

Year 7 Information Evening

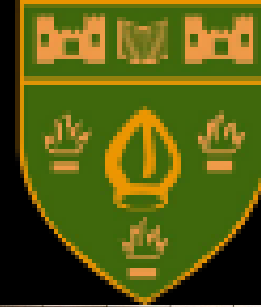
Monday
14 September 2026

WELCOME



Arthur Mellows Village College

Delivering learning for life within an aspirational culture





**Welcome from
Mr Gilligan
(Head of College)**

Arthur Mellows Village College

Delivering learning for life within an aspirational culture

Introduction

Life at Arthur Mellows

Aim of the evening

Who is available this evening to answer

One student explained: "Aiming high and trying your best is what this school is about"

'A welcoming and vibrant school where pupils are happy, friendly and behave exceptionally well' – Ofsted 2025

Year 7 Team



Mr Roberts
Head of Year 7



Mr Zimmermann
Assistant Head of
Year 7



Mr Ware
Year 7 Pastoral

The Pastoral Team

**Introducing....
The Pastoral Team**



**Mrs Duffy
Safeguarding Officer**

**Miss Orvis
School Counsellor**





"Form tutors have the chance to make a huge difference to a student's life in ways above and beyond just the academic!"

The Professional Tutor Role



Languages/Form Groups

- Full capacity Year Group
- Languages are finalised, and cannot be changed at this point
- Form Groups allow for different friendship groups to be formed
- Break and lunchtimes are the same for all
- Subject lessons will vary from students in Form Group
- Range of activities taking place to make new friends

Arthur Mellows Village College

Year 7 Student Planner

2026/2027



Helpston Road, Gilton, Peterborough, PE6 7JX

Tel: 01753 252235 www.arthurmellows.org



Planners

Guidelines for homework:

- Most subjects will set homework, but this depends on the subject.

Students should use their planners to:

- Record homework and when it's due in
- Organise their time and help prioritise work
- Communicate any medical appointments

Rewards

- Bromcom
- Students praised and rewarded using Bromcom Achievement Points system.
- Forms the basis of regular celebration of students' success and achievement - especially in the end of term assemblies.
- Bromcom Achievement Certificates.
- Can also be used to email parents/carers, at times teachers may decide to just log internally.



Rewards

ARTHUR MELLOWS VILLAGE COLLEGE RESPECT – RESPONSIBILITY - EXCELLENCE

ACHIEVEMENT FOR LEARNING

ACHIEVEMENT POINTS:

- 5 – Head of College Commendation Award
- 4 – Head of Year, Head of Department and House Awards
- 3 – Best in Lesson
- 2 – Excellent Classwork / Attitude / Homework
- 1 – Good Classwork / Attitude / Homework

WHOLE SCHOOL ACHIEVEMENT CERTIFICATES:

- **BRONZE AWARD 50 POINTS** – TUTOR CELEBRATION
- **SILVER AWARD 150 POINTS** – HEAD OF YEAR / HOUSE CELEBRATION
- **GOLD AWARD 250 POINTS** – HEADTEACHER / SENIOR TEAM CELEBRATION

ARTHUR MELLOWS VILLAGE COLLEGE GOOD BEHAVIOUR / EXPECTATIONS

- ✓ Arrive on time to all lessons
- ✓ Respect others (staff and students) both verbally and non-verbally
- ✓ Show respect for my learning and that of others
- ✓ Try my best in all tasks and be an active learner – SLANTing
- ✓ Always complete homework on time and to an excellent standard
- ✓ I will not eat, chew gum or drink in lesson

- * Jump the Queue Pass
- * Rewards Breakfast / Celebrations
- * Celebration Days



Uniform and Lost Property



Chroma Sport
are available
online to place
orders
www.chromasport.co.uk

- Uniform for all students should be excellent.
- Regulations will not change without informing parents first, so do not be conned!
- Please name all items of uniform and belongings.

Accent Catering and Cashless Catering

- Use of ParentPay
 - Avoids money being lost.
 - Parents can see what is being spent and have more control.
 - Avoids student queuing.
 - Can pay for trips and resources via this method.
 - Log-ins and passwords were sent out in admission packs. If you have not got this, please email admissions@arthurmellows.org
- Changing money is not possible.
- Maximum daily spend £6.00.
- Unable to provide overdrafts except in an emergency



Who to contact?

For subject or tutor group related issues, use planner to contact teacher or Professional Tutor

For more urgent pastoral or non-subject issues, please call the Pastoral Team – please allow a response time of 2 school days if non urgent. Please email or telephone rather than arriving at school unarranged.

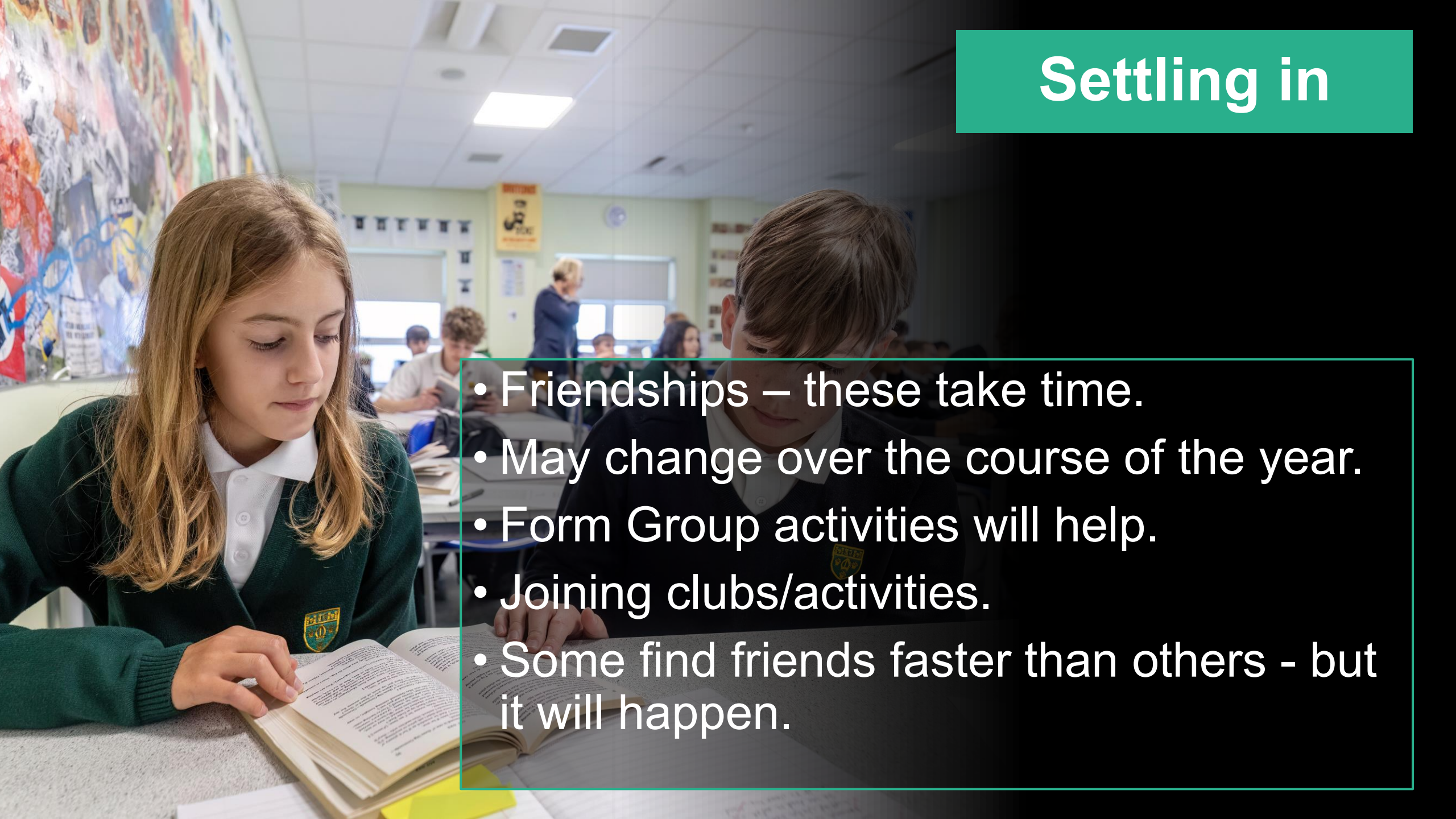
For student absences please e-mail absence@arthurmellows.org.

A guide to supporting your child at AMVC

The first few weeks - Organisation

- Ensure they are equipped – pencil case, PE kit, drama socks etc
- Checking timetable together
- Check and sign their planner
- Ask about homework - this will increase gradually
- Talk about Bromcom points sent home

Settling in

- 
- Friendships – these take time.
 - May change over the course of the year.
 - Form Group activities will help.
 - Joining clubs/activities.
 - Some find friends faster than others - but it will happen.

Behaviour at AMVC

RESPECT - RESPONSIBILITY - EXCELLENCE

Respect, Responsibility and Excellence
are our College Values

RESPECT – for yourself, others and property

RESPONSIBILITY – for your own actions

EXCELLENCE – academically, our wider community
and socially





ARTHUR MELLOWS VILLAGE COLLEGE

RESPECT – RESPONSIBILITY - EXCELLENCE

IN COLLEGE / IN THE COMMUNITY

As an AMVC student, I will uphold the College Values and do whatever it takes to create a safe environment which respects the rights of others.

I will make sure that I:

Arrive on time to College

Enter College calmly and quietly, greeting staff

Respect College property

Wear the correct uniform smartly throughout the day

Listen to members of staff and follow instructions without challenge - politely and calmly, being responsible for my actions

Interact with staff and students politely

Do not make physical contact around College or in lessons

Have my phone off and in my bag (if bringing it to College)

Am an ambassador for the College at all times. Leaving the College and making my way home in a responsible way

If travelling on public transport, respect those around me. Obeying rules and instructions, disposing of litter correctly and not damaging property

I will not:

Vandalise or deface any school property (equipment, books, building etc), drop litter or enter areas that are out of bounds

Question or challenge instruction

Insult, undermine or swear

Behaviour at AMVC



ARTHUR MELLOWS VILLAGE COLLEGE

RESPECT – RESPONSIBILITY - EXCELLENCE

IN LESSONS

As an AMVC student, I will uphold the College Values and do whatever it takes to create a safe environment which respects the rights of others.

I will make sure that I:

Arrive on time to all lessons

Greet staff on the door when entering classrooms

IN: Enter classrooms quietly and calmly

OFF: Remove coat / outdoor items, bag and sit down

OUT: Bring all the equipment I need for my learning, have it out and ready

(IN – OFF – OUT)

Respect others (staff and students) both verbally and non-verbally

Be silent when instructed

Show respect for my learning and that of others

Try my best in all tasks and be an active learner - SLANTing

(Sitting up, Listening, Articulating / Answering, Nodding, Tracking) at all times

Ask for help if I don't understand

Avoid all distractions, putting away things not required for the lesson

Avoid leaving the lesson – using the toilet and first aid at break times

Always complete homework on time and to an excellent standard

I will not:

Eat, chew or drink in lessons – only water

Leave lessons to use the toilet frequently (unless medical card is issued)

Behaviour at AMVC Warning System



ARTHUR MELLOWS VILLAGE COLLEGE



DISRUPTIVE BEHAVIOUR IN LESSONS:

If your behaviour is disruptive and does not meet the standards of the College, you will be sanctioned.

In these scenarios, your teacher will follow this system:

Warning 1

If an incident occurs, your teacher will issue a Warning 1 and state the reason. You must not question this reminder or argue with your teacher.

Warning 2

At the second offence, your teacher will give you a verbal Warning 2 to either correct your behaviour or to be exited from the class if your poor behaviour continues. The teacher will contact home via Bromcom.

Exit

If your behaviour does not improve, or worsens, you will be collected by a member of the 'On Call' Team and sent to a Buddy Room or Isolation. The teacher will telephone home to explain the exit. An email will be sent home by a member of the Pastoral Team informing of a Detention for the first lunchtime, the next school day.

These are for Pastoral and
Departmental support and
sanctions

Departments – Class Teacher
sets detention (logs on
Bromcom and sent home). If
they do not attend...

HOD Detention – Log on
Bromcom and send home. If
they do not attend....

HOD to set an After School
Detention

After School Detentions



How do we tell you how they are getting on?

- Students will talk to you about their subjects.
- My Child at School (MCAS) App tracking
- Information Reports – targets and teacher assessment.
- Teacher Feedback Evenings in March/April

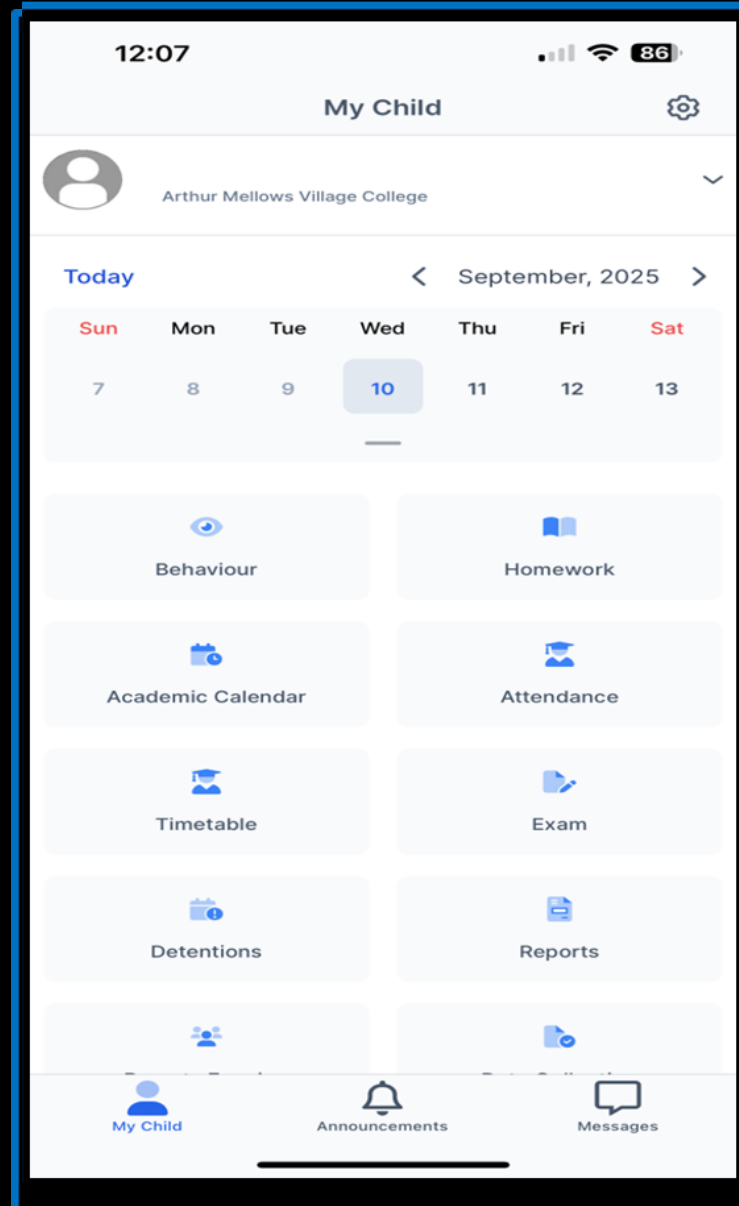


My Child at School (MCAS) App

Parents can download the App from either the Apple App Store or Google Play store.

Alternatively, parents can also use the web browser version. Links to the App and website are listed below.

1. To use the web version type: www.mychildatschool.com
2. To download the app on your mobile phone, search for: MyChildAtSchool Parent App, or search for MCAS



MCAS Behaviour – Events and Points

12:08

85

<

Behaviour

Events

Points

Behaviour Event Summary

😊

Positive1

😐

Neutral0

😞

Negative0

Year to Date (YTD)

Overall Total Points1

Total Positive Points1

Total Negative PointsN/A

12:08

85

<

Behaviour

Events

Points

😊

Attended a teams lesson09/09/2025 4:29:00 PM>

12:29

83

<

Main TeacherMrs E Ward

Date09 September 2025

Class

SubjectN/A

Event

Attended a teams lesson

Action

N/A

ActionDate

Tuesday, September 9, 2025 16:30



ARTHUR MELLOWS VILLAGE COLLEGE – YEAR 7 STUDENT INFORMATION REPORT 2025/26



Name: XXX

Total % Attendance: 95.1%

Achievement Points: 161

Behaviour Points: 3

Conduct Points: 158

Tutor Group: 7XXX

Total % Lates: 0.00%

Subject	Year 7 Target	Monitoring Point 1			Monitoring Point 2			
		ATL	HWK	WAG	ATL	HWK	Exam	WAG
Art	2+	1	1	1+				
Drama	2+	1	1	1+				
English	2+	1	1	3				
French	2-	1	1	1-				
Geography	2+	1	1	1+				
History	2+	1	1	2-				
ICT	2	1	1	3				
Maths	2	1	1	2-				
Music	2+	1	N/A	2+				
PE	2+	2	N/A	1+				
RE	3-	2	N/A	W1+				
Science	2	1	1	2				
Technology Food	2+	2	2	1				
Technology Product Design	2+							

Year 7 Target	The target grade is based upon students' CAT scores, these are used to create an expected rate of progress throughout Key Stage 3 and to the end of Year 11.
WAG (Working at Grade)	This is an indication of the level that the teacher estimates the student is currently working at.
Exam	This is the grade achieved in the end of year exam.
Conduct Points	Conduct points are calculated by subtracting the Behaviour Points from the Achievement Points.

	ATL (Attitude to Learning/Effort)		HWK (Homework)
1	Always tries as hard as possible and completes all work set to the best of their ability. Behaviour is always excellent. Student always listens well and follows staff instructions.	1	All generally submitted on time and is always completed to the best of the student's ability.
2	Tries hard most of the time and completes all work. Behaviour is good. The student listens well and follows staff instructions.	2	All generally submitted on time and usually the work reflects the student's ability.
3	Tries hard most of the time and completes most of the work. Behaviour is usually good, but student sometimes does not listen carefully and sometimes does not follow staff instructions.	3	Too often late or not of the level expected. This may mean homework has not been completed.
4	Frequently off task. Set work frequently not completed. Behaviour is often not as it should be. Frequently does not listen to or obey staff instructions. A cause for concern.	4	Homework is nearly always late or well below the effort that is expected of the student. This could also mean that homework is not completed.

Subjects and Curriculum covered in Year 7

[HOME](#)[ABOUT US](#)[FOR PARENTS](#)[REMOTE LEARNING](#)[CURRICULUM](#)[NEWS & EVENTS](#)[SIXTH FORM](#)[CONTACT US](#)

In this section

[CAREERS](#)[CURRICULUM MODEL](#)[CURRICULUM SUBJECT
BREAKDOWN](#)[DEPARTMENTS](#)[LITERACY](#)[PARENT SUPPORT INFORMATION](#)[YEAR 9 OPTIONS](#)[YEAR 11 REVISION](#)[HOME](#)[CURRICULUM](#)[PARENT SUPPORT INFORMATION](#)

Parent Support Information

Key Stage 3

Please find below Parent Subject Guides for Years 7, 8 and 9. These guides may be of use to parents in supporting your son/daughter throughout their Key Stage 3 studies and will offer specific help with internal examinations and testing. The guides include revision ideas and links for each subject.

[Download Year 7 Subject Support Guide](#) (requires [Adobe Reader](#))

[Download Year 8 Subject Support Guide](#) (requires [Adobe Reader](#))





How to support your child's learning?

- Help your child to use their planner effectively.
- Encourage a good routine for homework.
- 'After School Academy (ASA)' Homework Club (Monday to Thursday).
- Encourage them to seek help.
- Contact us if you are worried.
- Discuss their progress.
- Use SharePoint where relevant.
- MCAS App



Year 7 Subject Support Guide

Has been sent out to
parents/carers

Available on website under
'Curriculum Intent'



ARTHUR MELLOWS VILLAGE COLLEGE



YEAR 7

SUBJECT SUPPORT GUIDE

2026/27



*'When schools, families and community
work together to support learning, children
tend to do better, stay in school longer, and
like school more'.*

- Southwest Educational Development
Report (2002)



ARTHUR MELLOWS VILLAGE COLLEGE



The importance of homework

It is important to separate the idea of homework from study. Study is the long-term revision of subjects and topics, revising over already studied material with the view to committing it to long term memory. Homework is the day-to-day practice of your present subjects and topics, and consolidating the knowledge the student has acquired in class to doing it by him/herself at home. Homework is the first step by the student in working independently on a topic that was first introduced by the teacher. To help support your child with homework:

- Set up the expectation that homework will be done at a certain time every day.
- Ask what homework they have and look in their planner to see what they have written down.
- If no homework has been written down, look at their planner and see what subjects they have had that day and ask them to talk to you about what they did in class.
- Check with them when homework is due. Look at their timetable for the following day and see what homework is due in. There is usually a minimum of 48 hours turn around for students to hand in homework.
- Around the dinner table, enquire what your child has learned today or was there anything of interest that they learned, this will also allow your child to recall and relay newly acquired information.

***'Education is the most powerful weapon we can
use to change the world'***

- Nelson Mandela.

Subjects and Curriculum covered in Year 7

Drama



Drama			
When	Topic	Assessment	What can a parent do to support?
Term 1: Autumn 1 (September – October)	Introduction to Drama Conventions	Group Practical A scene set in a cinema including mime, thought track and still images.	• What is in your Drama tool kit? • What makes a good still image? • Rehearsal of their thought track at home (1 week before assessment) to an audience • What are the themes in your performance?
Autumn 2 (October - December)	Physical Theatre: Objects to Life	Group Practical A performance using bodies to create the set; objects on a desk come to life. Skills assessed include physical theatre, PPTV, movement, unison and non-verbal communication.	• Rehearse reactions in the mirror (i.e. Reaction during the conflict and reaction when the object breaks) • What is physical theatre? • Rehearse PPTV of the character at home

Online resources available for your child.



Teams is available via Microsoft 365 - <https://www.office.com>

Log in using the student email address (26<surname><initial>@arthurmellows.net), and the password they have setup on the computers during their first IT lessons.

Seneca allows users to also log in using their Microsoft 365 account.

Extra Curricular Music



Mrs Hammond, Head of Music



Mr Roberts, Teacher of Music



Peripatetic Music Opportunities

Peripatetic Lessons

- Students who have lessons in school can leave their instruments in a fingerprint accessed lock up.
- All timetables follow a rotation system so that students do not miss the same lessons.
- They are expected to catch up on any work missed.
- If you wish to apply for Peripatetic lessons, please contact Mrs Hammond as soon as possible.

Instrumental Tuition Offered

At AMVC we offer tuition in:

- Piano (Classical)
- Piano (Keyboard)
- Guitar and Bass
- Drum Kit
- Violin
- Viola
- Cello
- Saxophone
- Voice



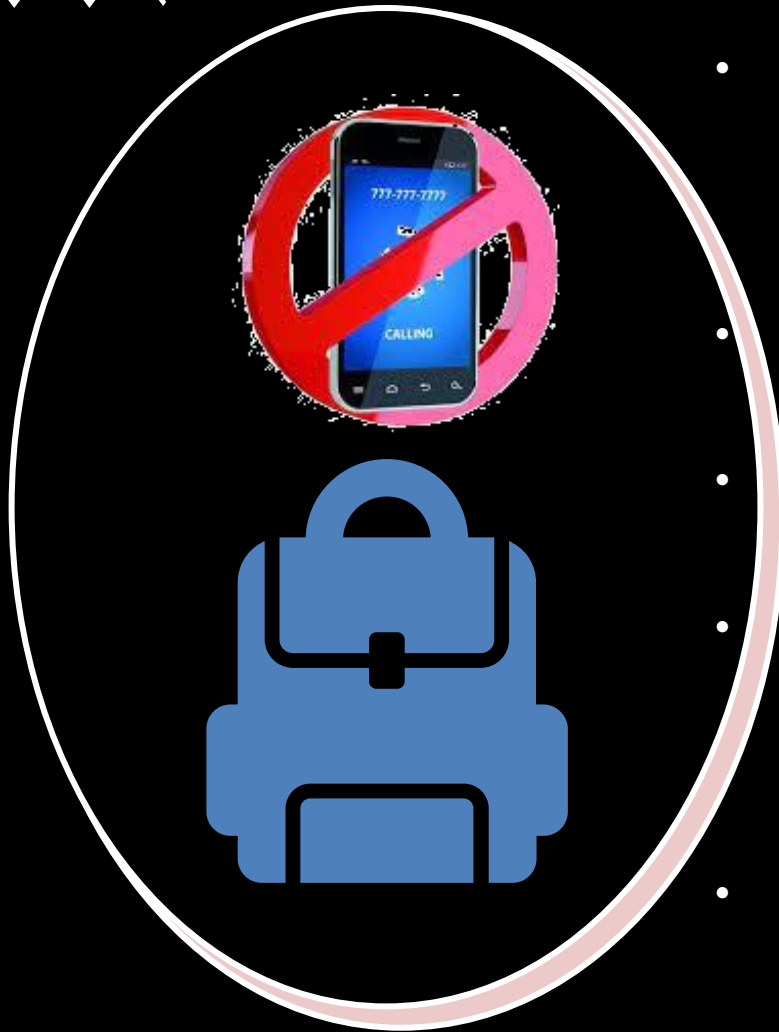
Extra Curricular Music Activities

We offer a range of activities for students who play instruments.

- Jazz Band (Experienced Players)
- Key Stage 3 Bands
- String Group
- Pop Choir



MOBILE PHONES



- Before students arrive in the school gate, their mobile phone must be switched off and placed in their bag (**not in a pocket**). They will not be allowed out at any point during the day.
- This includes all headphones and earphones/Air Pods.
- Smart watches can only be worn if the linked phone is switched off, or it is on airplane mode.
- These items are to remain in student's bags until end of Period 6 (3:10 pm), where they will be allowed to check for messages and have access for the journey home.
- Sixth Form students will be allowed their mobile phones out in the Sixth Form area only (McLaren Building ONLY).



Mobile Phone Sanctions

- If a student is seen with their mobile phone out in school, that phone will be confiscated and taken to Main Reception. If it is the first offence, the student will be able to collect it at the end of the day.
- If a student is seen with their mobile phone in their pocket, this also counts as having their phone out, as it should be in a bag only.
- Any Air Pods/headphones seen in school will be confiscated ALONG with their phone.
- If it is the second offence, the parent/carers will have to come to school to collect the mobile phone at the end of a school day (after 3.10 pm).
- If a student refuses to hand over a mobile phone, they will be sanctioned in line with school policy. This could include an internal and a Fixed Term Suspension from the College.
- Staff will be given secure envelopes to put mobile phones in, with clear labelling so that the phone is safe.

E-Safety Presentation



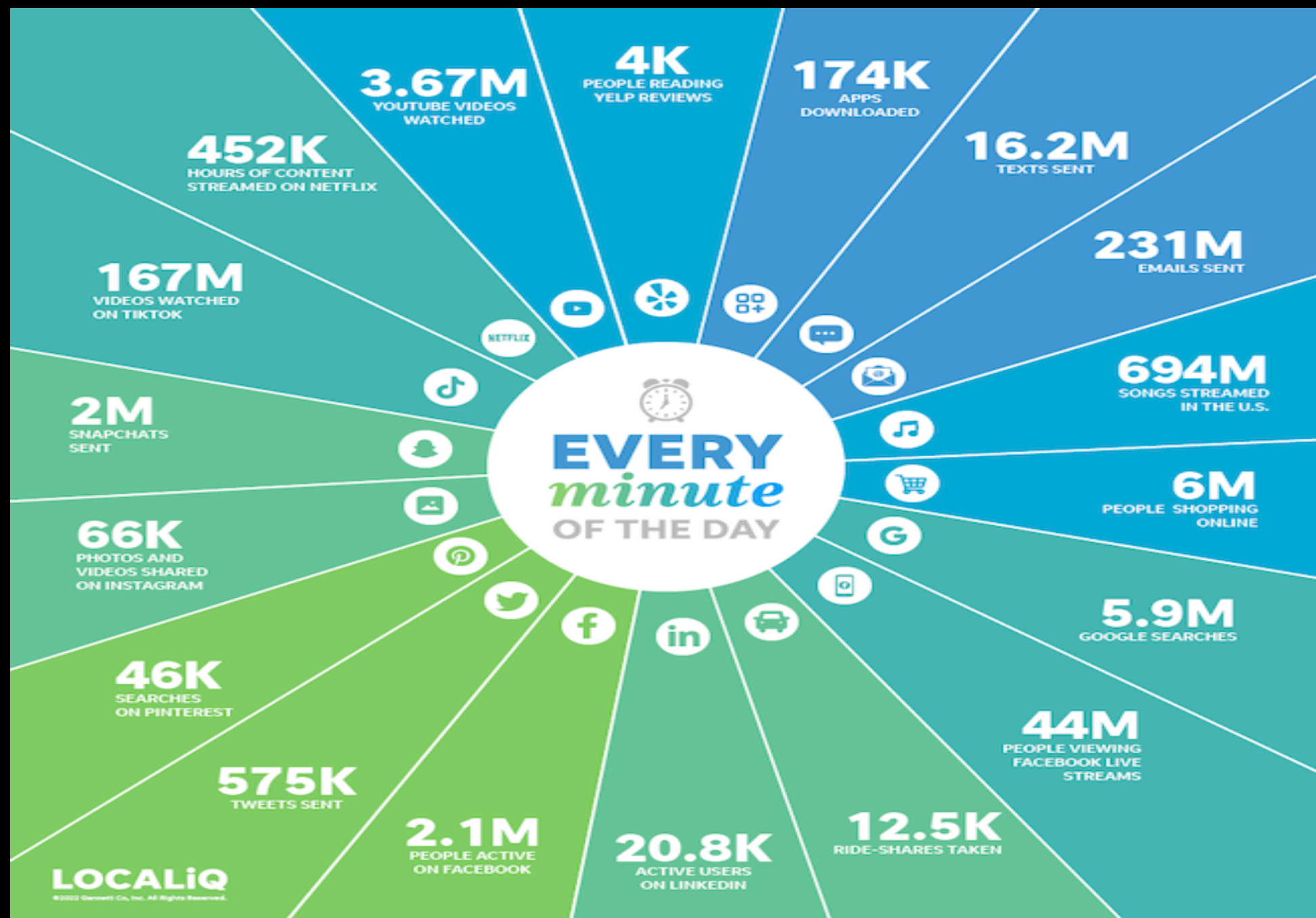
Mr Steele
Senior Leadership Team





E-Safety: What do we mean?

- **E-Safety** is less about restriction and more about education about the **risks** as well as the **benefits** so we can feel confident online.
- **E-Safety** is concerned with supporting children and young people to develop safer online behaviours, both in and out of school.
- **E-Safety** is constantly evolving.
- **E-Safety** is often defined as the safe and responsible use of technology. This includes the use of the internet and also other means of communication using electronic media (eg text messages, online messaging, social media, gaming devices, email etc).
- In practice, **E-Safety** is as much about behaviour as it is electronic security.



Online Trends

Safeguarding Workshop

 Simon Aston - Online Safety

 ncccybersafe

 NCCcybersafe



West
Northamptonshire
Council

Statutory Guidance

Zero tolerance approach to child on child abuse (statement)

Scare, realistic and up to date

Whole school organisation approach

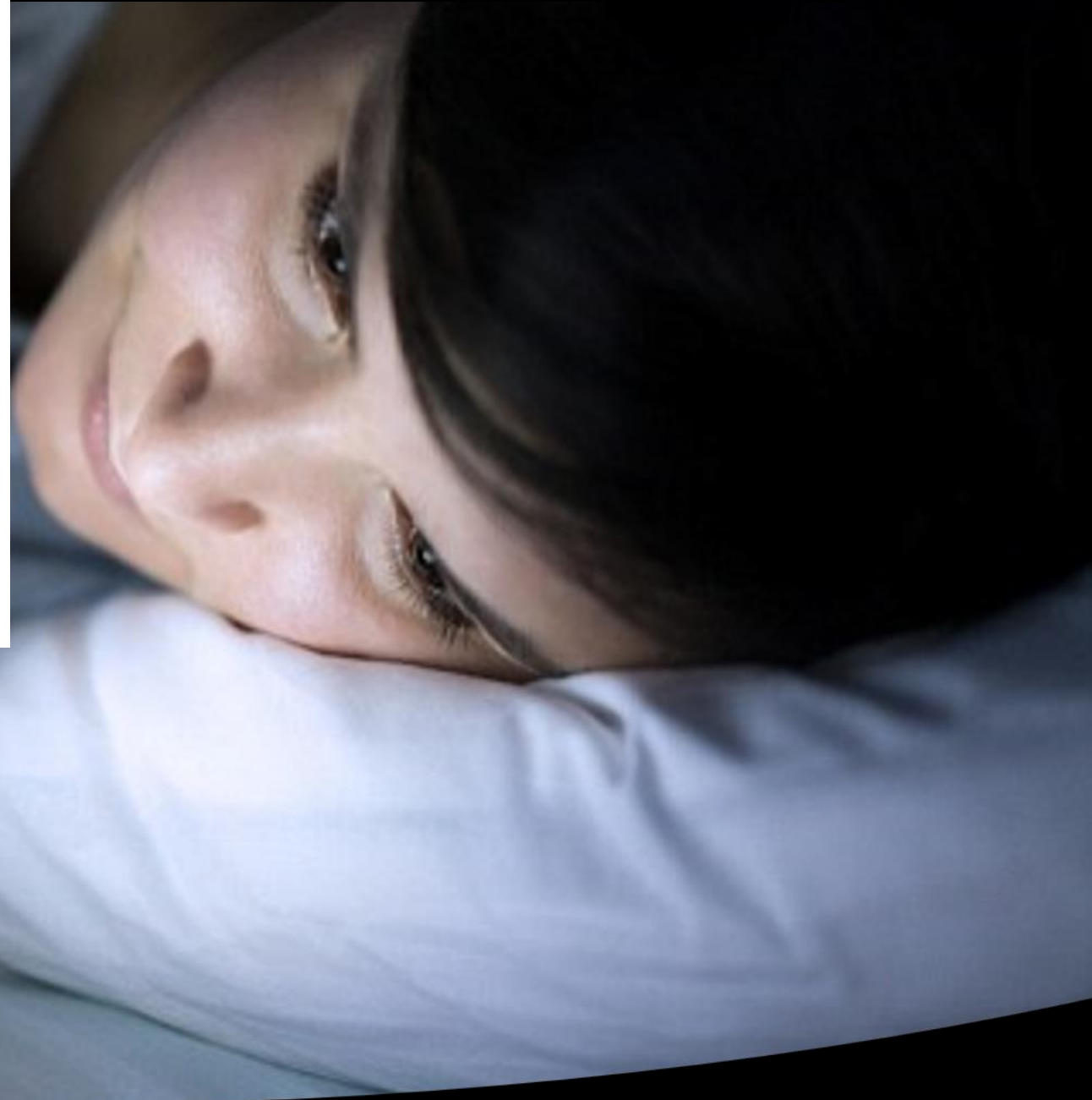
Online safety is integrated, aligned and considered as part of the whole school/college safeguarding approach

Embedded across and beyond the curriculum

School inspection handbook – Section 5 = **Harmful Sexual Behaviour**

Guidance
Teaching online safety in schools
Updated 12 January 2023

PROJECT
EVOLVE BETA



4 C's to online safety and wellbeing – KCSIE

- **Content:** being exposed to illegal, inappropriate or harmful content
- **Contact:** being subjected to harmful online interaction with others
- **Conduct:** personal online behaviour that increases the likelihood of, or causes harm
- **Commerce and contract:** risks such as online gambling, inappropriate advertising, phishing and or financial scams



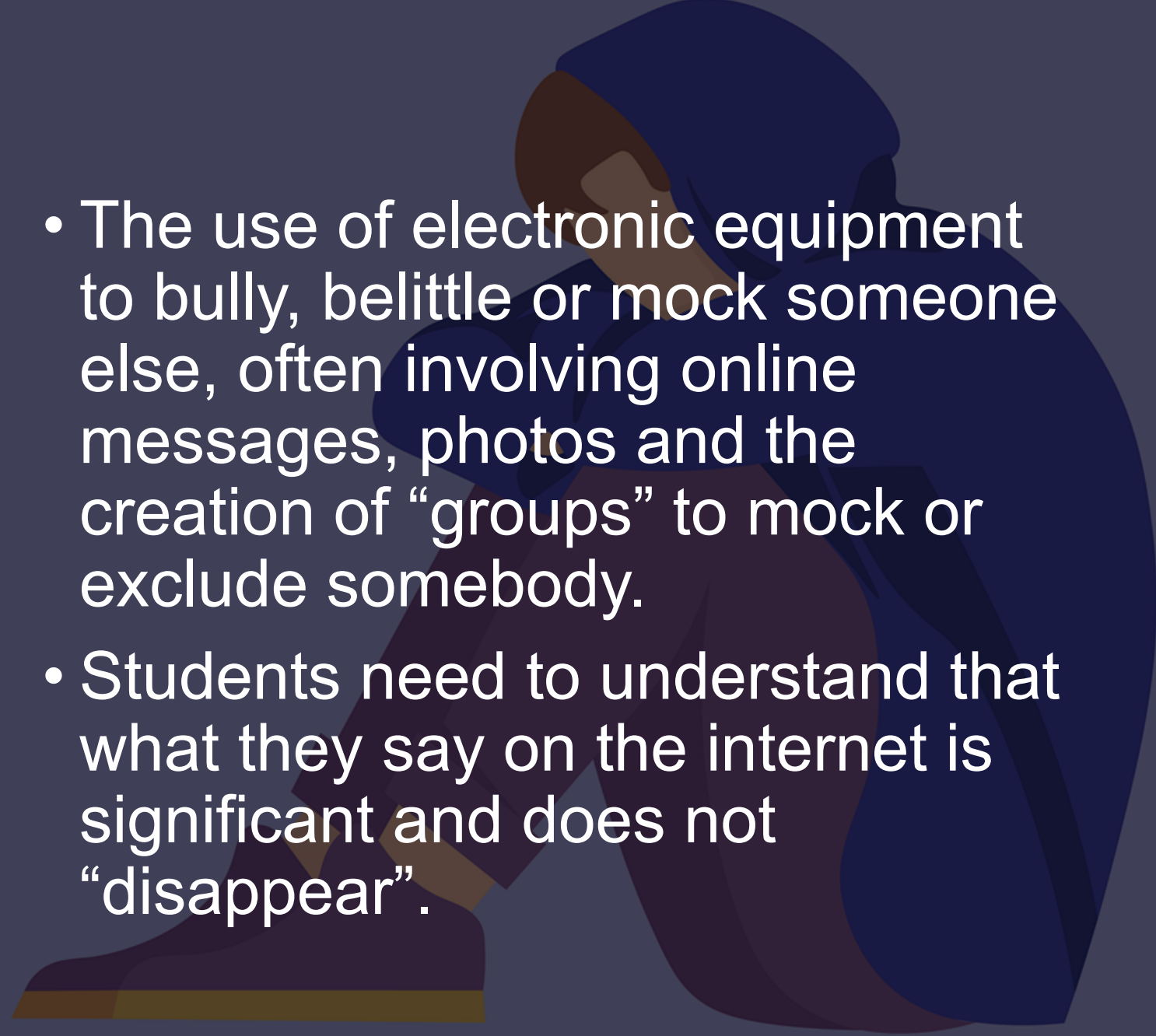
West
Northamptonshire
Council



Cyber-bullying



- The use of electronic equipment to bully, belittle or mock someone else, often involving online messages, photos and the creation of “groups” to mock or exclude somebody.
- Students need to understand that what they say on the internet is significant and does not “disappear”.





- Increase in use of Video Sharing Platforms TikTok being the most popular
- Significant increase in alternate devices for 'watching TV' and accessing on-demand content
- Online gaming has been a significant platform for connecting with friends (particularly with boys)
- Social media, messaging apps & video calls used by a majority to keep in touch with friends and family
- Use of anonymous Q&A sites or apps by a minority (around 1/5 of 12-15s and 1/10 of 8-11s)
- Parents have found it harder to control screen time and more concerned about their child's online use
- Parents felt the need to relax some of the rules about online use





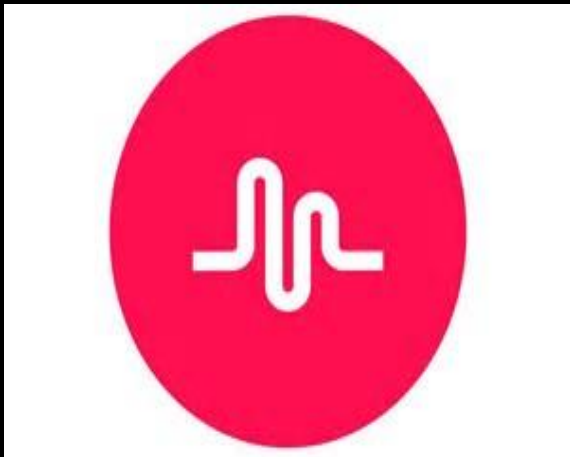
WhatsApp is an instant messaging app, which lets you send messages, images and videos to friends. You can have one to one and group conversations.



Kik is an instant messaging app allowing one – to – one chats, personal or private group chats with up to 50 members. There are NO privacy or parental controls. No phone numbers, just a username.



TIK TOK – including Musical.ly is a lively social network built around creating, sharing, and searching for user-created music videos. Users can upload videos of themselves singing, lip-synching, dancing, or performing some kind of stunt. Users can livestream themselves and interact directly with online audiences via chat. Users can set their videos to private or share them publicly. If shared publicly, videos can be viewed, commented upon, or remixed by other users.



Musical.ly – In August 2018, Tik Tok merged their app with Musical.ly to create a "bigger and better video community".

Live Streaming – IWF Research

- 96% of imagery depicted children on their own, typically in a home setting such as their own bedroom.
- 98% of imagery depicted children assessed as 13 years or younger. (28% aged 10 or under)
- 96% of the imagery featured girls.
- 40% of the imagery was Category A or B.
- 100% of the imagery had been harvested from the original upload location and was being redistributed on third party websites.
- 73% of the imagery appeared on 16 dedicated forums with the purpose of advertising paid downloads of videos of live-streamed child sexual abuse.



What can you do to help keep your child E-Safe?

- Be aware of privacy settings and how they are significant.
- Take 10 minutes to look at and set the parental controls on all the devices in your home.
- Go through the Facebook privacy controls with your child and any other social networks.
- Get involved in your children's online activity at home and TALK.
- Encourage Internet use that builds on offline activities.
- Check out the College website for useful tips and links to E-Safety advice websites.
- Students are taught about these key areas of E-Safety in ICT and in PSHE, but it is the responsibility of all of us to reinforce those messages. The College will hold Year Group assemblies in October.

What are the risks?

- Younger children becoming vulnerable to this form of abuse.
- Loss of control over content – all harvested from original broadcast service.
- Children blackmailed and coerced to produce more severe material.
- Lack of awareness of potential permanence of imagery captured from live streams.
- Increased commercialisation of captures of live-streamed child sexual abuse.





Digital Resilience

“ In addition to raising awareness about online risks and increasing online protection, we need to support young people to build their own digital skills and resilience, so they can navigate online worlds for themselves”

Resilience for the Digital World,
Young Minds 2017

Key considerations



Nude image of you online?
We can help take it down.



PSHE and RSE at Arthur Mellows

Mrs Shepherd



What is it?

- All students in years 7-11 have one lesson a fortnight of Lifeskills (50 minutes).
- Lifeskills is effectively PSHE (Personal Social Health Education)
- RSE is Relationship Health Education
- RSE is taught in all years at an age-appropriate level.

The key areas of focus in the National Curriculum (Secondary)

- Families
- Respectful Relationships
- Online Safety and Awareness
- Being safe
- Intimate sexual relationships (including sexual harm)



Relationships Education

- **Focus:** Teaches the "building blocks" of healthy, respectful relationships.
- **Key Topics:** Friendships, family dynamics, online safety, personal boundaries, and respect for others.
- **Statutory Status:** Compulsory for all pupils in primary and secondary schools.
- **Withdrawal:** Parents cannot withdraw their children from these lessons.



Sex Education

- **Focus:** Teaches the physical and emotional aspects of sexual health and intimacy.
- **Key Topics:** Human reproduction, contraception, STIs, sexual health services, and the legalities of consent.
- **Statutory Status:** Mandatory in secondary schools.
- **Withdrawal:** Parents have a right to request withdrawal from these lessons (excluding what is taught as part of the National Curriculum for Science).



Safeguarding

- All resources are age appropriate.
- We will always direct students where to get help and support.
- We work with Safeguarding/ Pastoral/ SEND and our School Councillor.
- Our aim is to educate students to keep them safe and make good decisions.



Topics in Yr7

1. Transition

2. Positive
relationships

3. Online Safety

4. Disability

5. Racism

6. Bullying

7. LGBTQIA+
DISCRIMINATION

8. Puberty

9. Healthy Eating

10. Oral Hygiene

11. Smoking & Vaping

12. Alcohol

14. Drugs

15. Railway Safety

16. Fire safety

17. Water safety

18. Electrical Safety

19. Cyber crime

20. Terrorism



Year 7- Positive Relationships, Friendships, Emotional Health, Bullying, Online Safety, LGBTQIA+ and homophobia, Puberty, Keeping healthy

Year 8- Peer pressure, Online Safety, Sexting and image sharing, Harmful viewing, Body Image, Self esteem, Relationships ending, Relationships and Grief

Year 9- Menstrual and reproductive cycle, Polycystic ovaries and endometriosis, Fertility, consent, STI'S, Sexuality, pregnancy, harassment, stalking

How the learning Journey develops

Year 11- Consent/ Rape/ Sextortion/Sexting/ Risk taking and harmful behaviours, County lines and exploitation, Misogyny and harassment, Law

Year 10- Stereotypes, gender, misogyny, FGM, Exploitation Marriage, Relationship abuse, Consent, Pornography, Contraception, STI's, Pregnancy, Abortion and Adoption, Parenting



How do we structure our Schemes of Work/ Topics

- We work with SEND/ Child Protection officers (CPO'S)/ Pastoral/ School councillor.
- We use PSHE Association and Department For Education guidance.
- We work with school liaison/ council/ external agencies.
- We reflect on Local/ National and global issues.
- Regularly receive training to be up to date with current practices and the law.
- Our aim is to be proactive rather than reactive.



Delivering sensitive topics

- Letters always go out to parents where we list the lessons covered.
- RSE is never delivered by a cover teacher.
- Children always have an expectation reminder including any pre-warnings.
- All lessons are age appropriate.
- We always sign post support as well as ourselves.
- All students have a safeguarding tracker to log support from all topics covered.
- We work as a team across the school.



Useful Websites

- Young Minds
- CEOP
- Talk to Frank- Drug awareness
- Lets talk about it- NHS (Specifically for parents)
- Big Talk Education
- Brook.org- guidance on sex and relationships
- NSPCC Learning
- Coram life education
- Childnet
- Report remove (NSPCC)
- Childline
- Centre 33- Local support for young people on a range of issues.



The Inclusion Team

MRS L BAXTER

Special Needs Co-ordinator Lead
(SENCO)

Designated Safeguarding Lead



MRS K BRIGGS

Deputy SENCO



MRS S DEMBRY

Assistant SENCO



MRS N THOMSON

Assistant SENCO



MRS T FINNEGAN

Senco Support



Meeting the needs of
students with 'additional
needs'

The Inclusion Department

- ▶ **Supporting every student to belong, thrive and succeed**
- ▶ **Every student is unique** – we recognise individual strengths, interests and needs and work to remove barriers to learning.
- ▶ **Inclusive teaching comes first** – our staff are trained to make learning accessible, engaging and responsive to different needs.
- ▶ **Personalised support** may include Pupil Passports, Trusted Adults, ELSA, targeted interventions and supported social/lunchtime activities.
- ▶ **A welcoming Inclusion environment** with quiet spaces, sensory regulation rooms and areas for literacy, numeracy and life-skills development.
- ▶ **We work together** – students, parents/carers, teachers, learning support assistants and external professionals work in partnership to support positive outcomes.
- ▶ **Looking beyond school** – we develop confidence, independence, resilience and life skills to help every young person prepare for adulthood.
- ▶ **Our aim: for every student to feel safe, valued, included and confident to achieve their personal best.**



Thank you for attending

Available to take individual queries

- Mr Roberts, Head of Year 7
- Mr Steele, Assistant Headteacher, Pastoral care and E-Safety
- Miss Ground, Associate Assistant Headteacher

*‘A welcoming and vibrant school where pupils are happy, friendly and behave exceptionally well’ –
Ofsted 2025*