical Analysis Skills – thinking for yourself | Critical Analysis Skills – thinking for yourself | Critical Analysis Skills – thinking for yourself | Positive Mental Health – Grit, Thrive and Resilience 2 |
| Sep 30 | Black History Month | 5-Steps towards anti-discrimination | Tuckman Model and Olweus Bullying Theory | Young Citizenship (links from Shells Perseverantia Inspiration EoY Project) | Masks We Wear 1 | RSE So-called Honour-based Crime 1 – Forced Marriage * | CEOPs Project Setting & KCSIE Online (Educare) | Physical Health 1 Adult Female Health including self-checking but focusing on raising awareness and sourcing support. |
| Oct 7 | World Mental Health Day/Grades | Prejudice and Unconscious Bias | Values 1 – Loyalty – group and individual | Young Citizenship (links from Shells Perseverantia Inspiration EoY Project) | Masks We Wear 2 | RSE – Honour-based Crime 2 – FGM * | CEOPs Project Development | Physical Health 2 Adult Male Health including self-checking but focusing on raising awareness and sourcing support |
| Oct 14 | Global Day of Dignity | Discrimination, loneliness, and Empathy | BYOD Values 2 – Via Institute - Strengths evaluation | Young Citizenship (links from Shells Perseverantia Inspiration EoY Project) | Grooming, radicalisation, loneliness, and ideologies | RSE Sexism and Harm (Post 16) * | KCSIE/CEOPs Learning Review Presentations Prep | Physical Health 3 Adult NHS/GP/Donor etc. |

Half Term

*Indicates lesson with sensitive content that parents may wish to review and decide to withdraw child from. NOTE that Department of Education currently consulting on RSHE provision which may effect changes mid-academic year as at time of printing 10.7.24.

| | WIDER PASTORAL | Thirds | Shells | Fourths | LV | UV | LVI | UVI |
|--------------------|---|---------------------------------------|---|--|---|--|---|---|
| Nov 4 | November/Flair Survey Phase 2 10.11.25 | BV - Democracy | Careers in WPD Learning 2 Unifrog – Careers Terminology | Careers in WPD Learning 2 Unifrog – GCSEs and Choices, Choices, Choices | Careers in WPD Learning 2 Unifrog – Personality Profile | Careers in WPD Learning 2 Unifrog – A Level Choices | RSE – sexual ethics inc. Sexism and Harm 1 | Independent Living 1 – Credit rating, voting, and proving your identity |
| Nov 11 | Remembrance UK LV1th and UV1th Assessment Week | BV – Tolerance | Our growing brains – being interested, happy hormones and self-care. Inc. Brainwaves Module | RSE GROUND RULES and Positive Consent (vulnerabilities including loneliness) | Justice 1 12 th VR Experience with WMP and Round Midnight | Social Responsibility Project 1 | RSE – sexual ethics inc. Sexism and Harm 2 | Independent Living 2 – housekeeping, utilities, and daily budgeting |
| Nov 18 | International Day of Tolerance | BV – Rule of Law | Compliments 1 – the science of happiness (belonging) | RSE Sexting and online behaviour | Justice 2 | Social Responsibility Project 2 | RSE – unhealthy relationship patterns and healthy breakups | Independent Living 3 – Personal Safety Post-18 |
| Nov 25 | Philosophy Focus | BV – Individual Liberty | Compliments 2 – the science of happiness (belonging) | RSE Sexism and harm | Justice 3 and joint enterprise | Social Responsibility Presentations and reflection | MH Understanding Trauma | Independent Living 4 – employment pathway |
| Dec 2 | International Day of Disabilities | BV- Respect | The science of anger and over-reacting | RSE Signs of Intimacy * | County Lines – behind the scenes | Mock Prep Skills - Resilience | MH Grief and loss | Independent Living 5 – Interview skills |
| Dec 9 | Human Rights Week | BV Commitment and Activity | BYOD Our brains and procrastination | RSE STI's and contraception (inc. condom application demonstration) * | Justice reflection – YP vulnerability – small group research | Mock Prep Skills – Planning | Vulnerabilities Reflection and Personal Safety Considerations | Independent Living 6 – employment contracts, trial periods, rights etc. |
| Christmas Holidays | | | | | | | | |
| Jan 6 | Orthodox Christmas | Penn Resiliency | Careers in WPD Learning 3 Unifrog – What does success mean to me? | Careers in WPD Learning 3 Unifrog – What makes a great leader? | Careers in WPD Learning 3 Unifrog – What makes a good Team Player? | MOCKS | Show Racism the Red Card Ambassador Training | MOCKS |
| Jan 13 | Logical Thinking Week | Penn Resiliency | RSE – Consent (in everything) | Mental Health – modern concerns | Gratitude Project | MOCKS | Show Racism the Red Card Ambassador Training | MOCKS |
| Jan 20 | World Religion Day | Penn Resiliency | Hostile Environments – in person (bullying) | Mental Health Research BYOD Project | Gratitude Project BYOD | Mocks Week - tbc | Show Racism the Red Card Ambassador Training | MOCKS - tbc |
| Jan 27 | Holocaust Memorial Day 27.1.25 | Penn Resiliency | Hostile Environments online | Mental Health Research BYOD Project | Gratitude Project Findings | Brainwaves – MHFA Mental Health and Wellbeing | Show Racism the Red Card Ambassador Training | Drugs and Addictions 1 – 101 PBL |
| Feb 3 | Safer Internet Day 9.2.25 | Online Resiliency and Personal Safety | Sexting and the law * | Mental Health and our Digital Selves | Optimistic/Benefit Mindset | Brainwaves – MHFA Mental Health and Wellbeing | Racism and discrimination online | Drugs and Addictions 2– 101 PBL (End of Year/School Reports) |
| Feb 10 | International Day of Women and Girls in Science | Penn Resiliency | BYOD Digital Citizenship | Mental Health Project Completion | Wellbeing in the Digital World | Careers in WPD Learning 2 Unifrog – Subjects Library Treasure Hunt | Safer Internet Day 2025 – Post 18 considerations | Drugs and Addictions 4 – submission, summary, support |
| Half Term | | | | | | | | |

*Indicates lesson with sensitive content that parents may wish to review and decide to withdraw child from. NOTE that Department of Education currently consulting on RSHE provision which may effect changes mid-academic year as at time of printing 10.7.24.

| | WIDER PASTORAL | Thirds | Shells | Fourths | LV | UV | LVI | UVI |
|------------|----------------------------|---|--|--|---|---|---|---|
| Feb 24 | Ramadan starts 28.2.25 | Penn Resiliency | BYOD Careers in WPD Learning 4 Unifrog – Activities and Competencies Bingo | Careers in WPD Learning 4 Unifrog – What makes a great communicator? 26 th VR Experience – Knife Crime | Careers in WPD Learning 4 Unifrog – Revision Techniques: Good -v- Bad | Careers Learning in WPD 4 Unifrog – Volunteering and Paid Work | Careers Learning in WPD - VIA Institute Strengths | RSHE 1 – Positive Consent Refresher |
| Mar 3 | International Women's Day | Penn Resiliency | RSE – Different Types of Relationships and Families * | Virtual Decisions Knife Crime 1 – Rhys' Story | RSE – Consent (reminder) | How have I changed? (EoY Reports) | British Values, Expectations, and behaviour Recalibration (1 of 2) | RSHE 2 – Dangers of Pornography and the Law |
| Mar 10 | Empathy Week 2025 | Empathy Week 2025 | Empathy Week 2025 | Empathy Week 2025 | Empathy Week 2025 | Empathy Week 2025 | Empathy Week 2025 | RSHE 3 – Different People (GSD awareness) * |
| Mar 17 | Day of Happiness | Penn Resiliency - completion | RSE – Marriage and partnerships * | Virtual Decisions Knife Crime 2 – Zoe's Story | Unhealthy Love Relationships – coercive control and emotional abuse | Ourselves as citizens of the world | International Project Module | RSHE 4 – Abusive Relationships |
| Mar 24 | Earth Hour | Consent (in everything) * | RSE – pregnancy matters * | Virtual Decisions Knife Crime 3 – Maisie's Story | Unhealthy Love Relationships – coercive control and emotional abuse | RSE The Dark Web and risks as Digital Citizens | International Project Module | RSHE 5 – Healthy, safe break-ups |
| Mar 31 | Eid-ul-Fitr 30.3.25 | Personal reflection and learning progress check | BYOD Personal Reflection and learning progress check | Virtual Decisions Knife Crime 4 – summary, personal reflection and learning progress check | Unhealthy Love Relationships – summary, personal reflection and learning progress check | Personal Reflection and learning progress check | We as citizens of the world - personal Reflection and learning progress check | RSHE 6 – Legal considerations (Post 18) |
| Easter | | | | | | | | |
| Apr 28 | Day of Dance | .b Mindfulness Programme | BYOD Careers in WPD Learning 5 Unifrog – Your Superhero CV | Careers in WPD Learning 4 Unifrog – Talking about your activities. | Careers in WPD Learning 4 Unifrog – Introduction to Apprenticeships | Careers in WPD Learning 4 Unifrog – Decision-making: choosing your post-16 pathway. | Writing EoY Reports and Self-reflection | MH managing endings, grief, change management and saying goodbye. |
| May 5 (BH) | World Red Cross Day | .b Mindfulness Programme | MH and Wellbeing – low mood | British Values Recalibration – Misogyny and Sexism Wk2 | British Values Recalibration – Misogyny and Sexism Wk2 | Dealing with change and endings | Resiliency for Life Skills 2 | UVith Leaving our mark and passing on wisdom. |
| May 12 | Day of Families | .b Mindfulness Programme | Stress Management – MHFA UK Stress Container | Stress Management – MHFA UK Stress Container | Stress Management – MHFA UK Stress Container | Goodbye and Good Luck – coming together | Stress Management – MHFA UK Stress Container | Goodbye and Good Luck – coming together celebration |
| May 19 | Learning through the years | .b Mindfulness Programme | Exam Management and Study Skills | Exam Management and Study Skills | Exam Management and Study Skills | Study leave - tbc | Exam Management and Study Skills | Study leave - tbc |
| Half Term | | | | | | | | |

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| | WIDER PASTORAL | Thirds | Shells | Fourths | LV | UV | LVI | UVI |
|--------|-----------------------------|---|---|--|--|----|--|-----|
| Jun 2 | Pride | Writing EoY Reports and Self-reflection (IN ICT ROOM) | BYOD Writing EoY Reports and Self-reflection | Writing EoY Reports and Self-reflection *ROUND MIDNIGHT WORKSHOP all IVths 5.6.24 | Writing EoY Reports and Self-reflection | | Body Image through the Digital Lens 1 – Photo Editing | |
| Jun 9 | Blood donation/Donor issues | .b Mindfulness Programme | BYOD Careers in WPD Learning 6 – The Challenges and Rewards of Work | Careers in WPD Learning 6 – What is the labour market and why is it important? | Careers in WPD Learning 6 – Wellbeing in the Workplace | | Body Image through the Digital Lens 2 – Selfie Dysmorphia and Filters | |
| Jun 16 | Summer Solstice | .b Mindfulness Programme | BYOD The Perseverantia Project | Substance abuse 101 Inc. Round Midnight Content/Frank | Body Image through the Digital Lens 1 – Photo Editing | | Body Image through the Digital Lens 3 – AI bias and group production of concept resource | |
| Jun 23 | World Writing Day | .b Mindfulness Programme | BYOD The Perseverantia Project | Substance abuse 101 Inc. Round Midnight Content/ Frank | Body Image through the Digital Lens 2 – Selfie Dysmorphia and Filters | | Managing Change – preparing for UVith | |
| Jun 30 | Space Week and Asteroid Day | Summer Break Personal and Online Safety | Summer Break Personal and Online Safety | Summer Break Personal and Online Safety | Body Image through the Digital Lens 3 – AI bias and group production of concept resource | | LVith Passing on Wisdom. | |
| Jul 7 | Summer Safety | EoY Reflection/Activity | EoY Reflection/Activity | EoY Reflection/Activity | EoY Reflection/Activity | | EoY Reflection | |
| EoY | | | | | | | | |

**Indicates lesson with sensitive content that parents may wish to review and decide to withdraw child from. NOTE that Department of Education currently consulting on RSHE provision which may effect changes mid-academic year as at time of printing 10.7.24.*

g) Games

We encourage all pupils to participate in as many sports as possible.

Games takes 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 senior years, more alternatives become available.

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: badminton, table tennis, tennis, squash, ultimate frisbee, basketball, swimming football and rounders.

A number of school teams also go on tours. In recent years these have included tours to South Africa (boys' rugby and girls' netball), Holland Boys and Girls hockey). A tour to Dubai (cricket) took place in 2023. Plans are in place for a boys' rugby tour to France in October 2024 and a girls' cricket tour to South Africa in February 2026.

Games in the Senior School

| Year Group | Christmas Term | Easter Term | Summer Term |
|-------------------|---|---|---|
| Thirds Boys | Rugby | Hockey | Cricket |
| Thirds Girls | Hockey | Netball | Cricket |
| Shell Boys | Rugby | Hockey | Cricket |
| Shell Girls | Hockey | Netball | Cricket |
| Fourths Boys | Rugby | Hockey | Cricket |
| Fourths Girls | Hockey | Netball | Cricket |
| Lower Fifth Boys | Rugby, Hockey, Arden | Rugby, Hockey, Arden | Cricket, Athletics, Arden |
| Lower Fifth Girls | Hockey, Netball, Arden | Hockey, Netball, Arden | Cricket, Athletics, Arden |
| Upper Fifth Boys | Rugby, Hockey, Arden | Rugby, Hockey, Arden | Cricket, Lacrosse, Beach Volleyball, Arden, Tennis, Softball, Football, Rounders, Climbing/Skateboarding, Clay Pigeon Shooting, Yoga, Zumba |
| Upper Fifth Girls | Hockey, Netball, Arden | Hockey, Netball, Arden | Cricket, Lacrosse, Beach Volleyball, Arden, Tennis, Softball, Football, Rounders, Climbing/Skateboarding, Clay Pigeon Shooting, Yoga, Zumba |
| Sixth Form (all) | Hockey, Rugby, Football, Arden, Climbing/Skateboarding, Yoga, Zumba, Clay Pigeon Shooting, Gym, Badminton | Hockey, Rugby, Football, Arden, Climbing/Skateboarding, Clay Pigeon Shooting, Yoga, Zumba, Gym, Badminton | Cricket, Lacrosse, Beach Volleyball, Arden, Tennis, Softball, Football, Rounders, Climbing/Skateboarding, Clay Pigeon Shooting, Yoga, Zumba |

h) Learning Support

The Learning Support department aims to support pupils with SEN 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.

5. 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 *Evo/ve* 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: 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 helping to support the development of our pupils.

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**

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, 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 love for learning. The academic enrichment programme draws on many areas of school life and Mrs K McAllister, Acting Head of Academic Enrichment oversees this ever-changing and exciting area of school life.

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

| | |
|------------------------------------|-------------------------------|
| British Maths Olympiad | History Extension |
| Mindful Drawing | Equity Group |
| Marginal Gains (politics magazine) | Science Olympiad Preparation |
| Chess Club | Philosophy Club |
| Coding Club | LAMDA |
| Law Society | Scribbling Nibblers |
| Debating Society | Physics Extension |
| Film Club | Medics and Veterinary Society |
| Gardening Club | Textiles Club |
| Minecraft Club | Touch Typing Club |
| Pi Club | Oxbridge Preparation |
| Eco Club | Warhammer Club |
| Science and Engineering Club | RADA |
| Enterprise Club | English Extension Group |

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 concepts 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 |
| The Matt | Refurbishment Fund |
| Gallager Foundation | |

Solihull has a close link with a number of local schools, in particular Reynalds Cross. Pupils from Reynalds Cross and other local primaries, often take part in workshops in a number of activities such as IT, Art, Drama and Music, in which our pupils take active roles. Our pupils are involved in the planning and delivery 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, activities and concerts. Pupils benefit from many different performance platforms, from informal concerts through to major productions. There are also opportunities to participate in music festivals, solo recitals, assemblies and in Chapel. Many pupils have individual music lessons at school and the Director of Music, Mr T Kermodet (kermodet@solsch.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 recent examples of ensemble groups and sessions:

| | |
|---|---|
| Aural Training (Grades 6, 7 & 8) | 'Love Singing Chorally' Choir |
| Big Band | Music Theory |
| Boys' Choir | Rock and Pop Bands |
| Brass Ensemble | 'Saxophony' |
| Chamber Choir (four-part SATB - soprano, alto, tenor, base - choir) | Senior Flute Choir |
| Chamber Orchestra | Senior Guitar Ensemble |
| Clarinet Choir | Sinfonia (symphony orchestra) |
| Concert Band | String Orchestra |
| Girls' Choir | |
| Horn Quartet | |
| 'Jazz 793' (jazz improvisation group) | Various chamber music groups (e.g. string quartets, piano duets, piano trios) |
| Jazz Singers | |

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 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 23 other pupils. Six members of staff 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: pupils are also able to join throughout the year and on entry to the Sixth Form. In 2023/4 there were 135 pupils in the CCF. Last year we took 8 Cadets on an exchange trip to Boston, USA and also had 6 American cadets join us for Summer Camp.

There are two sections, the Army Section and the RAF Section, and the CCF operates out of The Martyn Garner Building for Outdoor Pursuits, on the Field of Mars. The weekly parades take place on Monday after school from 16:20 to 17:45. 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, range days and 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 volunteering section of the 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).

- **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 many as a sign of young people having shown resilience, initiative, leadership and in fostering teamwork. Pupils at Solihull are engaged in the Duke of Edinburgh's Award Scheme at one of the three levels, Bronze, Silver or Gold. Those involved normally enroll 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 can still join the scheme on entry to the school in the Sixth Form as 'direct entrants' if they commit to undertake extra expedition training and commit to longer timescales in the other sections. The school facilitates both the practice and the assessed expeditions for pupils in the course of the term and during holidays.

Expeditions are local in Warwickshire for Bronze, and these progress to Snowdonia and other wilderness areas for Gold. Activities in School but outside of lesson time may form the basis of a part of a pupil's award, pupils must also be proactive outside of school in sourcing activities for the Physical, Skill and Volunteering sections. Pupils must keep strong evidence of their participation and be responsible for managing their own D of E account.

The award represents a large commitment, is both physically and emotionally challenging, but of course is a great achievement if completed.

Pupils are invited to enroll for Bronze in the Fourth Form in September and similarly for the other levels at the start of the new school year. Pupils must have completed one level in full to progress to the next level. 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 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 staff and dedicated Sixth Formers. There are also Technical Theatre and Theatre Design Clubs, headed by specialist and expert members of staff.

Each Lower School year group takes part in a House Drama competition every year, where they are directed by members of the Middle and Upper School. The winning house has the high honour of performing their piece in Lower School assembly.

Pupils can also choose to receive one-on-one tuition in preparation for the Trinity College Acting Award. This prestigious award allows students to develop as performers and scholars whilst being recognised by two 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).

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 J Hart (hartj@solsch.org.uk).

Pupils in all sections of the school enjoy the opportunity to take part in one or 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 and PE

We aim to be a physically active school community through a range of different sports and PE 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 compulsory afternoons for every year group, which are run on different days of the week. These key areas of school life are overseen by the Director of Sport, Mr S Thompson thompsons@solsch.org.uk and the Assistant Director of Sport, Mr D Brotherhood brotherhoodd@solsch.org.uk. Excellent facilities and enthusiastic staff help to ensure that pupils are able to give the best version of themselves at all levels and in all areas of school life.

- **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 |
| Cross Country/Running | Rugby |
| | Rugby S&C |
| Girls' Hockey | Sailing |
| Girls' Hockey/ Netball S&C | Ski Team |
| Basketball | Hockey (Drag, Flick & GK training) |
| Swimming | 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 |
| Upper Fifth and all of Sixth Form | Wednesday |
| Shells | Thursday |
| Thirds | Friday |

- i) **Trips, Visits and Expeditions**

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 girls' netball, 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 netball) and Singapore/Malaysia (girls' hockey and netball) take place.

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.

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 (e.g. Skiing trips, Mountain Club trips etc). Senior pupils have the opportunity to join the biennial major expedition. Expeditions have visited Morocco, Nepal, Ecuador, Peru, Tibet, Chile, Norway and Ladakh.

The school has an appointed Educational Visits Co-ordinator, who is responsible for the organisation of all trips. Thus, they ensure 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 *Evolve* 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 Evolve Payment platform.

- **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 are a wide range of sport, academic and adventurous trips over all year groups.

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 Director of Futures, 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. In addition, all pupils and students have individual Unifrog accounts and participate in regular guided sessions. Mrs Chillcott is available at all times to discuss questions arising from pupils' and students' research and to help them plan their next steps.

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, all pupils and students are invited to meet Mrs Chillcott when deciding their academic options. Pupils in the Upper Fifth Form participate in the Morrisby Online Assessment and receive a 1:1 meeting with Mrs Chillcott to discuss the results of this, in relation to their post-16 pathways, including A Level and B-Tech courses and subjects. During the Lower Sixth Form, students receive comprehensive support from Mrs Chillcott 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, individual and guided research using Unifrog 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 Director of Academic Guidance & Administration 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 Mrs Chillcott at key Parents' Evenings (Fourths, Upper Fifth, Lower Sixth and Upper Sixth), and receive invitations to a variety of events throughout the school year.

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

Mrs Chillcott 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

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.

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 child be given a health and safety briefing as part of their induction, either before the placement commences or at the very start?
- Will my child 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) 2024 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.

7. PASTORAL CARE

The school is committed to developing a climate of care amongst all members of the community. 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. Parents are encouraged to contact the school if they have any individual concerns about ways in which our care might be enhanced.

a) Communication

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.

The **Parent Portal** is our preferred method of sending information to parents.

b) 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. There are also, 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. He/she will be the clearing house for information from subject teachers, including Commendations, Merits, Detentions and Prep Clubs, and he/she will contact parents, if there are matters which need raising. It is important that parents should feel that the Form Tutor is the first person to contact, and parents should not be shy about doing so.

In different sections of the school, Form Tutors will have different responsibilities. For example, a Fourth Form Tutor will guide a pupil in options choices, an Upper Fifth Form Tutor will guide a pupil in A Level subject choices, and Upper Sixth Tutor will guide a pupil in university choices, in the writing of their personal statement and contribute to 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 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:

Third Form – Miss S Waldron
Shell Form – Mrs G Lowe
Fourth Form – Miss R Noon
Lower Fifth Form – Ms E Campbell

Upper Fifth Form – Mr M Davies
Lower Sixth Form – Mr O Anderton
Upper Sixth Form – Mrs J Elkington

The Deputy Heads of Section

There are 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 L Spratley (Lower School), Miss C Bednall and Mrs H Hallworth (Middle School) and Mrs C L Black and Mr M J Covill (Sixth Form). The Sixth Form also has an academic deputy, Mrs K McAlister.

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 Spratley, Head of the Middle School, and Mrs N Evans, Head of the Sixth Form.

Pastoral Support Manager and Designated Safeguarding Lead (DSL)

The Pastoral Support Manager, Ms S Hardy is responsible for supporting and leading on Pastoral care across the school. She is also the school's Designated Safeguarding Lead.

Deputy Head (Pastoral)

Ms R Speirs manages the Heads of Section and the Pastoral structure of the school. She is also the school's DEI and Allergy lead.

c) Other Means of Care and Support

This is only part of the care and support that the school provides. 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 Munro and Mrs C 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 and support the Educational Visits coordinator.

The School Nurse is on duty from 08.30am until 5.30pm each school day. Anyone who is unwell is sent or 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 their 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.

Please inform the Nursing Team of any changes to your child's medical requirements or

of any injuries that have been sustained, so that records can be kept up to date. Nurses can be contacted on nurses@solsch.org.uk

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 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, Rev. Rachel Hill-Brown is always willing to see pupils of whatever religious persuasion to offer advice and guidance.

The School Bench and the Middle 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 Deputy Head Pastoral and the Heads of Section to discuss relevant issues.

The Whole School, Lower School, Middle School and Sixth Form Councils are bodies which involve a representative from each form / year. The meetings are organised and chaired by the Deputy Head, Pastoral / Head of Section / Head of Whole School Council and the agenda is based upon the concerns of the pupils.

d) 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 our feeder schools and our own Preparatory school. This helps to 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 child has been given a place at Solihull, 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 participate in team building activities, encourage pupils to join in the many co-curricular activities and correspond with parents when necessary.

Transition is an adventure, not an ordeal, in our caring, inclusive community of which we are very proud.

e) **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:

- a. Insults/excessive teasing
- b. Cruel nicknames
- c. Making threats
- d. Isolating/rejecting someone from peer group
- e. Physical assaults
- f. Demanding money or items by means of intimidating behaviour
- g. Damaging, taking or hiding property
- h. Writing or telling lies about someone
- i. Sending cruel text messages, video messages or emails (cyber-bullying)
- j. Spreading rumours
- k. Being unfriendly and turning others against someone
- l. Posting inappropriate comments on social media

The aim of the school is to create an environment in which pupils feel secure and unthreatened. From the very beginning 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. Pupils also sign an Inclusivity charter at the beginning of term.

The Anti-Bullying Policy is available on the school website. Hard copies are available on request. In addition, the School Council has produced a Senior School Inclusivity Charter. Please see Appendix F.

f) 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.

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.

g) Religious Studies

Religious Studies is a compulsory part of the curriculum during the Lower School and is a popular choice at GCSE. During the course in the Lower School there is a strong emphasis on understanding a wide range of religious and non-religious beliefs and worldviews, so that pupils develop empathy and appreciation of many different cultures and traditions.

h) 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.

i) 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: Ms S Hardy or one of the Deputy Designated Safeguarding Leads: Mrs C L Black, Miss C Bednall, Mr J M Brown, Ms R Speirs, Mrs C Evans 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.

j) Complaints Procedure

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

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

k) 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.

7. 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, vapes or any tobacco product 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:

- a. in school buildings or grounds;
- b. in Public Houses and other licensed premises whilst in school uniform and whenever prohibited by law;
- c. 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 Smoking, Nicotine, Alcohol & the Misuse of Drugs & Substances policy, which is 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 Formers 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, School Lane Entrance and the Chapel Car park.

Pupils must not ride bicycles inside school premises.

Cars, Motorcycles, etc.

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

g) Mobile Devices

- Pupils CAN bring mobile phones to school.
- **Sixth Form** pupils can use mobile phones in the Cooper Building for work related purposes ONLY. They must NOT access social media sites at any point between 0840 and 1610 or use the camera/video facility.
- **Middle School** -Mobile phones must NOT be visible and be switched off between 0840 and 1610 unless directed otherwise by a member of staff.
- Prior to 0840, mobile phones can ONLY be used in the form room and the designated social area.
- **Lower School** - Mobile phones must NOT be visible and be switched off from arriving on campus until 1610 unless directed otherwise by a member of staff.
- A mobile phone does NOT constitute an appropriate device for BYOD.
- Communication **from** home: Reception or the Health Centre
- Communication **to** home: Reception or mobile phone with staff permission.
- Trips/Visits: no use between 0840 and 1610. Trip leaders will have discretion to allow use when/if appropriate. Trip leaders will also have the flexibility to collect in/return at certain times during the day/night.
- Special Circumstances: a small number of pupils (perhaps those with specific/acute needs) will be afforded appropriate flexibility.
- Pupils are also responsible for their use of social media on their phone and other devices outside school hours where this may negatively impact other members of the school community.

Sanctions for Misuse:

1st Infringement: the mobile phone will be confiscated by the member of staff and taken to the Head's Wing where it will be placed in a named envelope for collection at the end of the day. A Demerit will be issued and a record of the incident made.

2nd Infringement: as above though the pupil will be required to hand their phone into the Head's Wing for the following two days and attend a lunchtime Reflection session with a member of the Senior Management Group.

3rd Infringement: as above though a Head of Year detention will be issued and a record of the incident made. Contact to be made with home.

Future misuse: a second HOY detention & pupil to hand to HOS each day before and after school (for period determined by the HOS)

NB:

- If impractical for a member of staff to deliver the phone to Reception, the pupil should be asked to do so immediately (ideally with a follow-up email to the Head's Wing).
- Sanctions will be entered on to the system by a member of the Head's Wing and tutors informed.

Air pods, etc.

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

- a. Pupils may use them at times in the Library as long as they do not disturb others.
- b. Pupils may not use them between lessons, nor are they allowed to walk around the school listening to them.
- c. Teachers may allow pupils to use them during their lessons, but that is specifically at the teacher's discretion.
- d. 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 on the School Website for further guidance.

h) Miscellaneous

- a. Gambling is forbidden.
- b. Sale or barter of goods in school is forbidden.
- c. Laser operated equipment (e.g. light pens, pointers etc.) may not be brought into school.
- d. 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.

8. POLICIES

Policies and information is available on the school website [School Policies](#) or via a link on the Portal. Hard copies are available on request.

9. PARENTS' ASSOCIATION

The aim of the Solihull School Parents' Association, a Registered Charity, 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.

We raise funds via a variety of parent and family events and have made significant donations to school over the years, funding items such as musical instruments, sports equipment, end of year prizes and play equipment, and for the last four years have funded Bursaries to enable students to attend the school who wouldn't otherwise have the opportunity. We also have an endowment fund that, via our Bursary Committee's recommendation, can fund school fees for students whose families are facing difficulties.

Our events are listed on the school calendar, social media, promoted via The Greyhound, and our website: www.solschpa.org.uk. Tickets to our events can be purchased via www.pta-events.co.uk/sspa

All staff, parents and carers are warmly invited to become involved with the SSPA, and can find more information by contacting the President on prez.ssipa@hotmail.co.uk.

10. 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

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 Head (Academic) | 0121 703 2964 | Bursary | 0121 705 0883 |
| Deputy Head (Pastoral) | 0121 703 2928 | CCF Headquarters | 0121 705 2969 |
| Head of Sixth Form | 0121 703 2925 | David Turnbull Music School | 0121 703 2908 |
| Head of the Middle School | 0121 703 2957 | Sports Department | 0121 703 2954 |
| Head of the Lower School | 0121 703 2980 | Alan Lee Pavilion | 0121 703 2969 |
| Director of Futures | 0121 704 2940 | Technology Department | 0121 703 2939 |

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

Bursar and Clerk to the Governors

Mr R Bate

The Chairman of Governors contact address is:

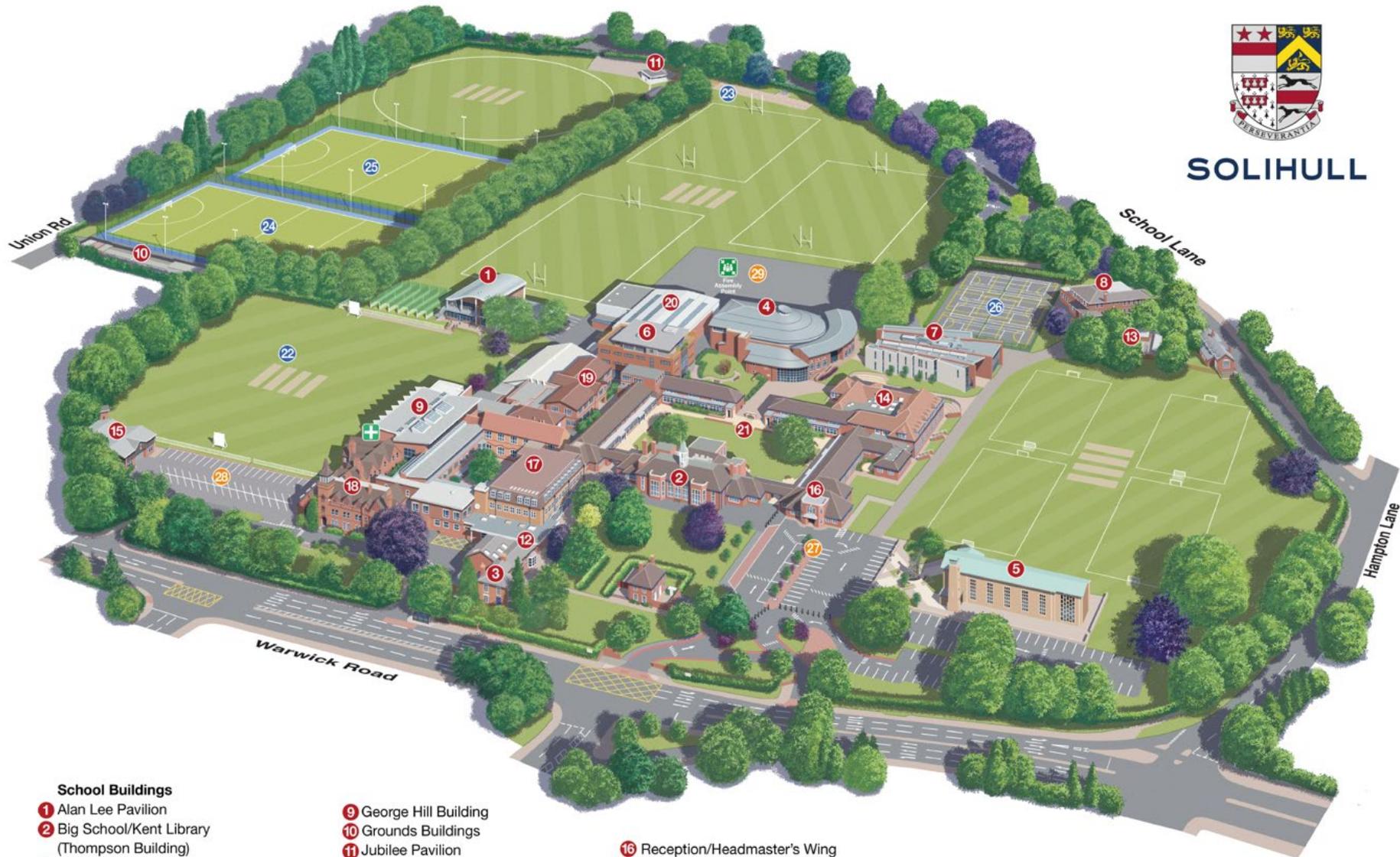
c/o The Clerk to the Governors
Solihull School
793 Warwick Road
Solihull
B91 3DJ

Email: clerk@solsch.org.uk

Telephone: 0121 705 088



SOLIHULL



School Buildings

- 1 Alan Lee Pavilion
- 2 Big School/Kent Library (Thompson Building)
- 3 Bursary (Bradford House)
- 4 Bushell Hall
- 5 Chapel of St Katherine & St Mary
- 6 Cooper Building/Keith Sach Suite
- 7 David Turnbull Music School
- 8 Design and Technology Centre (The Fort)
- 9 George Hill Building
- 10 Grounds Buildings
- 11 Jubilee Pavilion
- 12 Leonard Stevens Building/ Denis Tomlin Archive Room
- 13 Maintenance Workshop
- 14 Mark Hopton Building
- 15 Martyn Garner Building for Outdoor Education

- 16 Reception/Headmaster's Wing
- 17 Refectory/Giles Slaughter Building
- 18 School House/Eleanor Chapman Boardroom
- 19 Science Block (Wilson Building)
- 20 Sports Hall
- 21 The Great Quadrangle

Sports Fields

- 22 1st Bigside Cricket
- 23 Athletics Training Area
- 24 Wilcox Pitch
- 25 Clovelly Pitch
- 26 Netball/Tennis Courts

Car Parking

- 27 Chapel Car Park/Coronation Avenue
- 28 Field of Mars
- 29 The Level (Coach Park)
- + Health Centre

APPENDIX C

UNIFORM LIST (please click links)

[Senior School Uniform List](#)

[Sixth Form 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 MUST BE NAMED.

All items of uniform are available from:

Monkhouse Schoolwear

**1 Mell Square
Solihull
B91 3AZ**

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.

APPENDIX D

THE MEDICAL REGULATIONS

For the wellbeing of the school community parents are asked for their full co-operation in observing these regulations.

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

The school nursing team must be notified at the earliest opportunity of any significant injury or changes to a pupil's medical history. nurses@solsch.org.uk

- 1) If your son/daughter is away from school through illness, please inform the school as early as possible on the first day of absence.

Parents should do this by completing the Absence Notification Form which can be found on the Parent Portal in the Forms section.

- 2) In the event of illness during the school day, all pupils must be seen by a member of the nursing staff before being given permission to go home.
- 3) If infectious illness breaks out in your home, the school should be informed as soon as possible.
- 4) If your son/daughter has been absent through illness for any period of time, short or long, he/she must bring a note from you explaining the circumstances on his/her return to school. Notes and Certificates should be addressed to your son/daughter's Form Tutor.
- 5) 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.
- 6) If your son/daughter is exposed to any other infectious illness please consult the School Nurse to discuss whether it is suitable for them to attend school.
- 7) 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.

Medical Treatment

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 the 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.

[Type here]

The School Nurses are available to advise pupils with day-to-day minor ailments and will use their discretion on the need to administer simple non-prescription remedies (e.g. Paracetamol, Calpol, ibuprofen, simple linctus, antacids etc.). They will follow a strictly defined protocol as agreed with the School Medical Officer.

Parental consent will be required in situations where the School Nurse is expected to administer prescribed medicines and a suitable consent form or email required for this specific purpose.

Throughout a pupil's time at the school both the School Medical Officer and the School Nurse shall have the right to give the pupil's parents or guardian, the Headmaster, or member of the Pastoral Welfare Team, as appropriate, any confidential information about the pupil if they consider that it is in the pupil's own interest, or necessary for the protection of other members of the school community, that they should do so.

Periods of Exclusion

A pupil must remain away from school in the case of: -

| | |
|------------------------------------|--|
| DIARRHOEA /VOMITING | Pupils should not return to school until a minimum of 48 hours from the last episode of sickness/loose bowel movement. |
| CHICKEN-POX | for 6 days after the appearance of vesicles and until the last vesicle has formed a scab. |
| SHINGLES | for a week after the appearance of their lesion, or while the lesion is still weeping if the area affected cannot be covered. |
| 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. |
| IMPETIGO | until lesions are crusted and healed or 48hrs after commencing antibiotics. |
| 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 ILLNESSES | until pronounced by a Medical Practitioner to be free from infection. |

Sept 2024

APPENDIX E

Solihull Senior School Inclusivity Charter

The Anti-Bullying Alliance defines the forms of bullying as:

“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Community is a core aim of Solihull School. As such, the school, its pupils, teachers and non-teaching staff, governors and parents are committed to respecting one another. The school community therefore commit to this Charter to prevent and respond to bullying as a form of discrimination and promote inclusivity.

The school community shall **STEP: UP, BACK, INSIDE, DOWN, FORWARD:**

1. **STEP UP** – the community shall commit to continued education on understanding what constitutes bullying in its different forms including direct and indirect and non-verbal social exclusion. The community commits to challenging all aspects of bullying, including but not limited to discriminatory language including the expression of extreme and harmful views targeted at protected characteristics such as disability, race, gender, gender reassignment, sexual orientation and religion.
2. **STEP BACK** – the community understand and accept that we all have an individual and collective responsibility to respect one another and to help stop instances of alleged bullying whether ringleader, target, reinforcer, defender, assistant or outsider (as defined by the Anti-Bullying Alliance). All members of the community commit to reflecting on their actions, omissions and language towards others. This includes how such matters may be perceived by others subjectively and objectively, including impact over intent. This applies both in person and online.
3. **STEP INSIDE** – the community know that all adults in the school community will positively help all parties with any instances of alleged bullying and therefore will report instances of such behaviour for the benefit of all. All members of the community shall be listened to on allegations of bullying and have their voice heard on prevention, reporting and responses to allegations of bullying.
4. **STEP DOWN** - all members of the community are prepared to be humble in recognising errors of judgement as part of their personal development and commit to best efforts in correcting such errors by engaging fully in initiatives to promote equality through equity.
5. **STEP FORWARD** - the community shall respect one another and take allegations of bullying seriously and support all parties as part of their personal development, wellbeing and welfare. The community understand that the school will not tolerate bullying and unkindness and will fully investigate all allegations of bullying and unkindness. The school will take action in accordance with all relevant school policies, including but not limited to the school's Anti-Bullying Policy.

As a community, we can all work together to help, listen, engage and support on an ongoing basis in the prevention of bullying as a form of discrimination, promoting inclusivity at Solihull.