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Core values & ethos

Ethos

The chance to participate in learning is precious and we want all those who come to our school both to enjoy and to achieve at the highest level. The school is over 100 years old and has a proud tradition of enabling academic success whilst also nurturing rounded, happy and positive individuals who are excited about the future.

We are in the challenging and thrilling business of enabling young people to find and develop their talent. The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It's vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline and confidence.

Ultimately, we want children to leave our school feeling happy; inspired and empowered. We want to work with parents, carers, pupils and colleagues who share that ambition.

Core Values

We are committed to creating a caring and well-ordered environment where mutual respect is present in all interactions. We want to help children to find and nurture their talent and to understand themselves and others. By doing so we will enable pupils to think for themselves and make informed judgments. We will encourage children to develop their personal moral, social and cultural awareness and to live out their values in their lives.

None of this would be possible if we do not build open and authentic relationships with families who share our values and commit to a consistent approach. Children learn best when they have clear, unambiguous reference points; sometimes the most loving parent is the one who says 'no'. As in any relationship, there may well be times when families disagree with how the school has dealt with an issue. We ask families not to discuss this difference of opinion with their child until they have explored it with colleagues at school.

We enjoy excellent links with wonderful families as well as others in the wider community including health professionals, the police and employers. We want to create a welcoming and productive working environment that can be enjoyed by all who come to the school and to develop a curriculum further so that it prepares pupils for the diverse experiences and responsibilities of adult life.

Welcome...

I write this welcome message to you having recently said a fond farewell to our current Year 11 students. I have worked with our current Year 11 students for 5 years and welcomed them to Saddleworth School back in 2011.

They have been the most marvellous young people and it has been my privilege to watch them grow into young adults that are today, keen, ready and eager to enter the next stage of their lives.

I am so excited to meet our new Year 7 students and together we are about to embark on the most wonderful adventures here at Saddleworth School.

This year has to be one of the most important years in the education of your child so far as they make the transition from primary to secondary. It will also be for many one of the most stressful and yet rewarding year too. Either way, a smooth start to school in September helps students to be

on the path for the best chance of success in the future. Your involvement as a parent during this crucial year can make all the difference between success and failure.

I would like to thank you in advance for your support in ensuring that your child is smartly dressed for school and has all of the required school equipment. Excellent attendance is fundamental to making sure that our young people become successful learners and confident individuals who are giving themselves every chance to reach their potential.

As parents you are by far the most important influence in their lives and their learning. We look for your full support in ensuring your child attends school regularly.

Charlotte Campbell

Home School Leader



Year 7 team

Our pastoral system is planned to assist the educational, social and personal development of every child, and to ensure that the achievements of our students are well recognised. When problems or issues occur which hamper the child's development our pastoral systems are designed to initiate positive intervention. We believe in ensuring that parents / carers are fully involved and we work with them in order to address any issues that may occur.

The Year 7 Pastoral team will work to ensure that your child settles in to secondary school, makes friends, enjoys learning and achieves their full potential in everything they do. On joining Year 7, each student is placed in a mixed ability tutor group. The Form Tutor is the key figure in the pastoral structure, and they have overall responsibility for the progress and conduct of the members of his or her tutor group.

We aim to provide continuity by ensuring that the Form Tutor remains with the same students throughout their time at school, this also allows for the Tutor to gain an in-depth understanding of the individuals in their charge. Students spend each day from 1.25pm until 1.40pm with their form and their Form Tutor. Students can approach their Form Tutors with any concerns or problems they may have. Form Tutors also monitor student's attendance, behaviour and homework diaries and will be in touch with you if they have any concerns.

There are ten Form Tutors in each year group, with three Associate Form Tutors and regular TA support staff. This team of tutors is led by a Home School Leader and their Pastoral Support Assistant. The team will remain together through the schooling of each cohort.

Mrs Leach-Ravey (Pupil Support Provision Co-ordinator) and Mrs Wolfenden (Family Support Co-ordinator) also takes a key role in fulfilling our school's inclusive practice through the co-ordination of the work for pupils at risk of disengagement, ensuring that Saddleworth School "goes the extra mile" to help all pupils, including vulnerable and challenging pupils, to reach their potential.



MISS CAMPBELL
HOME SCHOOL LEADER



MS AUCHTERLONIE
PASTORAL SUPPORT ASSISTANT



j.healey@saddleworthschool.org



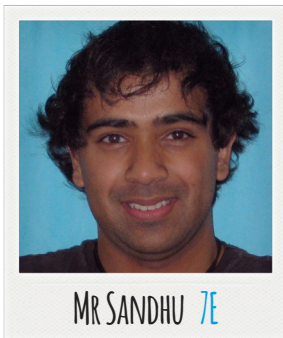
n.marsden@saddleworthschool.org



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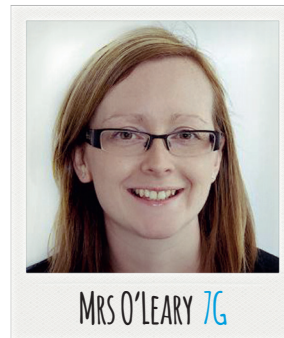
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Peer mentors

We understand that starting secondary school is quite daunting. To support students in the transition we utilise our Peer Mentors from the Key stage 3 programme, attaching to each year 7 form a number of peer mentors. Throughout the week they will attend their registration period at various times, offering a friendly face and a transition programme of support.

Associate Form Tutors

Mrs Bentley Mrs Tiffany Mr Tigg

What to expect...

We really hope you are looking forward to starting school and have had a relaxing Summer holiday to prepare. ***The School term starts on Thursday 1st September at 9.45am for Year 7 students.***

Upon arrival Year 7 students are expected to report to the school hall where they will be met by their Form Tutor and Home School Leader - Miss Campbell.

9.45 - 10.00

Welcoming address by their Home School Leader Miss Campbell.

10.00 - 10.40

Students will spend this time with their Form Tutors who will seek to answer any questions and reassure any concerns they may have. During this time they will be given;

Their planner

Their timetable

10.40 - 10.55

Students will have their break time. At this stage they will not have had their biometric fingerprint data inputted and will not be able to purchase food from the canteen. Students are however, permitted to bring with them a small snack for this time.

10.55 - 11.50

Students will return to their Form Tutors. During this time they will be given a tour of the school and complete their biometric fingerprinting. Please note we are unable to do this if you have not completed the necessary consent form.

11.50 - 12.15

Students will attend the timetabled lesson. They will not be expected to have any specialist equipment with them on the first day such as their PE kit but will be expected to have all of the basic equipment requirements shown later in this booklet.

At 12.15pm the students will be taken to the canteen for their lunch. All students will receive a FREE lunch on this day.

1.25 - 1.40

Students will return back to the hall for assembly with Miss Campbell.

1.40 - 3.30

Students will attend timetabled lessons.

3.30

Students are dismissed.

Timetable

The day is split into 3 lessons, lasting typically 1 hour 50 minutes. Some subjects operate on a shorter lesson of only 55 minutes this is shown as A and B.

Monday, Tuesday, Thursday, Friday

8.40 - 8.45	Morning Registration
8.45 - 9.45	Period 1A
9.45 - 10.40	Period 1B
10.40 - 10.55	Break
10.55 - 11.50	Period 2A
11.50 - 12.45	Period 2B
12.45 - 1.25	Lunch
1.25 - 1.40	Form Registration
1.40 - 2.35	Period 3A
2.35 - 3.30	Period 3B

Wednesday

8.40 - 8.45	Morning Registration
8.45 - 9.45	Period 1A
9.45 - 10.40	Period 1B
10.40 - 10.55	Break
10.55 - 11.50	Period 2A
11.50 - 12.45	Period 2B
12.45 - 1.00	Form Registration

Lunch is served from 1.00pm til 1.30pm for those wishing to stay.

Wednesday Afternoons

At Saddleworth we want to provide so much more than just a great academic education.

As well as offering numerous extra-curricular activities run by staff, we are also offering a prospectus of out of school learning opportunities that children can access on Wednesday afternoons.

These sessions will be led by community based groups and should help pupils to develop further as independent people who take responsibility for their lives and learning.

A termly programme is offered to students and can be accessed by the icon of our website '**Saddleworth Wednesdays**'

The programme coordinator in school is **Mr Ceri Davies**. If you have any questions with regards to this please do not hesitate to contact him on **c.davies@saddleworthschool.org**



Attendance & punctuality

Good attendance and punctuality are vital to a student's education. It is also vital for success and achievement in later life that students get into good habits with regard to attendance and punctuality when young.

The School regards this as a shared responsibility, between the school, parents/ carers and students themselves, who must begin to accept responsibility for their own performance in this regard.

The School has adopted an electronic registration system which allows accurate checking of punctuality and attendance not only on a daily basis but from lesson to lesson.

The School will:

- Make very clear to students when they are late
- Record lateness and attendance
- Report information on punctuality and attendance to students and parents regularly
- Set targets to help students to improve attendance and punctuality
- Encourage good punctuality and attendance by rewarding it on a personal and form group basis
- Use the legal powers given to schools to pursue poor attendance via Educational welfare support, fixed penalty charges and court action

Lateness

Should a student be late, they must sign in at the School Reception, giving the reason for their lateness. Students who are late without good reason will be followed up by the Home School Leader and will receive appropriate sanctions.

First Day Absence

We ask that parents or carers telephone the School early in the morning on the rare occasion a student is absent and explain why the student is absent from School. The School should be contacted every day thereafter until the student returns.

From 9.30am onwards the School will contact home to seek an explanation for any absence that has not been notified. This contact will normally be made by the School's automated system. It is therefore important that if a student is late to school they sign in at the School Reception, otherwise they will be recorded as absent from school and the automated system will contact you.

Parents/Carers are expected to avoid making dental, doctors or opticians appointments during the School day. However, occasionally this is not possible and students who know in advance that they will need

permission to miss School time, (e.g. hospital appointment) should bring a note from their parents in advance with the relevant appointment letter or card.

If an absence is likely to be prolonged, please contact the Form Tutor so arrangements can be made to send work home if required.

Monitoring Attendance and Punctuality

All attendance data is recorded and analysed. Your child's future employers, colleges or universities will refer to these records when considering applications. Attendance that falls below 90% is automatically looked at by the School's Education Welfare Officer (EWO). If no improvement is seen it is likely that contact will be made with home.

Where there is no improvement in attendance following the involvement of the EWO then court action may result.

Illness and medical attention

Parents/carers must provide information to the School of any medical conditions that their child has, so we are able to support them and ensure the safety of others. The School also needs to be informed of any special medical needs or conditions including dietary needs and pre-activity precautions as well as of any medication brought into the School at any time.

Please ensure that you inform the school of any temporary disabilities, illness or other medical needs. For example, if your child has incurred an injury which requires crutches or a sling, please report to the reception upon arrival with the note from the hospital or the GP. All medical information received by the School will be treated sensitively.

Illness and Accidents when at School

If a student becomes ill in a lesson and the illness cannot wait for treatment until break or the teacher feels that medical treatment is required, the student will be sent to the School Office. Where a student becomes ill at break or lunchtime they should report this to their teacher at the start of the next lesson. Parents/carers will be contacted depending upon the nature of the medical problem. In more serious cases, where hospital attention is deemed necessary, the School will contact the parent/carer who will be expected to accompany their child to hospital.

The details of what to do and who to contact in an emergency is required as part of the registration process and must be updated when any change occurs. The School has a strict policy that no medication will be given orally or externally unless permission has been given by the parent/carer.

Holidays in Term Time

The school views known absence during term time as extremely detrimental to learning and progress. Should you need to request a leave of absence, you should write to our **Attendance Officer**, as far in advance as possible, and state the reasons why you need to take the student out of the School during term time. The **Attendance Officer** will consider the reasons given and the absence will only be authorised in the case of seriously extenuating circumstance, up to the legal maximum of ten days.



Saddleworth
School

TERMS AND HOLIDAYS FOR PUPILS 2016 – 2017

Pupils return to school for the Autumn Term on Thursday, 1st September 2016 as a staggered return	
Year 7 start: 9.45am	Year 8 – 11 start: 10.55am

Term	School Closes	First day of Holiday	Last day of Holiday	Return to School
Autumn Half Term	Friday, 21st October 2016	Monday, 24th October 2016	Friday, 28th October 2016	Monday, 31st October 2016
Christmas	Friday, 16th December 2016 1pm	Monday, 19th December 2016	Monday 2nd January 2017	Tuesday, 3rd January 2017
Spring Half Term	Friday, 10th February 2017	Monday, 13th February 2017	Friday, 17th February 2017	Monday, 20th February 2017
Easter	Friday, 31st March 2017	Monday, 3rd April 2017	Monday 17th April 2017	Tuesday, 18th April 2017
May Day	Friday, 28th April 2017	Monday, 1st May 2017	Monday, 1st May 2017	Tuesday, 2nd May 2017
Summer Half Term	Friday, 26th May 2017	Monday, 29th May 2017	Friday, 2nd June 2017	Monday, 5th June 2017
Whit Friday	Thursday, 8th June 2017	Friday, 9th June 2017	Friday, 9th June 2017	Monday, 12th June 2017
Summer	Friday, 21st July 2017 1pm	Monday, 24th July 2017	TBC	TBC

Pupil Driven Review Days:

Thursday 29th June	Friday 30th June	Monday 3rd July	Tuesday 4th July
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NB: Your child will attend one of these four days for their PDR. Parents/carers will be informed nearer to these dates of the date of their child's individual appointment. Pupils will not be in school on the other three days.

Communicating with you about your child

We believe that communication is vital in strengthening the partnership between students, teachers and parents. This takes place in a variety of ways:

Home contact

It is essential that the school has up to date contact details including postal address, mobile phone number and email address is available. This is required so that we can contact you during the school day and send home important information.

We also need an emergency contact should we be unable to contact you in an emergency situation.

The school uses an automated call system that will text/email important messages to you, for example if the school needs to close due to adverse weather conditions.

Please ensure that you update our records if your contact details change at any time during the year.

Student Planner

All students are given a planner at the start of the academic year. The planner is both a student handbook and a homework diary. It contains useful information for your child as well as a full year diary. Students are expected to have this with them at all times and to place this on their desk in every lesson.

Students are expected to write down their homework each day in their planner and we ask that you check this and sign it every week.

The planner is a useful point of contact between you and the School. You may write messages to staff within the planner and individual staff may write messages to you. You can always ask you child to ask that a member of staff signs your message to ensure they have seen it. You will also be able to see what homework has been set for your child and we ask that you support staff in ensuring this is completed fully and on time.

Teachers may also notify parents/carers of any concerns they might have about a student's progress via a written note in the planner, by telephone call, email or by letter.

Newsletter

The School has a weekly bulletin that is published once every week. This will be emailed to you on a Friday to share with you information on events taking place in the School and will remind you of key

dates such as holiday closures and staff training days coming up.

A newsletter is also published every term to showcase the work of our students and future events that are planned.

The newsletter and other information about the school can also be found on the school website:

www.saddleworth.oldham.sch.uk

Website

The school website has key information such as term dates, a copy of this handbook and a variety of other useful and important documentation.

Student Progress and Achievement

Early in the school year, we invite parents / carers of the Year 7 students to attend our second Parent Information Evening where you will be able to have an individual meeting with your child's Form Tutor to discuss their early progress and transition to our school. This evening will be held on:

Thursday 29th September.

We also report home regularly on student attainment and effort through our Assessment Windows reporting system. Across the year students will receive 4 reports home.

Prior to these being brought home the students will spend an hour discussing these and reviewing their progress with their form tutors. Please expect these on the dates shown below:

Friday 11th November	AW1
Friday 13th January	AW2
Friday 24th March	AW3
Friday 23rd June	AW4

Parent Consultation Evenings are the most important communication opportunities that we have and as such, attendance at them is very important. Parents' evenings at Saddleworth School have been arranged in a way that makes them as accessible as possible, running from 4:00pm to 7:00pm.

As such, attendance at Parent Consultation Evening is expected. If you are unable to attend a parents' evening it is important that we are informed in advance so any concerns can be shared with you.

The Year 7 Parent Consultation Evening will take place on: **Thursday 24th November.**

We also offer something extremely unique at Saddleworth called Pupil Driven Review (PDR). This is something as a school we hold fundamental to developing students that are independent and reflective learners.

PDR days will run between **Thursday 29th June** and **Tuesday 4th July**. You child will be attend 1 of the days identified and an invitation to attend their individual presentation and review will be extended to their family and significant others. This is a special event for each student and a full hour is designated to each of them to reviewing their achievements and progress across the year with an opportunity to set targets for the following year.

Parental Support Sessions

We are keen to work in partnership with you and believe it is vital to your child's success whilst they are with us here at Saddleworth.

We understand that the change to secondary is challenging for everyone and we would like to offer you support to become involved via the following sessions:

Monday 19th September Raising Achievement in Boys

Thursday 29th September Parent Information Evening

November (tbc) Understanding assessment grades and progress

It is by no means a conclusive list so if there is anything else you would like support with please do not hesitate to contact us.

In addition, we are offering a transition drop-in service which we hope will give parents the opportunity to contact a member of the Year 7 Team should they have any questions. The dates and times are as follows:

Tuesday 12th July - Monday 18th July 4.00 - 6.00pm

Thursday 1st September - Wednesday 7th September 4.00 - 6.00pm

Here to help...

The first point of contact at the school should be with the Form Tutor, via the Student Planner or email. At school our email addresses all follow the same format

Initial of our forename.surname@saddleworthschool.org

So for example, Miss C Campbell would be **c.campbell@saddleworthschool.org**

Please use this to let the school know of any concerns you may have. If you wish to speak with the Home School Leader, please telephone the School Office in order to arrange a mutually convenient time.

Home School Leader **Miss C Campbell**

Member of the Senior Leadership Team (SLT) assigned to the year group:

Year 7 **Mrs McMurdo**

Food & drink in school

Saddleworth School believes in promoting healthy eating for healthy minds.

Students are allowed to bring in plastic bottle of water (no more than 500ml) to ensure that they are hydrated during the school day. Cans and glass bottles are not allowed in school at any time. Juices and drinks, other than water, may be consumed at break and lunch time only. Carbonated/fizzy drinks are not allowed.

Students are to bring in food that is for their own consumption and not to be shared. Students who are seen to bring in whole packets of biscuits, family packs of crisps, litre bottles of juices or other foods in quantities that are clearly not 'single' portions, will have these items confiscated. Consumable items will be available for students to collect at the end of the school day.

All food should be consumed in designated areas (e.g. Dining Hall and covered eating areas). Food is not to be consumed in classrooms, on staircases or corridors. Food should only be consumed during morning break and at lunch time.

Canteen

Students are also able to purchase food from the canteen at break and dinner time. There is a large variety of food on offer each day.

To give pupils time to adjust to the cashless system and introduce them to the meal deals available in our canteen we will be offering a complimentary meal and soft drink to all Year 7 pupils on their first day.

The cost of school meals

We provide a variety of meal deals which are currently priced at £2.20

Adding money to your child's account

The preferred method to credit school meal accounts is on-line at www.parentpay.com registration details will be posted home to you soon after your child starts.

Two other methods to credit your child's account are cash or cheque, made payable to '**OMBC Saddleworth School**'. Please ensure your son/daughter's name, registration group is clearly marked on the back of the cheque. There is a box in Reception for pupils to put their cheques into. There are also two cash loaders in school and pupils will be shown how to use these on their first day. Please be aware that the cash

loaders do not accept 5p/10p coins and the school office does not give change. Lump sum payments to cover a week or even a term are advised.

If your child qualifies for a free school meal, their account will be automatically credited each day with the standard free school meal amount (currently £2.20). Any unused balance does not carry forward to the next day but your child can add money to their account to use at breakfast or break by following the instructions above.

Biometric Information

Saddleworth School uses biometric technology to register pupils so they can access our cashless catering facility without the need to carry a swipe card. Biometric information is safe, secure, easy to use and popular in many schools. An image of a fingerprint is taken and then converted into a mathematical algorithm. The image is then discarded and only the numbers remain for identification. The numbers cannot be converted back into a fingerprint image and cannot be used by any other source for identification purposes. The vast majority of pupils at Saddleworth School are registered on our biometric system and children enjoy using the system.

At the start of each academic year we write to all parents of new pupils to let us know if they do not wish their child to be registered on our biometric system. The law has now changed and, under the Protection of Freedoms Act 2012 (sections 26 to 28), we are now required to obtain the written consent of at least one parent of every pupil in order for us to keep the biometric data we hold for current pupils.

Swipe Cards

The use of magnetic swipe cards is an alternative to the use of finger-print scanners. The swipe card system would require no biometric data to be stored of your son/daughter but has significant downsides:

- It is very easy to forget a swipe card and leave it at home
- Swipe cards can be easily lost or damaged
- Swipe cards can be stolen and meals can be fraudulently claimed with a stolen card
- Replacement cards are expensive, a charge of £5 will be given to replace a card
- The cost of the initial issuing of cards is incredibly expensive and will divert valuable school funds away from key areas

The school is happy to answer any questions you may have.

Expectations of uniform

Students are expected to take pride in their uniform and appearance, creating a positive first impression of the school. Students are expected to take responsibility for their own appearance, upholding policy and showing themselves to have the highest standards at all times. All students are expected to wear the full uniform whilst travelling to and from school.

Students not complying with the expectations below may be sent home to change and/or rectify the situation; items which are non-uniform will be confiscated.



- Girls may wear school trousers
- No motifs, branding, coloured stitching or other embellishments are allowed on belts and they must be black

- Saddleworth School blazer with pre-embroidered pocket badge.
- Dark grey school trousers or a navy blue skirt. The trousers/skirt must not be fitted or a Lycra stretch material
- The only style of skirt acceptable is the regulation A-line school skirt. Skirts are to be no more than 3"/8cm above the knee
- Shirt, (pale blue or white) to be worn with a school tie, or regulation blouse, (pale blue or white) with rever collar. Top buttons to be fastened and shirts must be tucked in at all times
- V-necked pullover or cardigan, in navy blue
- Plain socks (white, navy blue, grey or black) or plain, dark tights. Students are able to wear either but under no circumstances should tights and socks be worn together
- Plain sturdy black leather shoes

All students must wear plain black leather shoes that have no logos. Boots and trainers are NOT allowed. Backless, suede or cloth footwear is totally inappropriate and can be a health and safety hazard when using the many staircases in school or when working in some classroom environments.

We appreciate that many stockist market shoes as school shoes. Please see our additional guidance about acceptable footwear as here at Saddleworth some of these would not be acceptable.

Coats

Coats and other outdoor clothing is allowed in school but must not be worn inside the school building. No items of non specified uniform is to be worn under the school blazer at any time

Jewellery

Only the following jewellery is acceptable for school wear:

- A plain wrist watch
- Single STUD - one in the lobe of each ear no larger than 4mm diameter

Make-up, nail polish and false nails are not permitted.

Hair

Pupils are only allowed to have natural hair colouring. Greens, blues, reds, silver-shades etc. are not allowed. Inappropriate fashion hairstyles are also not allowed. These include, very short 'crew-cut' hairstyles, extreme styles, decorative shaved elements and motifs.

Examples of **UNACCEPTABLE** shoes



X

NO CONVERSE

X

NO PUMPS OR
TRAINER STYLE

X

NO ANKLE
BOOTS

X

NO BOOTS

Additional guidance

- Trainers / shoe hybrid styles will not be considered appropriate footwear
- Shoes made by sportswear manufacturers are deemed to be trainers
- Shoes that cover the ankle are deemed to be a boot
- A shoe marketed as a school shoe may not be acceptable at Saddleworth School
- Canvas style shoes are not allowed
- Single velcro styles, as shown, are permitted on a traditional upper
- Pump or ballerina styles must have a strap across to keep the foot secure

Examples of **ACCEPTABLE** shoes



PE kit



Compulsory PE Kit

Students should wear suitable footwear for sport

Converse, Vans or similar fashion trainers are not appropriate

Boys PE Kit

A. Unisex polo shirt with school logo

D. Unisex shorts with school logo

G. Navy football socks

Girls PE Kit

A or C. Unisex polo shirt/fitted shirt with school logo*

D or F. Unisex shorts/skort with school logo*

White pair of socks

*Any combination is permitted

Additional PE Kit

B. Unisex hoody with school logo

E. Unisex tracksuit

These items are not compulsory but are strongly advised for the winter term

PE expectations

- Pupils must always bring their PE kit. If you are excused from taking part physically, you will still get changed and be engaged in the learning of the lesson
- Sanctions are in place for when students forget items of kit
- If pupils forget their PE kit, they are expected to wear a spare kit provided by school
- The correct PE kit must always be brought to every lesson
- Any pupils with long hair are expected to bring a hair bobble to every lesson to tie their hair back

Lost property

Parents/Carers are advised to label all equipment and items of uniform, including PE kit with the student's name so they can be returned easily if lost and found.

All items that are found without a name are displayed on the lost property icon of the VLE for student identification.

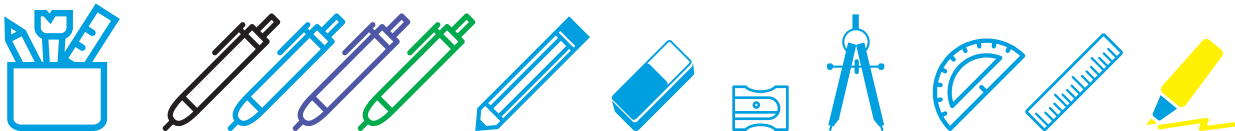
The School does not accept responsibility for any property that is lost and will not be liable for its replacement.

What will I need?

It is essential that students have the correct equipment for all lessons. Students are expected to have a bag as part of their uniform.



A pupil's main school bag must be large enough to properly carry an A4 ring binder. Smaller bags are not appropriate as a main school bag.



Students must have the following basic equipment (shown above) at all times:

A pencil case; black or blue ball-point pens; green and purple ball point pen, HB pencil; an eraser; a pencil sharpener; a compass; a protractor; a 30 cm ruler and a set of highlighters.

Additional equipment we expect pupils to have

In addition to the basic equipment, pupils are also required to have the following specialised equipment to assist them in the named subject areas. Please note that this additional equipment is not optional as it will assist them in following our curriculum successfully but is only necessary to carry to the specific subjects.



Collins French/German dictionary for **Languages**
 Scientific calculator for **Maths**
 Earphones for **ICT**

Carried with them in their bag should always be their planner (which they will receive on their first day) and suitable equipment to support their learning.

Getting around...

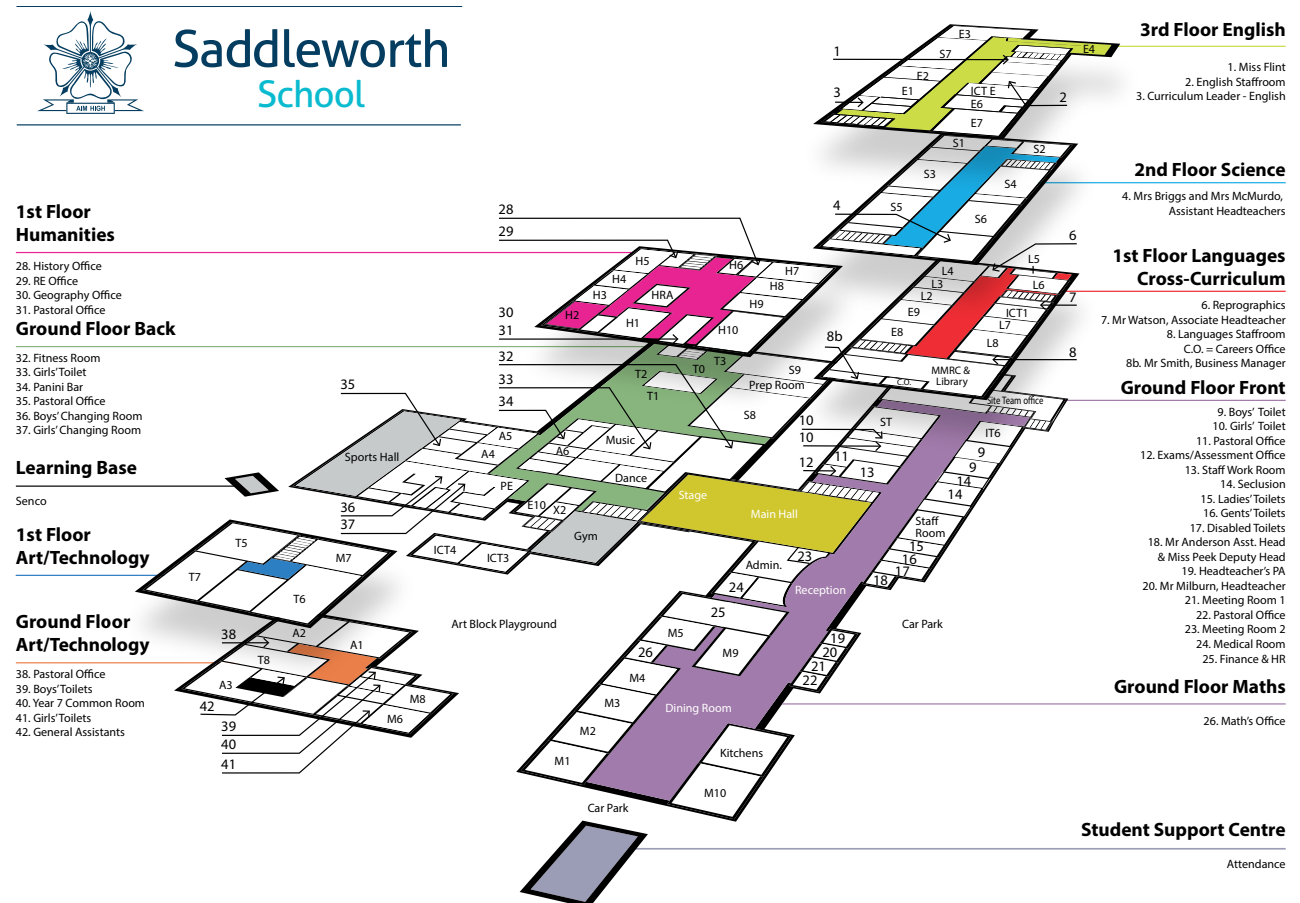
Finding your way around initially may feel daunting. We appreciate that moving from a small primary school where you are predominately based in 1 classroom to a large secondary where you will move to a different classroom for each lesson is very different.

All classrooms are numbered in a way that makes it easier to locate. For example Maths rooms all start with the letter M, Science the letter S and English the letter E. These are all located around a department area and numbered in a chronological order to help you find them.

For example, **M1** will be next to **M2** followed by **M3**.

A copy of the map is also shown in the planner to help students navigate round.

There are always lots of students and staff around that would be happy to help. To support you in the first few weeks it would be useful to identify the night before with the use of your timetable where your lessons will be taking place allowing you to plan where you will be going.



Planning your journey to and from school

Saddleworth School has a wide catchment area with pupils attending from around Saddleworth and Lees and there are many different ways to travel to school to make sure that you arrive safely and on time.

The table below is designed to help you with some of the different transport methods available and the following page provides details about the school buses.



WALKING

Many of our pupils live within a mile of Saddleworth and use this to their advantage by taking the healthy option and walking to school. Being aware of the dangers associated with busy road networks and practicing good road safety is the key to enjoying this practical transport method.



CYCLE

A growing number of children cycle to school, taking advantage of the secure and well-covered bicycle sheds at the front of school.



BY CAR

Parents and carers may drop their children off at school by parking in the road-side layby on High Street. Alternatively, parents may use the drop-off area at the bus turnaround. Parents are not permitted to enter the school site to drop their children off unless with prior arrangements made as a result of special circumstances.



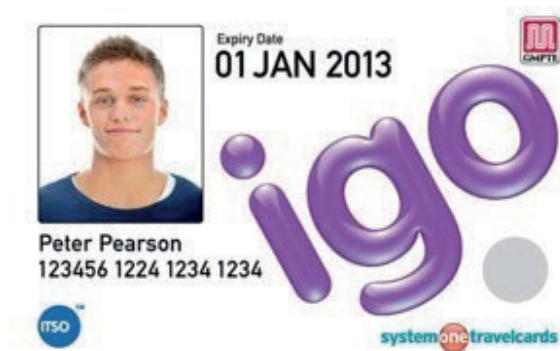
BY BUS

There are a number of buses that service Saddleworth School. (Please see the additional information provided on our website showing times and destinations to support the planning of your journey).

Helpful tips for catching the bus

If you believe that you may be eligible for free travel you must contact: **0161 244 1050** and speak to a member of the team at First Greater Manchester. Eligibility upon a number of factors.

It is important to note that all students aged between 11 and 16 need an **igo pass** to pay the concessionary fare on buses in Greater Manchester. This is regardless of whether they are travelling to school & are clearly in school uniform.



If you are new to public transport, it's a good idea to find the stop you will be using so you are confident you know where to go on your first day.

- Make sure you have the correct pass and or money
- Remember to signal to the bus by putting your arm out as soon as you see the correct bus. If you don't signal to the driver they will not stop
- Do not panic if a bus does not stop for you. Unfortunately if it is already full it is unable to do so. Another one will be along shortly. Please inform the office on arrival if this as impacted on your punctuality

Behaviour policy

Aim of the policy

To give clear guidance to parents, staff, pupils and governors about expectations of the school with regards to behaviour and the methods used to maintain and promote an effective learning environment at Saddleworth School.

This policy takes heed of current government advice updated in September 2015:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf

The Principles

We believe that effective behaviour management is at the heart of a successful and thriving school; good behaviour creates a learning environment in which teachers can teach and pupils can learn.

It also provides an environment where pupils and staff feel and are safe, respected and valued by other members of the learning community and are free from fear, bullying and harassment.

Roles and responsibilities

The Governing Body will, through consultation with other stakeholders including the Headteacher, staff, parents and pupils, establish a policy of desired behaviours and procedures to achieve these and will review this policy annually

The Headteacher and the Assistant Headteacher Behaviour, Safety and Inclusion will be responsible for the day-to-day management of the policy and procedures.

School staff, including teaching and support staff, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

Parents and carers are expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside of school.

Pupils are expected to take full responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Our personal code of conduct

Saddleworth School wants to reward all pupils who 'Aim High' and play by the rules. Our Personal Code of Conduct is founded upon our 'Aim High' motto:

Arrive on time, ready to learn

Immaculate uniform at all times, wear it with pride

Make sure that your effort is good at all times

Hand in your homework on time and do it to the best of your ability

Instructions by teachers and other adults are to be followed first time without answering back - be polite

Give everybody the respect you'd like given to you

Have the correct equipment for learning with you at all times

All pupils, every lesson and through form-times / registrations, will be awarded with a credit simply by keeping to Our Personal Code of Conduct, with these credits accumulating over time and rewarded by certificates which are posted on the VLE.

In addition, pupils may earn 'Extra Mile Credits' worth 1, 3 or 5 points, for going above and beyond the call of duty. These can later be traded via school's online 'Credit Zone' and additional prizes will also be handed out at assembly or at Presentation Evening.

Dealing with in-class incidents of poor behaviour

Our Personal Code of Conduct also sets out what happens when pupils make the wrong choices in class. This is set out in a Consequences 'ladder' which allows pupils at each stage to stop, reflect and get back on track.

Pupil diaries are used to convey important messages in this regard and should always be out on desks. Pupils are expected to carry a Diary at all times. The Diary will need to be replaced where lost or defaced.

Stage 1: **Stop & think, first warning, diary to teacher**

Stage 2: **Choose (i.e., make the right choice): comment home written in Diary**

Stage 3: **3rd and final warning (before removal): 30 minutes detention**

Stage 4: **Exit from classroom, first to a neighbouring room then via On Call – 60 minutes same-day detention**

Stage 5: **(or before for dangerous or threatening behaviours): internal seclusion via Compass**

A senior teacher is On Call every lesson. Pupils who disrupt teaching and learning will be 'On Called' from Stage 1 onwards if (a) they exhibit dangerous or threatening behaviour or (b) if they continue to disrupt in the neighbouring classroom at Stage 4.

Dealing with out of class incidents

We expect high levels of behaviour from pupils both inside and outside of the classroom. The latter will include:

- Behaviour in the corridors and communal areas of the school.
- Behaviour at break and lunchtimes.
- Behaviour on the way to and from school: in the community, on the bus, etc.
- Behaviour outside of school if it impinges on the well-being of other pupils and/or staff (e.g., via social networks, etc.)

We expect pupils to:

- Show respect for each other in the way that they talk to each other and behave towards each other.
- Show respect for adults in the school community and beyond.
- Show respect for the physical environment. This includes not dropping litter or knowingly damaging property or hurting others.
- Behave calmly and safely so that no other pupil is placed at physical risk.
- Refrain from any activity that could be regarded as bullying or harassment of others.
- Show equality and fairness to all members of the school community and beyond. Not to act in a way that could be regarded as prejudiced or discriminatory

As with in-class incidents, we would expect most out of class incidents to be dealt with on an escalating scale. In many cases conversation or a reprimand from a member of staff is sufficient to alert a pupil to his/her unacceptable behaviour and to prevent this from recurring.

In some cases, such as repeated anti-social behaviour at lunchtime, detentions will also be used. There is a detention for littering the site and a separate detention on Friday nights for all other out of class incidents.

Where behaviour outside lessons is deemed to be in serious breach of the school discipline, for example physical assault on another pupil, theft, vandalism, verbal assault on a member of staff, a pupil may be required to attend our internal seclusion unit or be issued with a fixed-term exclusion.

Pupils with a poor record of behaviour may not be permitted to participate in extra-curricular trips, visits and exchanges. Pupils whose behaviour on a school trip is in breach of school rules and expectations will be sanctioned.

Mobile phones and electronic devices

Mobile phones are allowed at school, but only at the pupil's risk. They must be switched off and out of sight from 8:00am onwards until the end of school at 3:30pm. At no time should they be used within the school building or around the school site.

Phones that are seen or used at any time in breach of this rule will be confiscated and returned to the pupils after 5 working days (and before a holiday) or to a parent / carer within 5 working days from 3:30pm – 4:30pm.

Other electronic devices such as iPods, etc., will also be confiscated in line with the above, as they too are not permitted in school time.

Detentions

Detentions form part of our approach to behaviour management and there is an expectation that parents will support the school's decision to place a pupil in a detention.

Detentions will most commonly be given after school. All curriculum areas also run an after school detention system, e.g., for poor work, missing homework, poor behaviour, etc.

If a pupil chooses not to attend a detention this will be rearranged and the original detention may be doubled.

If a pupil fails to attend on a second occasion they will be issued with a 'Seclusion Warning letter'. This will give a third and final date for the detention to be completed. Failure to attend on this occasion will result in exclusion from mainstream school via our Seclusion Unit.

Exclusion from mainstream school via the Seclusion Unit or with fixed-term exclusion will be given if a pupil repeatedly fails to accept sanctions imposed by school.

Dealing with continued incidents of poor behaviour or more serious incidents of poor behaviour

In most cases, one off interventions will support pupils to return to the classroom as swiftly as possible so that learning can re-commence. There are times where individual pupils continue to demonstrate behaviours which do not meet the expectations of the school and may damage the learning and progress of other pupils or the well-being of other pupils or staff.

In these cases, and in the case of 'one off' incidents of serious breaches of discipline, the school will use higher level sanctions. These include:

- Exclusion from mainstream school via the Seclusion Unit
- Fixed term exclusion
- Temporary placement at another school
- Managed move
- Permanent exclusion

Support for pupils and families to improve behaviour

As a school we recognise that there is a need to support pupils who find it difficult to comply with expectations over behaviour, both in and outside of the classroom. At the heart of this support is communication with the parents / carers and the development of realistic targets for improving behaviour.

We also believe strongly in multi-agency approaches to supporting the pupils in our care and hence will look to engage specialist agencies in supporting the behaviour needs of a pupil where these have been identified.

We have worked with staff and pupils to develop a staged model for dealing with individual pupils who are demonstrating behaviour that breaches the school code of conduct. The model shows clear escalation but at every level the emphasis is on supporting the young person to get it right.

Interventions (to support and challenge) might include (in no particular order):

- Electronic behaviour tracking
- Motivation Tracker/ Reward
- Parent/ pupil conference
- Pupil/ teacher conference

- Restorative approaches
- Behaviour mentoring
- Peer support
- Behaviour intervention session
- Signposting to external agencies, e.g., Positive Steps, Groundwork, etc.
- Alternative, personalised timetables, in and out of school
- SEN support/ QEST
- Educational Psychologist referral
- CAMHS referrals
- Counselling
- Drugs/ alcohol via School Health Advisor/ OASIS/ YOT
- CAST/ Police/ Fire service, etc.

Searching pupils

School follows current government guidelines about Searching and screening pupils:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In Summary: School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

N.B. This is not an exhaustive list.

The school will confiscate any items which are deemed 'inappropriate'. Depending on the items these may be returned via parents; passed to the Police or disposed of.

Electronic Devices: School staff may examine any data or files on an electronic device if they think there is good reason for doing so. As with physical items the device and/or files may be returned via parents; passed to the Police or erased depending on the circumstances.

A pupil that refuses to co-operate with a search will be treated as any other pupil who refuses to comply with the school discipline policy and a sanction will be imposed.

Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

School follows current government guidelines about the use of reasonable force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Dealing with allegations against members of staff

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the School Leadership Team in line with the School Complaints Policy.

Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection.

The School takes its responsibility for safeguarding and child protection extremely seriously – see Child Protection Policy. With this in mind we also regard false and malicious allegations against members of staff by pupils as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against pupils who knowingly make such false allegations.

Reference to other policies

This policy should be read in conjunction with other policies such as:

- Safeguarding policy
- Complaints policy

All policies are available on the school website

Useful contacts

Contact Number: **01457 872072**
 Website address: **www.saddleworth.oldham.sch.uk**

Senior Leadership Team:

Head Teacher	Mr M Milburn	m.milburn@saddleworthschool.org
Associate Head Teacher	Mr D Watson	d.watson@saddleworthschool.org
Deputy Head Teacher	Miss N Peek	n.peek@saddleworthschool.org
Assistant Head Teacher	Mrs C Briggs	c.briggs@saddleworthschool.org
Assistant Head Teacher	Mrs C McMurdo	c.mcmurdo@saddleworthschool.org
Assistant Head Teacher	Mr M Anderson	m.anderson@saddleworthschool.org

Year Team:

Year 7 Home School Leader	Miss C Campbell	c.campbell@saddleworthschool.org
Year 7 Pastoral Support Assistant	Ms T Auchterlonie	t.auchterlonie@saddleworthschool.org
Form Tutor@saddleworthschool.org

Specific issues, questions or concerns connected with:

Attendance	Mr S Askew	s.askew@saddleworthschool.org
Medical	Mrs A Tissington	a.tissington@saddleworthschool.org
Special Educational Needs	Miss C Pounder	c.pounder@saddleworthschool.org
Finance	Mr G Smith	g.smith@saddleworthschool.org
Child Protection Concern	Mr M Anderson	m.anderson@saddleworthschool.org
General	Mrs A Reece	info@saddleworthschool.org

Subject specific Concern:

Art	Mr E Hanly	e.hanly@saddleworthschool.org
English & Philosophy	Mrs L Flint	l.flint@saddleworthschool.org
Drama	Mrs E Green	e.green@saddleworthschool.org
Geography	Mr A Ali	a.ali@saddleworthschool.org
History	Mrs E O'Leary	e.oleary@saddleworthschool.org
ICT	Mr H Nazir	h.nazir@saddleworthschool.org
Languages	Mrs S Hegarty	s.hegarty@saddleworthschool.org
Maths	Mr T Airnes	t.airnes@saddleworthschool.org
Music	Mr G Beckwith	g.beckwith@saddleworthschool.org
RE	Miss R Sunderland	r.sunderland@saddleworthschool.org
Science	Mr J Horn	j.horn@saddleworthschool.org
Technology	Mrs K Pickering	k.pickering@saddleworthschool.org

Things to remember

Please use this page to jot down anything important that you don't want to forget or any questions you may want to ask.



SEE YOU SOON!





Saddleworth School High Street, Uppermill, Oldham. OL3 6BU