

Year 8 Parents' Information Presentation

September 2023





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- Frances Dawes Deputy Head
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- Lorraine McKay Assistant Head Student Welfare and DSL

Aims of presentation:-



- To share The Head Teacher's key messages
- To provide parents with a timeline of events for Year 8 students this year
- To ensure parents have any relevant curriculum information
- To give time to exploring issues commonly affecting Year 8 students



Headteacher's Welcome



Learning



We believe in the value of:

- Determined and consistent effort
- A hunger to learn new things
- Challenging ourselves to go beyond our comfort zone
- Viewing setbacks and mistakes as opportunities to learn and grow
- Seeking and responding to feedback
- Encouraging others to succeed

KINDNESS

CURIOSITY

DETERMINATION

Our expectations

Academy Code of Conduct

Kindness

- We are kind to each other and to the environment around us.
- We are polite and follow all instructions when asked.
- We are focused, we listen and we contribute respectfully.



Curiosity

- We are confident to ask questions or ask for guidance when we need it.
- We are always prepared for lessons with a positive attitude to learning.
- We set no limits on what we can achieve.



Determination

- We try our hardest in every task.
- We keep trying when things get difficult.
- We represent our school as positive ambassadors at all times.



Behaviour for Learning Top 5



1. **Strong start:** we arrive on time, line up and enter the classroom calmly
2. **Full attention:** we are immediately silent and face the speaker when called to attention
3. **Full effort:** we apply ourselves with our full effort to the learning tasks set
4. **Full focus:** we focus all our attention on the learning tasks set
5. **Calm finish:** at the end of the lesson we wait in silence for the member of staff to dismiss us

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Social Time Top 5



1. Appropriate **language** used in student interactions at social times
2. **Physical interactions** between students are safe and follow the Academy value of kindness
3. Students show **respect for the Academy environment** – litter picked up and put in the bin, toilets and facilities used appropriately
4. Students **do not use mobile phones** on the Academy site from arrival at school until dismissed from class at the end of the day
5. Students present themselves appropriately at all times: hoods down around the site; **uniform** correct

KINDNESS CURIOSITY DETERMINATION



- To make a positive difference

- To set no limits on what we can achieve

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Effort



A student currently making Good effort...

- **Good effort means being a responsible and hardworking student who tries their best all of the time.**
- Shows a good interest in their learning and is attentive and focused;
- Responds well to feedback and targets and completes work to the expected standard;
- Shows determination and is willing to persevere when things are difficult;
- Takes responsibility for their work and is well organised;
- Willingly does all that is asked of them and sometimes more.

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DETERMINATION

Effort



A student currently making excellent effort...

- **Excellent effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.**
- Excellent participation in the lesson at all times, and is fully engaged;
- Actively seeks and responds to feedback on how to improve the quality of their work;
- Shows great determination and views setbacks and mistakes as opportunities to learn and grow;
- Manages their time and work efficiently and is an excellent role model who is highly disciplined;
- Uses their initiative in a range of situations without always having to be told what to do;
- Shows dedication and enthusiasm for learning at all times.

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DETERMINATION

Effort



A student currently making insufficient effort...

- **Insufficient effort means that a student is probably doing most of what they are supposed to do but is failing to push themselves or make the most of the opportunities available.**
- Often participates in lessons and is generally focused and well behaved;
- May not try hard enough to improve their work after feedback;
- Is usually well organised but does the minimum that is asked of them and not much more;
- Might make a Good level of effort some of the time but this is not consistent.

Effort



A student currently making poor effort...

- **Poor effort means that a student needs support or intervention to become a more responsible learner.**
- Makes little effort to be involved in the lesson and may disrupt the learning of others instead;
- Fails to act on feedback provided and as a result may not make much progress;
- Is not interested in being challenged and will give up without really trying;
- Spends an inadequate amount of time on tasks and may produce poor work as a result;
- Takes little or no responsibility for their own learning or behaviour;
- Effort is frequently a cause for concern.

Learning to behave well



- Immediacy
- Certainty
- Consistency

Systems: Rewards



House Points:

- **One House Point:** any positive behaviour in line with the Academy's expectations and values - "I've done more than just avoid getting a behaviour point"
- **Two House Points:** consistent, repeated or significant positive behaviour in line with the Academy's expectations and values
- **Three House Points:** a "WOW" reward for a special contribution to the Academy or positive behaviour which goes over and above expectations, or sets a role model example for others to follow

Rewards thresholds



Level	Milestone	Outcomes
L1 25 Conduct points	Tutor Commendation	E-Certificate from your tutor
L2 75 Conduct points	Head of House Commendation	Certificate from your Head of House
L3 125 Conduct points	Headteacher's Commendation	Certificate from the Headteacher
L4 175 Conduct points	Governor's Commendation	Certificate from the Chair of Governors

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Systems: classroom behaviour



Any failure to meet expectations results in a behaviour point.

- **Behaviour Point:** serves as your warning. It says “you have not met this expectation. You now need to make sure that you meet my expectations for the remainder of the lesson.”
- Your teacher will support you to get back on track.

Second behaviour point = Refocus



- You go straight there
- Check in your bag and your mobile phone
- Refocus is a silent working space
- You will reflect on your behaviour
- You will access to curriculum via Google Classroom
- The aim is to reduce the risk of you coming back

Refocus Room



First time in Refocus	Two lessons + one social time
Second time in Refocus	Three lessons + one social time
Third time in Refocus	Four lesson + two social times
Fourth / more times in Refocus	Five lessons + two social times

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Reflection, Appeal, Restoration



If you are sent to Refocus, there are three steps to follow before you return to lesson:

- Reflection
- Appeal
- Restoration

Reflection



Reflection is aimed at working out what's gone wrong. You will complete a Google Form questionnaire about what happened.

Your form will be read by:

- Staff in refocus
- The member of staff who sent you to Refocus
- Your tutor and Head of House
- It may also be shared with your parents

Appeal



- **Appeal** is an essential part of the process: if you feel you have been sent to Refocus unfairly, or there is additional information we need to know to understand what has gone wrong, you will have the opportunity to fill in an appeal in the Refocus Room
- We **promise** that we will look at your appeal: we **promise** that the member of staff who sent you to Refocus will talk to you about what you have written.
- **But:** if you argue about going to Refocus, you lose the right to appeal.

Restoration



After being sent to refocus, your teacher will talk to you about what went wrong, using your reflection form

This is an opportunity to **restore** the relationship and ensure that the next lesson is a positive one.

Your teacher will be looking for opportunities to praise you and award you house points in your next lesson: you need to give them those opportunities.

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Communication home



If you are sent to Refocus, the member of staff who sent you will contact home to explain what has happened.

I am writing to all families for their support with helping all students to behave their best.

Our aim is to achieve **disruption free learning.**

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How to support this at home

- Support the Academy with your children
- Raise any issues with us via tutor
- Make sure your child leaves the house with correct uniform and equipment
- Celebrate successes
- Learn from setbacks

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Social Time: time-out detention



- No warning
- Any breach of social time top 5, values, or respect = straight to Time-Out
- Before school/between lessons: next social time
- In social time: go immediately

Time out will be in S9 - just opposite Refocus

Access from the outside door only

Examples of

- running indoors;
- shouting indoors;
- being out of bounds;
- mobile phone / airpods / earbuds seen or heard (visible item confiscated);
- dropping litter/throwing food;
- inappropriate language or attitude;
- eating or drinking in banned areas;
- not cleaning away litter when asked;
- hitting or kicking school property;
- not keeping hands and feet to yourself (including pushing, shoving, play-fighting etc).

Serious incidents



Serious incidents may result in a full day in Refocus - no matter whether you have been before or not - or you may be suspended or permanently excluded from school.

Examples of “serious incidents” include (but are not limited to): swearing at a member of staff, behaviour that poses a Health & Safety risk, aggressive/ rude attitude, bullying, discrimination (including racism, homophobia, transphobia), vandalism, truanting, gambling, threatening behaviour, refusal to follow instructions, fighting or recording a fight, dangerous or reckless behaviour, physical assault, sexual harassment or assault, possession of drugs, alcohol, weapons.

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Punctuality



- You are expected to be at your lesson by the start of lesson bell for tutor time, period 3 (after break) and period 5 (after lunch)
- You are expected to arrive with the rest of your class for periods 1, 2 and 4.
- If you have a genuine reason for being late you **must** have a note from home or from a member of staff, otherwise you will be marked late.
- If you are late three times in a week, you will be sent to Refocus.



Uniform, jewellery, equipment

From September 2023



Uniform



- Charcoal grey plain full-length trousers
- If a belt is to be worn, this must be black and suitable for school
- Maroon School Uniform Polo Shirt with House Colour Trim and School Logo
- Black socks only
- Hats, scarves and coats, if worn, should be plain, without logos or patterns. Denim or leather jackets are not permitted.
- Hoodies: Academy hoodies (House PE hoodies, Maroon Academy hoodies, or Grey Year 11 hoodies) are acceptable to wear as part of the Academy's uniform. Hoods must be worn down. Other hoodies (those not issued by the Academy, or "trip" hoodies) are not acceptable and should not be worn to school.

Shoes



- Plain black flat polishable shoes. Must be all black, with no coloured logos or flashes. Shoes should enclose and protect toes and heels for health and safety reasons. Boots, canvas or fabric shoes or trainers are not allowed. Air Force or similar plain black trainers with uppers that are “polishable” are acceptable as school shoes, as are any plain black polishable shoes. Trainers with fabric uppers, or trainers with white or coloured logos or flashes, are not acceptable.

Jewellery



- Jewellery: students are permitted a watch and a ring. Piercings in the ear and/or nose must be studs only for health and safety reasons. Hoops, rings, dangly, spiked, chain link or spacer style earrings or nose piercings are not permitted. No other piercings are allowed (e.g. tongue or other parts of the body). All piercings must be removed or covered with a plaster when taking part in PE or Dance. All watches of any kind must be removed during exams.
- Make up: make up is not permitted in Years 7 or 8. In Years 9-11 make up, if worn, should be discreet. Nail varnish, false nails and false eyelashes are not permitted.

What if we get it wrong?



- **Incorrect uniform:** offered correct uniform to wear - behaviour point issued for incorrect uniform
- **Incorrect jewellery:** will be confiscated for collection at the end of the day - behaviour point issued for incorrect uniform
- If it cannot be removed (e.g. nails), you will be placed in Refocus until it can be sorted out with home.

Mobile phones



- **Mobile phones:** we will be including AirPods and earphones and earbuds (etc) in the definition of “mobile phone”
- If your mobile phone or AirPods, earphones, earbuds etc are seen or heard during the school day - from your arrival on the site through to when you are dismissed from your classroom - it/they will be confiscated and a behaviour point issued
- If this is in social time you will also be sent to Time-Out for a breach of social time expectations

Equipment



Every day, students are expected to bring:

- Essential Equipment:
 - Two Black pens
 - Two Sharp pencils
 - Rubber
 - Ruler
 - Scientific Calculator (Casio fx-85GTCW preferred)
 - Reading book
 - Planner with timetable
- Desirable equipment:
 - One Purple Pen
 - One Green Pen
 - Protractor
 - Pair of compasses
 - Set of coloured pencils
 - Glue stick
 - Set of four highlighters
 - Water bottle (reusable)

Equipment



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- Essential Equipment:

- Two Black pens
- Two Sharp pencils
- Rubber
- Ruler
- Scientific Calculator (Casio fx-85GTCW preferred)
- Reading book
- Planner with timetable
- Pencil case

- Desirable equipment:

- One Purple Pen
- One Green Pen
- Protractor
- Pair of compasses
- Set of coloured pencils
- Glue stick
- Set of four highlighters
- Water bottle (reusable)

Behaviour on the buses /walking to or from the academy



- Students should wait at the coach stop in the same manner that they would wait for a public bus
- Students should always be polite to the bus driver and follow their directions/instructions
- Students should never take photos or record other students on the bus as this is a breach of safeguarding
- Students MUST wear their seatbelts
- Student walking to school and those walking from a bus to their home should be mindful that they represent Churchill Academy & Sixth Form, be respectful of other members of the community, and ensure they are positive ambassadors for the school.

How is it going?



Year to date:

- 2,292 behaviour points issued (1.26 per student)
- 14,401 house points issued (7.92 per student)

Average number of students in refocus: 18 (1.1% of the student population)



Key information



Communication



- Your first point of contact for your child is their tutor. Please keep in touch.
 - You can contact staff by e mail or phone and we aim to respond within 2 working days
 - You can e mail teachers directly
 - You can email the academy churchill@churchill-academy.org
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- If your child has a Health care plan this should be reviewed annually. For a new Health Care Plan please contact the nurse eh@Churchill-academy.org For a review of an existing Health Care Plan please reply to the e mail you have been sent requesting acknowledgement/ no change or updates required.

Other staff



- To make contact with other staff please call reception
 - Head of House -
 - Senior Team
 - SENCo
 - Year 8 Pastoral Support Worker - Mr Jenks
 - Ms Dawes - Deputy Head - available Weds 3.30- 5.30pm
book 15 minute appointment through
gwa@churchill-academy.org

For Head of House or any other member of staff please phone reception and ask for an appointment. If the member of staff is available they will try and help there and then but please do not assume that they are available.

MCAS / The Portal



myChild at school.com

PARENT LOGIN

Email

Password

Remember Email Address

Reset Password

Login

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Available on the App Store

Get it on Google play

MCAS is available in the internet browser

(<https://www.mychildatschool.com/MCAS/MCSParentLogin>) or via the

MCAS app in the App Store or Google Play.

To log in, you need your email that you have registered with the school and a password.

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Key Dates 2023-2024



23 Nov	Academy Careers Convention, 6.00-8.00pm
28 & 29 Nov	Academy Christmas Concerts, Playhouse, WsM, 7.00pm
January	Report 1 Issued
w/c 25 Mar	Internal Exams Week
May	Report 2 Issued
16 May	Parents' Evening, Academy site, 4.00-7.00pm
w/c 8 July	Activities Week

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Supporting Adolescents

Lorraine McKay

Director of Student Welfare and Designated Safeguarding
Lead (DSL)

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Emotional disorders



- Emotional disorders are the most common mental health problems in children, and include anxieties, phobias and depression.
- Anxieties and phobias are related to fear, which can be generalised, or specific to a situation or object; for example school or separation from a parent. For a problem to be classified as a disorder, behaviour needs to present as an exaggeration of normal developmental trends.
- It is estimated that 1 per cent of children and 3 per cent of adolescents suffer from depression in any one year.
- Symptoms include sadness, irritability and loss of interest in activities.
- Associated features include changes in appetite, sleep disturbance and tiredness, difficulty concentrating, feelings of guilt, worthlessness, and suicidal thoughts.
- Talking therapies are a good treatment for depression and sometimes medication is also helpful.

Child Mental Health



- A capacity to enter into, and sustain, mutually satisfying and sustaining personal relationships
- Continuing progression of psychological development
- An ability to play and to learn so that attainments are appropriate for age and intellectual level
- A developing moral sense of right and wrong
- A degree of psychological distress and maladaptive behaviour within normal limits for the child's age and context

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Normal adolescence



- Distancing self from parents
- Focus of emotional investment shifts from parents to peers
- Search for identity, integrity and worth – who am I? Am I the same person I was yesterday?
- Old conflicts and Oedipal struggles are revisited and reworked
- Disillusionment; awareness of loss of childhood protection, loss of belief in parental omnipotence, loss of boundaries
- Constant movement between mature and immature modes
- Establishing new boundaries; challenging authority, experimentation
- Emotional stress; loss of self confidence
- Need to be the same as, and different from, peers

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CURIOSITY

DETERMINATION

Ways of coping



- Acting rather than reflecting is one way of 'getting rid of' the pain/confusion/frustration – acting out is about replacing thought by action
- Projection – attributing to others positive or negative aspects of self
- Testing and rejection of adults – especially parents. What kind of parent do I have and how much do they care?
- Being in and functioning as part of groups
- Seeing self and others in polarised ways
- Somatisation – physical rather emotional symptoms
- Experimentation; clothes, music, friends, lifestyles etc

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Enough sleep



- Adolescents seem to need around 9.25 hours sleep per night (cf 8 about hours for adults and the average 10 year old)
- Melatonin is produced much later in the evening in adolescents than in younger children – starts to increase around 11pm
- If you don't get to sleep until midnight and you have to be up at 7am you are missing 2.25 hours sleep per night
- Worse still REM sleep (associated with memory and learning) is likely to be interrupted as this often occurs late in the sleep cycle
- Cortisol levels increase in sleep deprived humans

Lack of REM sleep can contribute to:

- Anxiety
- Depression
- Poor immunity
- Accidents
- Poor judgement
- Poor memory
- Slower reactions
- Hypersexuality

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Academic resilience



- It is now well evidenced that early intervention in emotional difficulties improves outcomes for children, families and wider society including
 - increased learning and educational attainment,
 - improved behaviour and attendance at school,
 - better physical health,
 - improved long term mental health.

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What we cannot do.

- Agree to your child not attending school.
- Agree to your child not attending their lessons.
- Agree to an amended timetable for a lengthy period of time without medical evidence and even with medical evidence we are required to work towards a complete curriculum and full days of attendance.
- Agree to any modification of their timetable on a permanent basis without medical evidence or exceptional reason and even with medical evidence we are required to work towards building upon this.
- Medical evidence for the above is not a Doctors letter but a letter from a consultant or CAMHS.

What we cannot do



- Agree to authorising a student from attending lessons or school due to Anxiety. Please see [this link](#)
- Apply for any form of home tuition without consultant or CAMHS approval.
- Agree that your child never does PE.
- Move a Learning Group easily due to the Academy being full in most year groups.
- Agree to holidays.

What can we do?



- Be, or provide, a trusted adult, with regular access over time, who 'holds the young person in mind' this might be their tutor, key worker or someone from the well-being team. For the majority of students their tutor would be their trusted adult but some choose their Head of House or another teacher or teaching assistant. Please use this terminology with your child to reinforce their awareness of this role that staff have.
- Be prepared and resourced to help with basics, i.e. food, clothing, transport advice.
- Make sure vulnerable young people actually access activities, hobbies and sports.
- Provide safe spaces for students who wish to retreat from 'busy' school life for a temporary period of time.
- Help to map out a sense of future (hope and aspirations)- careers advice.
- Help young people to cope – teaching self soothing or management of feelings.
- Support young people to help others e.g. volunteering, peer mentoring.
- Provide opportunities for students, staff and parents to understand what resilience is.
- Provide Well-being support and support groups.

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Thank you

