

A photograph of a group of children in school uniforms singing in a choir. The children are wearing maroon jackets over white shirts and patterned ties. They are standing behind a wooden choir stand that holds several sheets of music. The child in the foreground is singing with an open mouth and a joyful expression. The background is softly blurred, showing other children and the interior of a church or school hall with warm lighting.

WELCOME

Key Stage 3 – Information Evening



Mr McNamara

Head Teacher





Vision & Aims





THE ECCLESBOURNE SCHOOL



A broad and balanced curriculum that develops the knowledge and skills pupils need to thrive now and for a fulfilling future



Develop pupils' resilience and confidence in themselves and their capacity for growth



Ensure pupils feel valued, value others and learn to work together to make a positive contribution



Ensure pupils stay safe and healthy in mind and body



Develop creativity in an innovative learning environment



*Appreciate the spiritual, moral, social and cultural richness
of the world at large*



GCSE Performance





Results - Year 11

	2017	2018	2019	2023
% 5A-C (9-4)	90	89	93	86
% 5A-C (9-4)EM	86	84	91	84
A*- A (9-7)	38	25	38	32
% A*-C EM (9-4)	87	86	91	86
% A*-C EM (9-5)	73	64	72	68
% Ebacc(4+)	44	45	43	46
P8	+0.2	+0.4	+0.6	+0.4
A8	58	55	59	57



Derbyshire Ranking



86%

9-4 inc E & M



68%

9-5 inc E & M



57

Attainment 8



Petra Owen-Moore

Deputy Head
&
Head of Lower School





Agenda



- Welcome – meet the team
- Curriculum and assessment
- Enrichment
- Equality, Diversity and Inclusion
- On line safety
- Mental Health and Well Being
- Q &A



Lower School Office Team



Mrs Smyth (Year 7)



Mr Gosden (Progress Leader)



Mr Poplawski (Year 8)



2020 Vision – Learning together for the future

Governing Principle

To Make Our School Even Better





We aim to:

- ensure KS3 prepares pupils for more challenging subsequent study
- ensure that transition from Key Stage 2 to 3 meets both academic and pastoral needs.



We aim to:

- Continue to build on partnerships with primary schools: **build on pupils' prior learning**
- make sure that **assessing and monitoring pupils' progress** in Key Stage 3 helps to prepare pupils for key stage 4.



Assessment and Target Setting





Grading System

- The school uses a consistent 1-9 assessment system from Year 7-11.
- This common approach establishes a consistency of expectation that ensures students understand assessment criteria and are better prepared for GCSE.
- To provide finer grained next step advice grades are divided as follows:
 - 3e – an emerging grade 3
 - 3s – a secure grade 3
 - 3m – mastery of grade 3.



Students:

- know **where they are** and **how to improve**;
- receive **effective next step advice**;
- have **meaningful dialogue** with their subject teachers;
- own their **subject targets**;
- become **independent learners for life**.



In terms of demand:

- grades 7-9 are broadly equivalent to the old grades A-A*;
- grades 4-6 are equivalent to grades C-B and
- grades 1-3 are roughly equivalent to the standard required for grades G-D .




KS3 Reporting Cycle






Interim Report



THE ECCLESBOURNE SCHOOL
'Learning Together For The Future'

Head Teacher
James McNamara BA(Hons) NPQH


Wirksworth Road, Duffield, Belper DE56 4GS
 Tel: (01332) 840645 Fax: (01332) 841871
 Web: www.ecclesbourne.org.uk
 email: info@ecclesbourne.derbyshire.sch.uk



Student Name (9N)

Please find enclosed your child's March Interim Report for this academic year. This report provides you and your child with an assessment of the progress they are making. Each child receives an interim report and full annual report with detailed written comments and advice. In addition, there is a parents evening so you can discuss your child's progress with their teachers.

	March			Minimum Expected Target
	Effort	Current Attainment	Projected Grade	
English	5	5m	6e	5m
Maths	5	5m	5m	5m
Science	5	5m	6s	5m
Art	5	4m	5s	5s
Computing	5	5m	6e	5m
Drama	5	4m	5m	5m
Food	5	5m	6e	5m
Geography	5	5e	5m	5m
German	5	5e	6e	5m
History	4	5e	5m	5m
Music	5	5m	6e	5m
PE	5	6e	6s	5m
Religious Studies	5	5m	6e	5m
Resistant Materials	4	5m	5m	5m



Students's tutor and Head of Year are already aware of any issues raised in this report and they will be following them up in School. Please discuss the report with your child before completing the online form linked below.
 Thank you

[Yr 9 March Report - Reply Slip](https://forms.office.com/r/00bU234P2x)
<https://forms.office.com/r/00bU234P2x>

Understanding Report Columns

	Effort	Current Attainment	Projected Grade	Minimum Expected Target
Subject	The numerical effort grades with: 5. Excellent effort 4. Good effort 3. Satisfactory effort 2. Level of effort giving some cause for concern 1. Level of effort giving serious cause for concern.	The grade currently being achieved by your child. The school uses a consistent 1-9 assessment system from Year 7-11. This common approach establishes a consistency of expectation that ensures students understand assessment criteria and are better prepared for GCSE. To provide finer grained next step advice grades are divided as follows: 3e – an emerging grade 3, 3s – a secure grade 3 and 3m – mastery of grade 3.	The teacher's assessment of students' potential attainment at the end of the year.	Based on your child's prior attainment. Students achieving their MET will make progress in line with the top 20% of students nationally.

The report includes: Performance Overview

- Effort
- Attainment Grade
- Projected Grade
- Minimum Expected Target

QR Code and link to online feedback form


Grade Explanation

Full Report

The report includes:

- Effort
- Attainment Grade
- Projected Grade
- Minimum Expected Target
- Full written comment
- Subject QR Code/Link to website content

QR Code and link to online feedback form
Grade Explanation



THE ECCLESBOURNE SCHOOL
"Learning Together for The Future"

Head Teacher
James Phelaners MSc(Hon) NPQH
Viceprincipal: Head of School: Helen O'Shea
Tel: 01332 840445 Fax: 01332 841871
Web: www.ecclesbourne.academy
email: info@ecclesbourne.academy

Student Name (10N)
Attendance

Present %	Absent Sessions (Authorised)	Absent Sessions (Unauthorised)
85.0	6	0

Academic Performance

Click or scan below to view
Course Overview and Content

	Effort	Current Attainment	Projected Grade	Minimum Expected Target
English	S	6a	6a	5m
Maths	S	6a	6a	5m
Science	S	6m	7a	5m

Full Report - Student Name (10N)



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Head Teacher
James Phelaners MSc(Hon) NPQH
Viceprincipal: Head of School: Helen O'Shea
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Web: www.ecclesbourne.academy
email: info@ecclesbourne.academy


Click or scan below to view
Course Overview and Content

	Effort	Current Attainment	Projected Grade	Minimum Expected Target
English	S	6a	6a	5m
Maths	S	6a	6a	5m
Science	S	6m	7a	5m

Full Report - Student Name (10N)



Understanding Report Columns

	Effort	Current Attainment	Projected Grade	Minimum Expected Target
English 	1	2	3	4
	5			

- Effort** - The numerical effort grades and their meanings are shown below.

Key to Effort Levels	
Excellent effort	5
Good effort	4
Satisfactory effort	3
Level of effort giving some cause for concern	2
Level of effort giving serious cause for concern	1

- Current Attainment Grade** is the grade currently being achieved by your child.
- Projected Grade** is the teacher's assessment of students' potential attainment at the end of the year.
- Minimum Expected Target** is based on your child's prior attainment. Students achieving their MET will make progress in line with the top 20% of students nationally.
- Written Comment** The school strongly believes in the importance of providing an individual comment for each subject. Your child's teachers have suggested ways in which they can make progress. Please take the time to read the report with your child so that they understand what they are doing well and how to make further progress. Your child's teachers will, of course, reinforce what has been written during lessons.
- Subject Content QR Code** Scan this QR code with your smartphone to view subject aims, curriculum and assessment information.

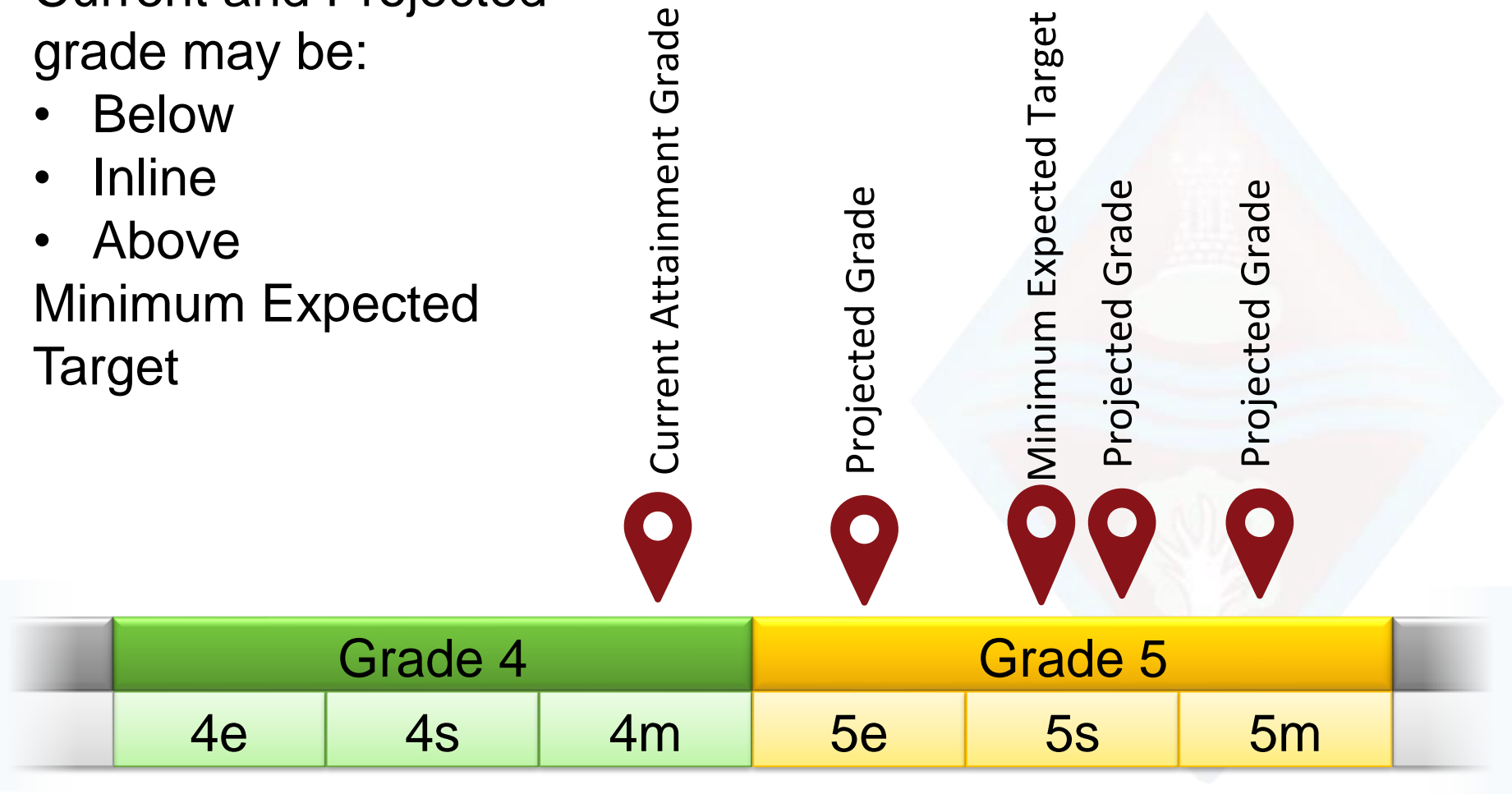


Understanding Progress

Current and Projected grade may be:

- Below
- Inline
- Above

Minimum Expected Target





- Students are:
 - unique and individual.
 - progress at different rates and never in straight lines.
- Our approach to tracking progress is, therefore, based on the principle that teachers are best placed to know their students and to advise and enthuse them about how to improve – in incremental next steps.



Targets

- Parents and carers should not be surprised or concerned if different children with similar starting points have different teacher targets.
- Students starting points also vary in different subjects, and that progress routes vary from subject to subject.
 - e.g students begin from a lower base in Modern Foreign Languages than they do in Mathematics or English.
- Our targets are designed to incorporate these differences and ensure we aim for excellent progress for all of our students.





Website - Curriculum Pages

VACANCIES | STAFF | STUDENTS | PARENTS


HOME | SCHOOL INFORMATION | ADMISSIONS | CURRICULUM | PASTORAL | COMMUNITY | SIXTH FORM | CONTACT US | Search...

THE ECCLESBOURNE SCHOOL
LEARNING TOGETHER FOR THE FUTURE




Record GCSE Results – Congratulations Year 11


OUR SCHOOL




WELLBEING AND SAFEGUARDING



LATEST NEWS



CALENDAR



HEADTEACHER'S WELCOME

PROSPECTUS

EXAMINATIONS

LETTERS

OFSTED REPORT

TERM DATES

TRANSLATE

CLICK CEOP
Internet Safety

HIGH VISIBILITY
STANDARD VIEW
PRINTER FRIENDLY

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Websites for Schools By School Website Design Agency



Behaviour and Rewards





- From the School's Policy:

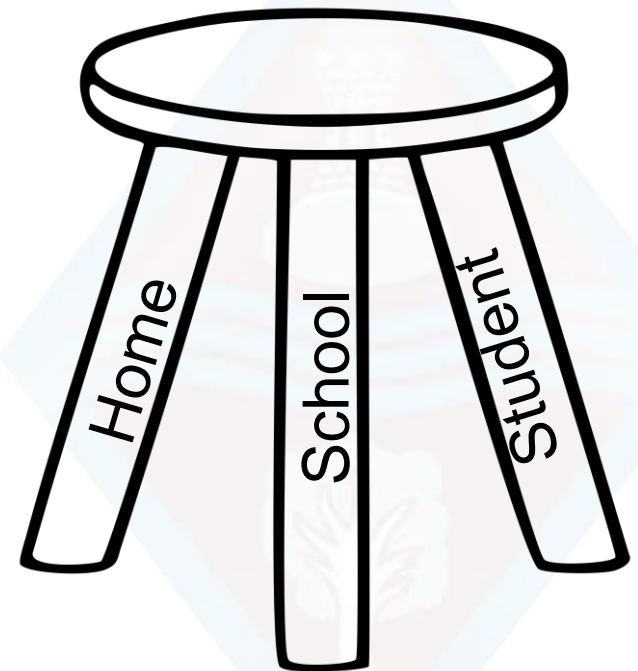


“If we are to create a community in which high quality learning can take place and all of its members can work happily together, an atmosphere of good order is vital. School rules and procedures exist to foster this ethos but students are also encouraged to develop self-discipline and consideration for others



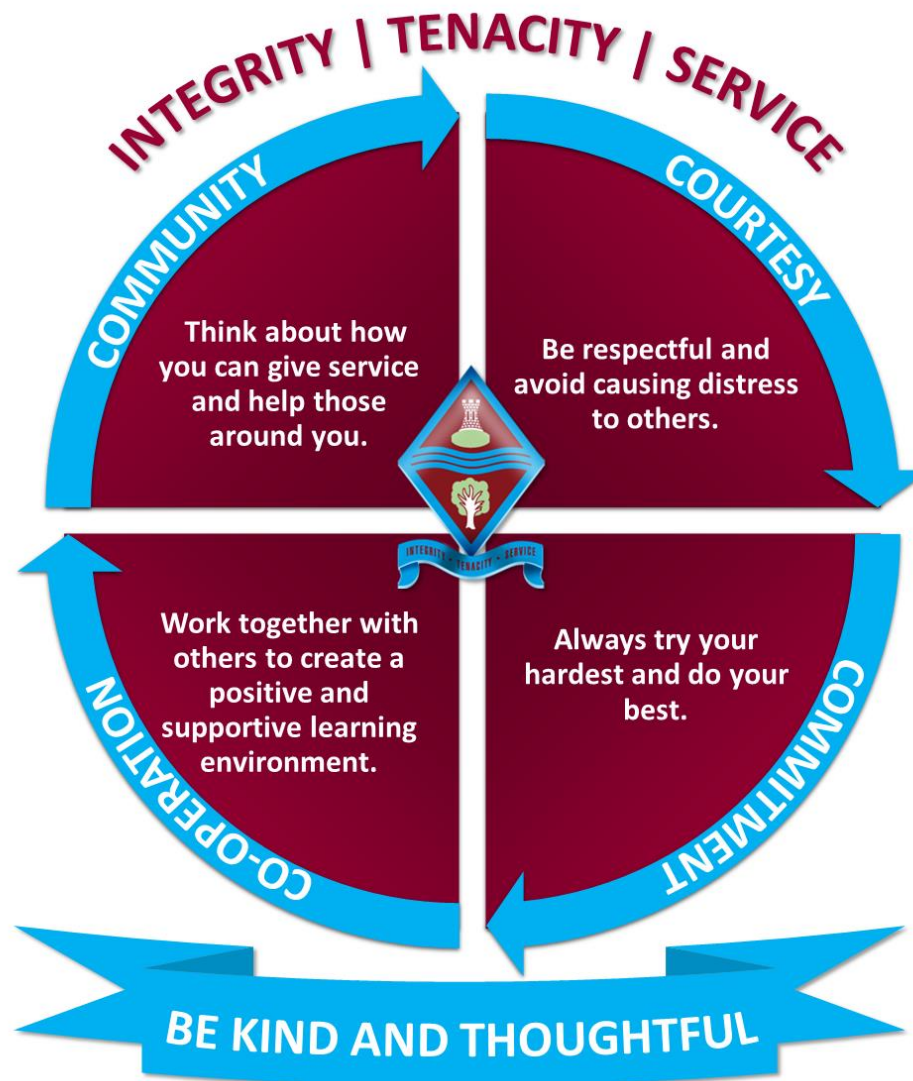
We owe it to students to have high expectations

- Is excellent
- Need to avoid low-level distractions:
 - Uniform issues
 - Missing equipment
 - Late to lesson
 - Chatting
- Key is School-Student-Home Tripod hence the Home-School agreement.





Code of Conduct





Rewards

- Prize Giving
- Roll of Honour
- Merit/Colour Ties
- Sports Certificates and Sports Award Ceremony
- Governors Awards Evening
- Merits Awards
- Letters of Commendation
- Postcards





Merits-recognising excellence in all of its forms

- Awarded for:
 - Outstanding work
 - Consistently high standards
 - Consistent effort
- Recognition:
 - Merit certificates
 - Merit tie
 - Letters of commendation
 - Names read out in assembly
 - Prize at the end of the year





On Line safety



Mr Gosden
Progress Leader



Global Context

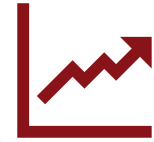


8 billion
World Population



5.31 billion
Mobile Phones

=67.1%



Internet Use
192 million
Growth Last Year



99% (2021)
Young People Online



95%
Most Popular Activity
Video Sharing (TikTok)



22%
12-17s could detect
fake profiles



53%
13-17s being online
good for mental health.



36%
8-17s saw something
'worrying or nasty'



59%
would report it

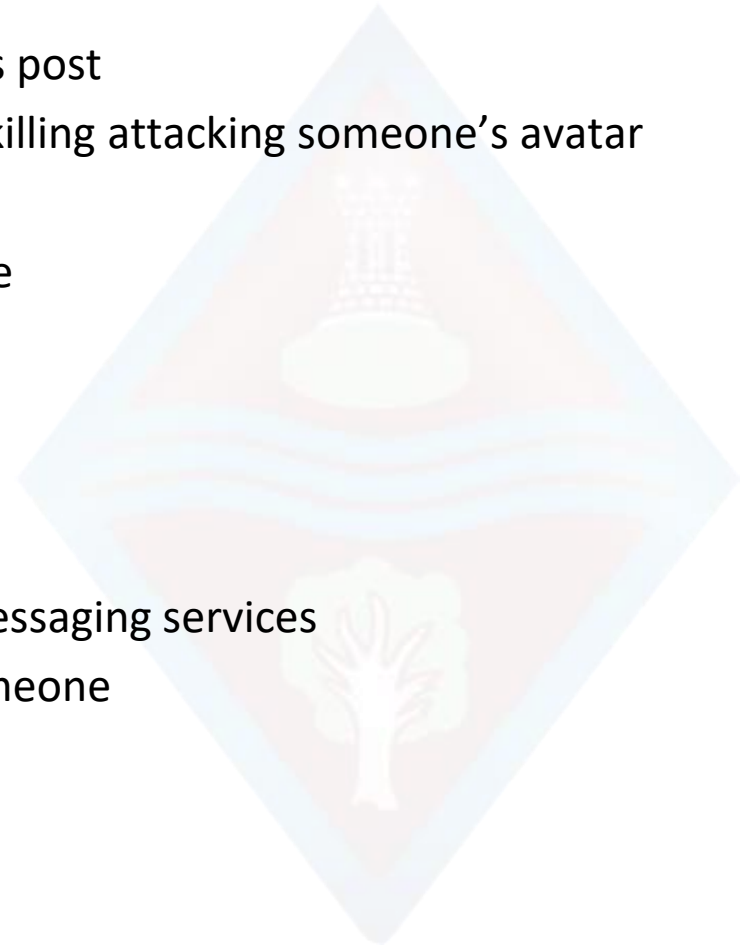


84%
8-17s bullied online



Types of Cyberbullying

- Negative comments on a post; dislikes
- Replica videos or videos mimicking someone else's post
- Gaming : making negative comments via a game; killing attacking someone's avatar
- Setting up fake profiles
- Sharing offensive / unflattering photos of someone
- Cyberstalking
- Catfishing
- Prank calls
- Outing
- Spreading rumours via apps / websites / texts / messaging services
- Setting up dedicated 'group chats' to victimise someone
- Threats to harm
- Retribution





School Response - Policy

- Cyberbullying or online bullying is any form of bullying that is carried out through the use of electronic media devices such as computers, laptops, smartphones, tablets or gaming devices and apps or social networking sites that use the internet.



School Response - PDC and Assemblies

online safety taught via ICT lessons, assemblies, the PDC program and external providers when needed.

This covers a range of online safety issues, including;

- online fraud and scams,
- copycat websites,
- phishing e-mails,
- identity theft,
- cyberbullying/trolling,
- cyberstalking,
- online grooming,
- online radicalisation,
- offensive/illegal content,
- child sexual exploitation and young produced sexual imagery (sexting),
- using social media platforms.





School Response -For Students

- **Canvas** views on nature and extent of bullying
- **Listen** to students who express worries and anxieties about bullying.
- **Explain** sanctions which may be applied against those engaging in bullying.
- **Involve** students in anti-bullying campaigns in school through the assembly, pastoral and PDC programme and through embedded messages in the wider school curriculum.
- **Support** students who have been bullied and to those who are bullying in order to address the problems they have.
- **Raise awareness** of the types of bullying and what to do through posters, and projects led by the anti-bullying ambassadors



School Response - For Parents

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know whom to contact if they are worried about bullying.
- Report to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.



CEOP – Report Cyberbullying


Home | Ecclesbourne School x +

ecclesbourne.derbyshire.sch.uk


VACANCIES | STAFF | STUDENTS | PARENTS

HOME SCHOOL INFORMATION ADMISSIONS CURRICULUM PASTORAL COMMUNITY SIXTH FORM CONTACT US Search...


THE ECCLESBOURNE SCHOOL
LEARNING TOGETHER FOR THE FUTURE




UK Youth Parliament
Alex McDermott wows the UK Youth Parliament




OUR SCHOOL




WELLBEING AND SAFEGUARDING



LATEST NEWS



CALENDAR



HEADTEACHER'S WELCOME

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OFSTED REPORT

TERM DATES


TRANSLATE










CLICK CEOP
Internet Safety


HIGH VISIBILITY
STANDARD BW




CLICK CEOP

 Report to CEOP

    ceop.police.uk/ceop-reporting/     


A National
Crime Agency
command

Child Exploitation and Online Protection Command

If you need to hide this site quickly, just click here 
Quick exit


CEOP is a law enforcement agency and is here to keep children and young people safe from sexual exploitation and abuse. Please complete the below to start your report to one of CEOP's Child Protection Advisors.


I am

Under 18 years old

A parent / guardian

A professional working with children or young people



 The Ecclesbourne School

KS3 Parents Information Evening

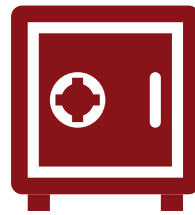
 The Ecclesbourne School



Tips for Parents



TALK TO
YOUR CHILD



PRIVACY
MATTERS



HELP STUDENTS
THINK ABOUT
WHAT THEY POST



House system





PDC - Equality, Diversity and Inclusion

Mrs Smyth
Head of Year 7



THE ECCLESBOURNE SCHOOL
LEARNING TOGETHER FOR THE FUTURE

Personal Development





THE ECCLESBOURNE SCHOOL
LEARNING TOGETHER FOR THE FUTURE

Personal Development

PDC curriculum

Leadership
opportunities

Wider
curriculum

Assemblies

Pastoral support

Our VALUES



Code of Conduct / Inclusive Language Charter

Our VALUES



The Ecclesbourne School Inclusive Language Charter

Our intention:

At The Ecclesbourne School we strive to have an inclusive community where difference is celebrated, and everyone has a sense of belonging. This is why we have a zero tolerance of derogatory language which reinforces negative stereotypes related to the protected characteristics, including gender, race, sexuality, and physical ability. We ask all members of the school community to think carefully about the language that they use so that it doesn't include any unconscious bias. In addition, all staff and students are expected to be an upstander, and to call out any language which is not inclusive.

This charter sets out the ways in which we can fulfil our Inclusive Language Charter.

What we need to do:

1. Never use insulting language

Sexist, homophobic, transphobic, racist, ableist and any other language used to insult another person is not tolerated at our school. There are no situations where using this language is considered a joke or 'banter.'

2. Be aware of the difference between sex and gender

We understand that sex relates to the biological and physiological characteristics defining men and women; and gender refers to social constructed roles, behaviours, and attributes. We respect everyone's right to be addressed by their chosen pronouns and never deliberately misgender anyone.

3. Be aware of what microaggressions are

Whilst we can easily recognise offensive language, microaggressions may be harder to spot. We need to know that saying things such as, 'where are you actually from?' 'doesn't your religion mean you can't do that?' can and do offend which creates barriers within our community.

4. Issue appropriate sanctions

When offensive language is used by students, staff will follow procedures whereby a student receives a sanction. We have a zero-tolerance policy on the use of offensive language at our school. If a member of staff uses offensive language, we follow procedures which are guided by our DEI policy.

5. Educate

We have PDC lessons, assemblies, as well as student-led awareness groups which all help us to understand the power of language and the damaging effects that it can have. A student who uses offensive language will receive further education, as means of reformation and restoration.

6. Be upstanders

There are numerous ways to be an active citizen to help make our school more inclusive. Teachers, Form Tutors, Head of Year, Progress Leaders, DDSs, the DSL, the Headteacher and Tootoot are all means of staff and students holding others to account by reporting the use of offensive language.



Community Week 2023

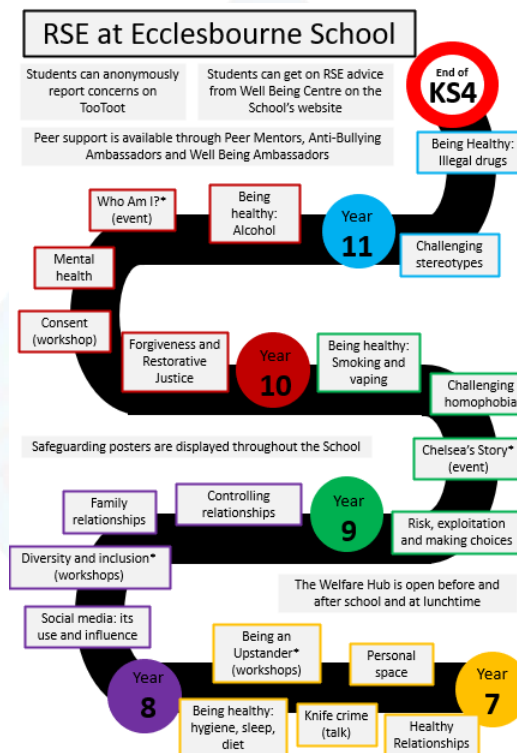




PDC

PDC curriculum

Personal Development, Citizenship and Careers

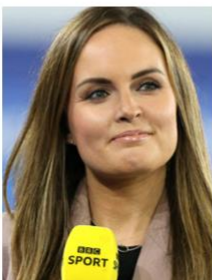
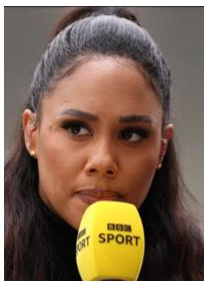




Assemblies



A refugee country has a w religion



Stormie DeLarverie

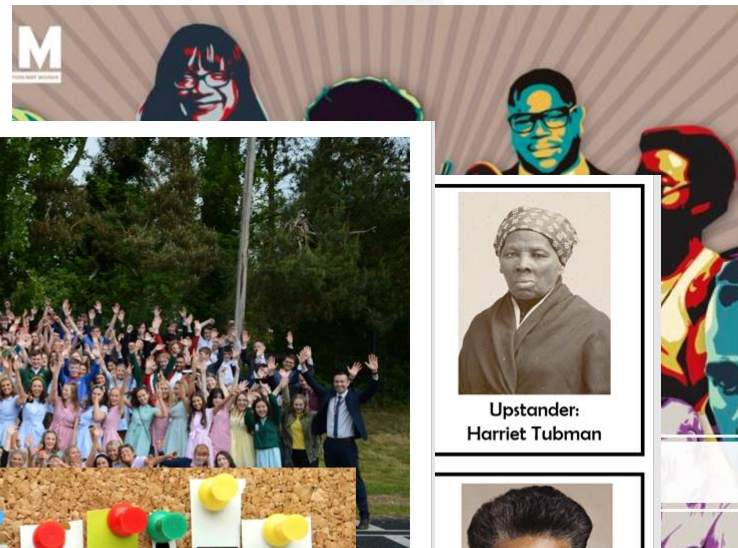
Luther King Jr.



Upstander:
Harriet Tubman



Upstander:
Maya Angelou





Leadership Opportunities

To get involved in:

- Student Council
- Well-Being Ambassadors*
- Anti-Bullying Ambassadors*
- Community

To get support* from:

- Peer Mentors
- Buddy Readers
- House Captains





Pastoral Support

Be
an
Upstander

Different ways to 'speak out'...

Pastoral Team, Teachers, Form Tutors

Well Being
Ambassadors

Anti Bullying
Ambassadors

Welfare Hub

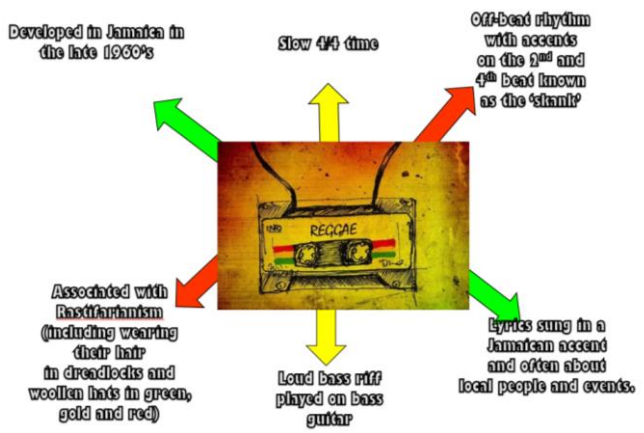
Tootoot

Other student
leaders



Diversity, Equality and Inclusion in the curriculum

Wider curriculum



YEAR 8

ect
nks

Key word: **Diatribes** – a forceful and bitter verbal attack against someone or something

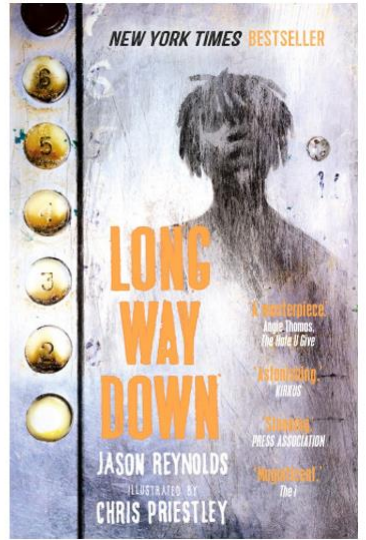
WHO WAS STEPHEN LAWRENCE?

Stephen Lawrence was an 18 year old, Black British A Level student from Eltham, South East London

Toxic Masculinity

'Pillars of control, dominance, and violence over other people.'

'Toxic masculinity normalises male aggression and violence. We see it in music, we see it in video games, we see it in discourse of parliamentary politics.'



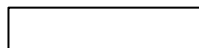




The Ecclesbourne School

“Learning together for the future”

MENTAL HEALTH AND WELL BEING POLICY



Statement of intent

This policy outlines the framework for **The Ecclesbourne School** to meet its duty in providing and ensuring a high quality of education to all of its pupils, including students with Mental Health and Well-Being (MHWB) difficulties, and to do everything it can to meet the needs of students with MHWB difficulties.

Through successful implementation of this policy, the school aims to:

- Promote a positive outlook regarding students MHWB difficulties.
- Eliminate prejudice towards students with MHWB difficulties.
- Promote equal opportunities for students with MHWB difficulties.
- Ensure all cases of students with MHWB difficulties are identified and appropriately supported.

The Ecclesbourne School will work with outside agencies where the following principles are concerned:

- The involvement of students and their parents in decision-making.
- The early identification of students' needs.
- Collaboration between education, health and social care services to provide support when required by the student.
- Greater choice and control for students and their parents over their support.







- 19 trained MHFA
- More to be trained
- 2 pastoral workers – Attendance and NHS
- School nurse
- Not experts
- ALGEE





MHFA England

Mental Health First Aid **ACTION PLAN**



- A**pproach, assess and assist with any crisis
- L**isten non-judgmentally
- G**ive support and information
- E**ncourage appropriate professional help
- E**ncourage other supports




Mental Health weeks

World Mental Health Day
October 10







5 Ways to Wellbeing


#MentalHealthAwarenessWeek 10 - 16 May 2021

We're inviting you and your colleagues to immerse yourself in our 5 Ways to Wellbeing campaign this Mental Health Awareness Week!

The '5 Ways to Wellbeing' are a set of pillars which are key to improving our mental health. They're geared around themes of social connectedness, physical activity, awareness, learning, and giving. Across the week, join us by building in some small yet effective activities into your daily lives to better your mental health!


Connect

Build new connections in your life, be it through friends, family, colleagues or neighbours. Think of these as the cornerstones of your life and nurture them.




Be Active

Exercise makes us feel good. But you don't need to be a fitness fanatic to boost your wellness. Whether it's walking, running, cycling or dancing, just move in a way that works for you.




Take Notice

Becoming more aware of the world around us helps us see the unusual and notice simple pleasures. Reflect on your experiences and appreciate what matters most.




Keep Learning

Learning something new keeps us engaged. Try something different, rediscover an old interest or sign up to that course you've always wanted to do!




Give

Giving encapsulates many things, from giving a gift or donation, giving thanks or giving your time through volunteering. The key is giving support to others.



Visit mentalhealth-uk.org/mhaw for more info and to get involved

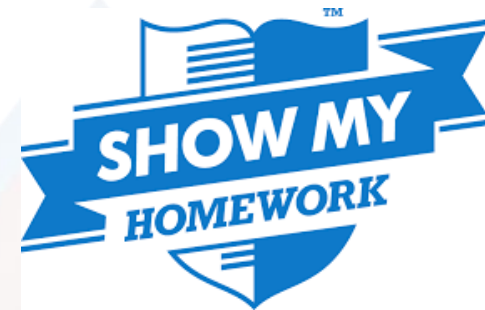
© Mental Health UK, London, SE1 7TP.
Registered Charity Number: 1170815

 Registered with FUNDRAISING REGULATOR





- Please click on the link below for information and how to get involved.
- https://mentalhealth-uk.org/get-involved/mental-health-awareness-days/mental-health-awareness-week/?gclid=EAIAIQOBCHMIT-3LGOCY8AIVWRHTCH2OGQIIEAAYAYAAEGJO_O_D_BWE&GCLSRC=AW.DS
- This link below is for parents and carers and offers advice and help.
- <https://mentalhealth-uk.org/help-and-information/advice-for-parents-and-guardians/>
-





MHFA England



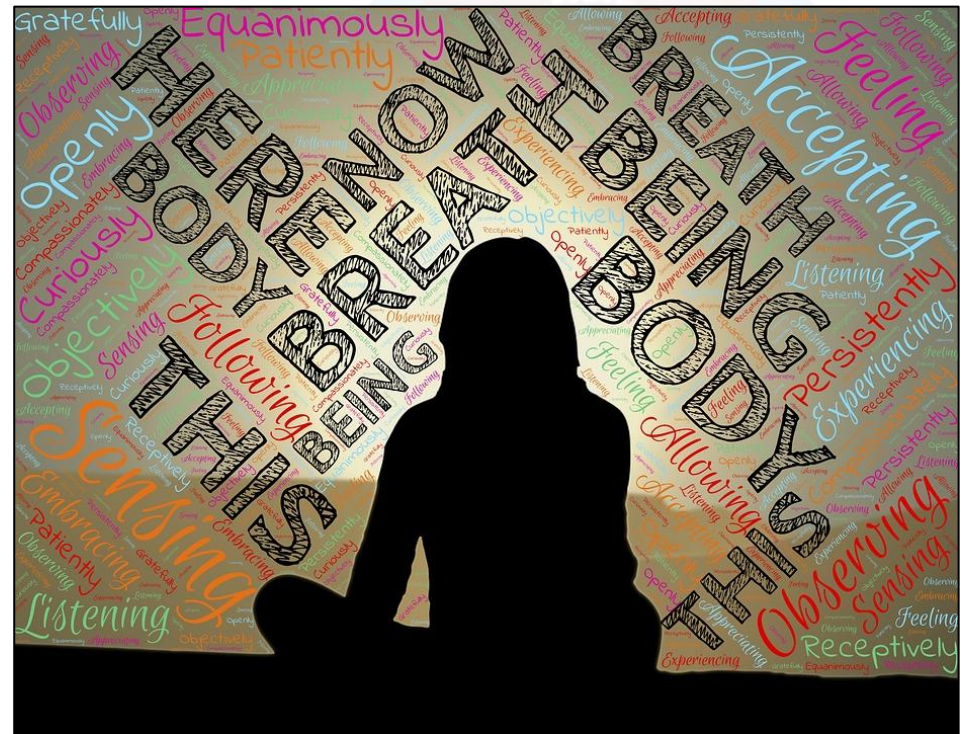


My mental

WellBeing



Me!





“Books can play a vital role in promoting the mental and emotional well being of young people. They help to break the isolation experienced by young people and demonstrate that their feelings and problems are not unique.”

Sarah Brennan (YoungMinds Chief Executive)



School Library

We have a wide range of fiction, reflect real-life situations and issues that young people face.

Our non-fiction includes self-help guidance and understanding mental health and illness.

READING WELL have an excellent selection of recommended reading, called "Books on Prescription" <https://reading-well.org.uk/books/books-on-prescription>



Get in touch with our Parents Helpline

Our Parents Helpline offers vital advice and guidance to parents/carers who are concerned about their child's mental health.

- We can give you advice on:
- how to access support
- navigating services for your child
- practical techniques that can help you and your child
- signposting to other organizations
- If you are a parent/carer in need of some help, please get in touch.

YOUNGMINDS
fighting for young people's mental health





- Training
- Peer support programme for young people equips them to be Wellbeing Ambassadors within their school or setting.

The Wellbeing Ambassadors Programme establishes and supports an empowered team of young people to become leaders of wellbeing and mental health initiatives for their peers.



This leaflet contains some basic information you may find useful.

Please ensure that should you continue to feel as you do, you must talk to someone who you feel close to and seek the correct medical advice ☺

Please also refer to The Ecclesbourne School website under the heading 'Pastoral' then 'Student Wellbeing Centre' where you will find lots of helpful information.

Useful Websites:-

Childline	www.childline.org.uk
Young Minds	www.youngminds.org.uk
Kooth	www.kooth.com
Samaritans	www.samaritans.org

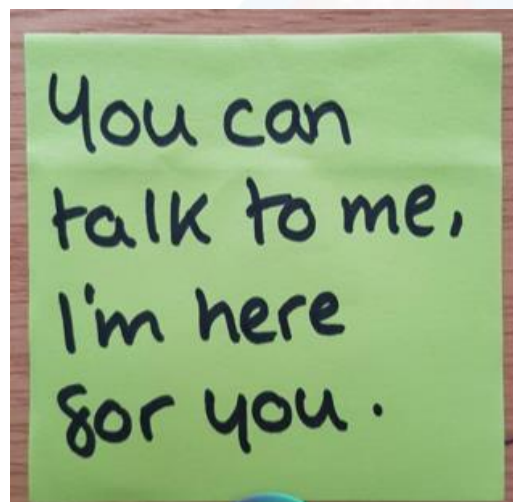


Derbyshire has launched **ChatHealth**, a secure and confidential NHS-approved text messaging service that is now offered by the School Nursing Service for young people aged 11-19 years

tel: 07507 330025
<https://chathealth.nhs.uk>



The Ecclesbourne School



Ask to speak to:-

Mrs Louise Monk - Pastoral Support Worker

lmonk@ecclesbourne.derbyshire.sch.uk

Tel: 01332 840645 Ext 271



Posters, leaflets, apps, links, web sites and well being hub site information

- **Ask for HELP!**



MHFA England

Build Sound Minds Derby and Derbyshire



Ruth Baldwin



Build Sound Minds Derby & Derbyshire

- Short term early intervention mental health support for children 0-17
- **Mild to moderate mental health difficulties** that do not meet the thresholds for more specialist services – low mood, anxiety, simple phobias, stress, worry, low level self harm – not suitable for children on CAMHS waiting list.
- Build resilience and prevent more serious mental health issues developing
- Short term work – 6-8 weeks – not longer term counselling
- Waiting list – priority primary schools
- Parents can refer
- Secondary school young people will usually be offered either 1-1 support or Advanced Minds – a 6 week CBT based group intervention.



Specialist Child and Adolescent Mental Health Services

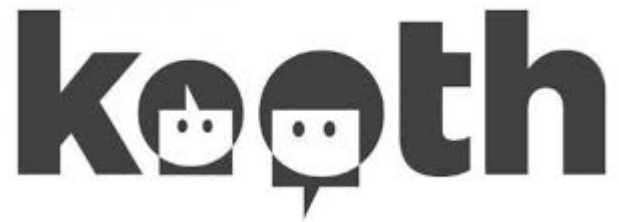


Derbyshire Mental Health Support Line
[Derbyshire Mental Health Support Line](https://www.derbyshire.gov.uk/mental-health-support-line)
Tel: 0800 028 0077.

Mental health support line for Derbyshire people of all ages. Open 24 hours per day, 7 days per week.

**STOP.
BREATHE.
THINK.**

**A SWITCH180
PROGRAMME**



provides free, safe and anonymous mental health and emotional well-being online support for young people aged 11 to 25.



offers free online counselling and emotional wellbeing support for parents and carers of young people.

Mrs Monk – Attendance and Senior Pastoral Support



Role

- ensure all attendance information is up-to date
- collate the data for non-attendance
- engage with families offering support with attendance and to complete Early Help Assessments as required.
- Provide 1:1 support with students for any Pastoral concerns in school working closely with their Head of Year



Mrs Monk's Top Tips

- Every child deserves an education. It is law that a child attends school and it is the parents' responsibility to get them there... that is not to say we won't support you with this.
- Please keep us informed if you feel that your child is struggling, or of any planned medical attention they may be receiving..... we are here to help 😊



Absence

- A polite reminder to ask that you call school every day to notify us of your child's absence. If we do not hear from you - it is likely you will receive an unannounced visit from school as this is a safeguarding issue.
- Holiday absence - these are only granted for exceptional circumstances - there is **175 non-school days** available to spend on family time, visits, holidays and other appointments.



Mrs Tanser -School Nurse / Pastoral Support Worker **Role**

- NMC Registered Nurse employed by the school
- Responsible for supporting students with medical conditions
- Also offer pastoral support for students referred by their Head of Year.
- With the first aid team manage the Medical Room and deal with daily first aid incidents and pupil illness and communicate with parents as necessary.



- Works closely with Mrs Boyall, lead First Aider and Mrs Monk, who is the Senior Pastoral support Worker.
- Offer 1:1 pastoral support for students that have been referred by their Head of Year.
- Pastoral support is generally weekly for a period of 6 weeks, and we will liaise with parents as necessary. If we feel further support is necessary, we may recommend that parents self-refer to organisations such as Build Sound Minds or see their GP.



Mrs Tanser's – Top Tips

- Welfare Hub that is available for students to drop in before school, during lunch or after school. This is staffed by members of the pastoral team.
- Polite request – Please can parents ensure that contact numbers are up to date.



Mrs Tanser's – Top Tips

- Also, if there is a change in a pupil's medical condition, please let me/a member of the first aid team know and complete any relevant medical forms/consent forms as required, e.g. An individual Health Care Plan, Asthma Card, Allergy Plan, FA01 Form (Medication consent form). These need to be updated yearly.
- Any questions or concerns, please don't hesitate to get in touch with Mrs Tanser

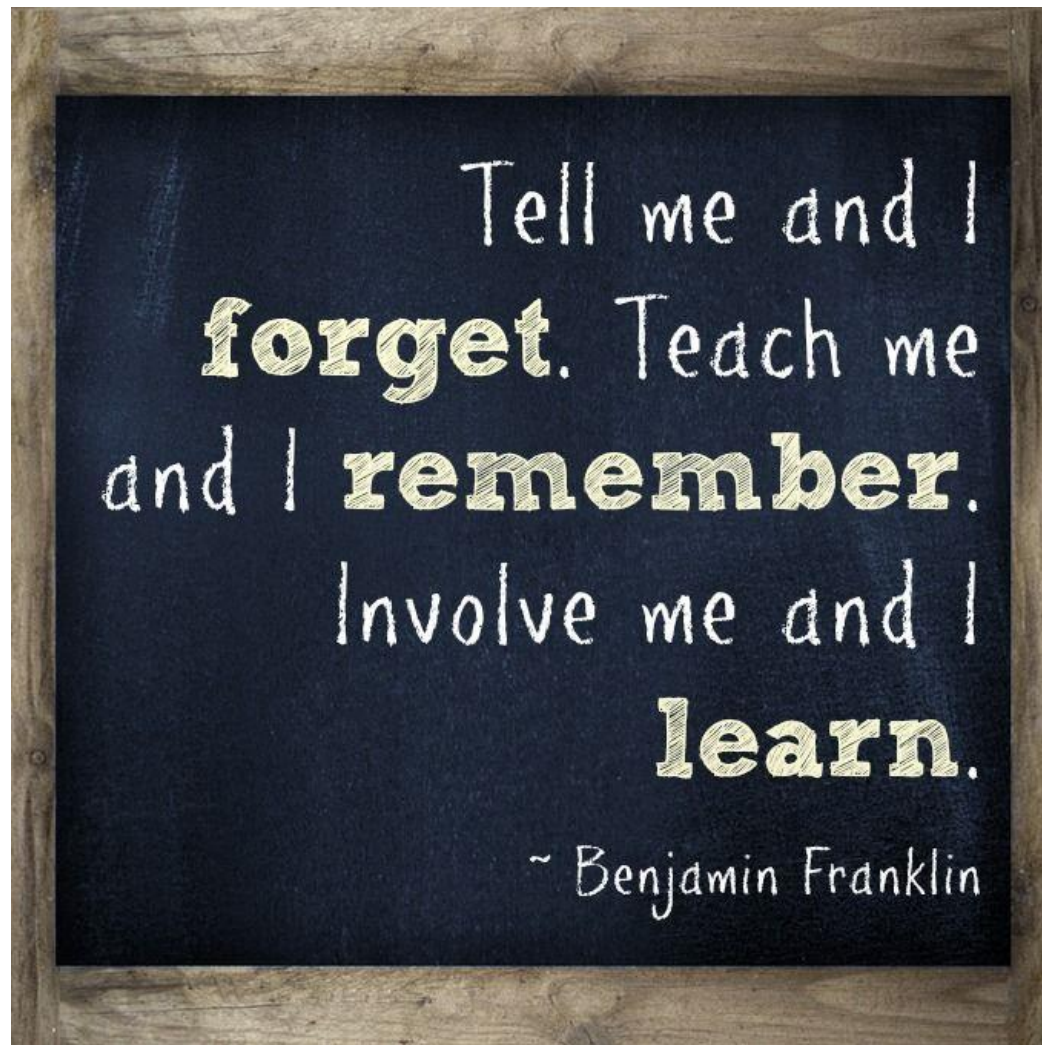


Work as a team



**MENTAL HEALTH
RESOURCES FOR
STUDENTS, PARENTS,
CARERS, AND
SCHOOL STAFF**







The House System





“I strongly believe in the House system in our school. It gives students of all ages, skills and backgrounds the opportunity to come together for one common purpose.”



“I saw the sixth form House Captains as role models, which has then inspired me to want to become one, so that I can inspire the next generation of Flamsteed House.”



The House System

“Having struggled with my own confidence in Lower school and having benefitted from the support of my House, I know what a difference nurturing and encouragement can make to students who may feel stuck on the periphery of school activities. I foster inclusivity and would cherish the opportunity to be directly involved in organising House events, helping younger students to shine.”



“It is important to me that students who may not ordinarily participate in school activities are encouraged to get involved and build their confidence”.



The House System

“From my initial experience of House Plays, I fell in love with the Flamsteed spirit, in which everybody’s contribution, no matter how small, is valued.”



The House System

“I remember as a year 7 student, being involved with the House Plays and feeling a part of something special. I had discovered an entire new family.”



The House System

*“Performing in the House Play was
my proudest moment in school.”*







Nightingale





Flamsteed





Chantrey





Brindley





House Plays





House Dance





House Events

House Plays

House Dance

House Music

House Choir

House Sport

Sports Day

House Chess

House Maths

House Debate

House Charities

House Cook Off

House Art



Year 7 Mini Olympics





Enrichment



Mr Carnwell
Assistant
Head Teacher





Enrichment



Simon Carnwell
Assistant Head
Teacher





Enrichment - aims

We aim to develop the skills, values and attitudes of all students in a positive, respectful and inclusive community.

Our school vision and values are embedded in all areas of school life.





Enrichment - Principles

- Enrichment permeates all the curriculum.
- Enrichment opportunities are broad and varied.
- Enrichment is available to every student.



