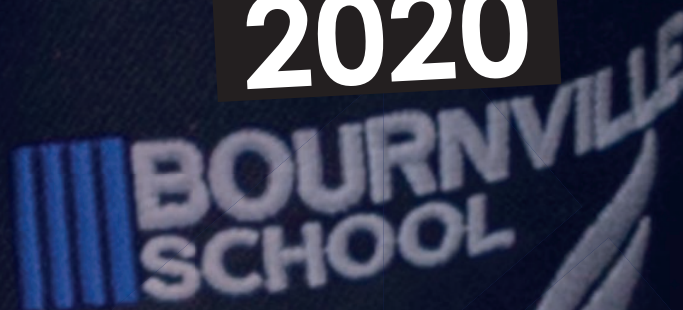


# STUDENT HANDBOOK 2020

BOURNEVILLE  
SCHOOL

PART OF THE FAIRFAX MULTI-ACADEMY TRUST



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A very warm welcome to Bournville School from all of our staff; we are delighted that you are joining us in September and look forward to seeing our Year 7 students thrive both academically and personally.



We appreciate that moving from primary to secondary can be a daunting experience for some parents and students but very much hope that the information provided will help to prepare you for life in secondary school.

As Head of Academy at Bournville, I am extremely proud of our students' achievements and the pride they take in all aspects of school life. I am confident that the high standards we have in behaviour, uniform and work ethic combined with our high expectations of mutual respect and ambition for all will not only support you to be successful at Bournville but will also equip you for a bright and happy future.

The school's motto "everyone, every lesson, every day" is fundamental to our success and I look forward to you making the most of the many opportunities that Bournville School has to offer.

A handwritten signature in black ink, which appears to read "Miss M Green". The signature is written in a cursive, flowing style.

**MISS M GREEN**  
Head of Academy



Unfortunately, your transition to Bournville School is not going to be the same as for last year's Year 7, this is because schools are closed for much of your transition.

Your parents and carers will have communication via letters and emails over the next few months as more guidance is released about how Bournville School can support your transition safely.

You are probably quite nervous about starting secondary school, but at Bournville, we do many things to make the transition as smooth as possible.

**Some of the initiatives we use to settle our new students are:**

- Separate Year 7 zones around the school site at social times.
- Year 7 students are allocated toilet facilities which only they can use.
- Student ambassadors and prefects are always around the school site ready to help Year 7 find their way to different classrooms.



## Buying the School Uniform

All students must wear the full Bournville School uniform, at all times. As soon as you walk through the school gates, your uniform must be perfect! You will need to buy the following uniform:

- Bournville School blazer
- Bournville School tie
- Black school cotton trousers and/or
- Black cotton knee length skirt
- White school shirts
- Black polishable school shoes (no trainers)

## Please be aware:

Pupils who arrive at school with incorrect uniform will be spoke to during form time in order to find a resolution, which could result in a sanction.

Confiscated items will be returned to pupils at the end of the day on the first occasion, after this confiscated items must be collected by a parent or carer.

## You can buy the school uniform from two shops:

### Clive Mark

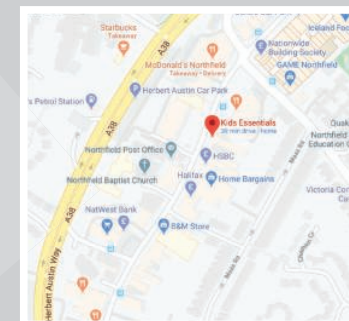
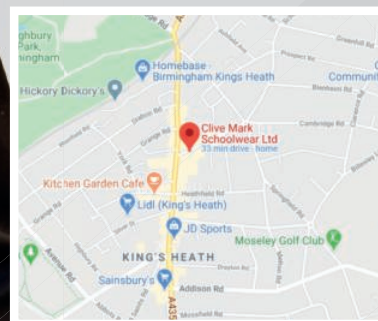
38-40 Poplar Road, Kings Heath, Birmingham B14 7AD

☎ 0121 444 7623 🌐 [www.clivemark.co.uk](http://www.clivemark.co.uk)

### Kids Essentials

762 Bristol Road South, Northfield, Birmingham, B31 2NN ☎ 0121 477 0736

🌐 [www.kidssentialschoolwearbirmingham.co.uk](http://www.kidssentialschoolwearbirmingham.co.uk)



## UNIFORM

Please Note: Hoodied tops, tracksuit tops, leather jackets or denim coats are not permitted.



- Black blazer
- Bournville pocket badge
- Black Bournville skirt OR black tailored trousers (no leggings, jersey skirts, denim, cord or skin tight trousers. Skirts should be no more than 3cm above or below the knee).
- White collared shirt
- Bournville tie
- Black shoes with low heels. Lace up shoes should have black laces only. Shoes should be of a polishable material (No training shoes, boots or canvas shoes allowed)
- Plain white or black socks or plain black or natural tights
- Narrow black belt with small plain buckle
- Jewellery: one stud in each ear and one watch
- Make up to be kept natural and subtle. No nail varnish
- No extreme haircuts or colour



## GAMES AND PE KIT

- School polo shirt - navy/cyclone blue (with logo)
- School shorts or school panel skirt - navy/cyclone blue (with logo)
- School reversible long sleeved top - navy/cyclone blue (with logo)
- Long navy blue knee length sports socks
- Indoor trainers with non-marking soles
- Outdoor trainers
- Football boots
- Black tracksuit bottoms
- Mouth guards and shin pads to protect against injury (optional)



### FOOTWEAR

Black shoes. Shoes must be of a polishable material and have low heels. Lace up shoes should have black laces only.

### SCHOOL BAGS

- Must be able to carry an A4 workbook
- Made of a robust and weather resistant fabric

## Uniform and equipment check list

Tick in the box next to each item once you have it ready for your first day.

BLAZER		<input type="checkbox"/>	SHIRTS		<input type="checkbox"/>	SCHOOL TIE		<input type="checkbox"/>
TROUSERS		<input type="checkbox"/>	SKIRT		<input type="checkbox"/>	SHOES		<input type="checkbox"/>
PE KIT		<input type="checkbox"/>	TRAINERS		<input type="checkbox"/>	FOOTBALL BOOTS		<input type="checkbox"/>

SCHOOL BAG		<input type="checkbox"/>	2 BLACK OR BLUE PENS		<input type="checkbox"/>	2 GREEN PENS		<input type="checkbox"/>
SCIENTIFIC CALCULATOR		<input type="checkbox"/>	2 PENCILS		<input type="checkbox"/>	RULER		<input type="checkbox"/>
PENCIL CASE		<input type="checkbox"/>	READING BOOK		<input type="checkbox"/>			<input type="checkbox"/>

# GETTING READY - PE KIT

- Pupils must always bring their P.E. 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.
- Spare kit will be provided for students whom have forgotten their kit
- The correct P.E. 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.
- Jewellery to be taken off and for stud earrings bring tape to cover.
- Any issues regarding PE kit please speak to your PE teacher.



## PE KIT



## PLUS

Bournville blue rugby jersey (long sleeved) (with PE logo)

Black tracksuit bottoms

Football boots

Mouth guard to protect against injury



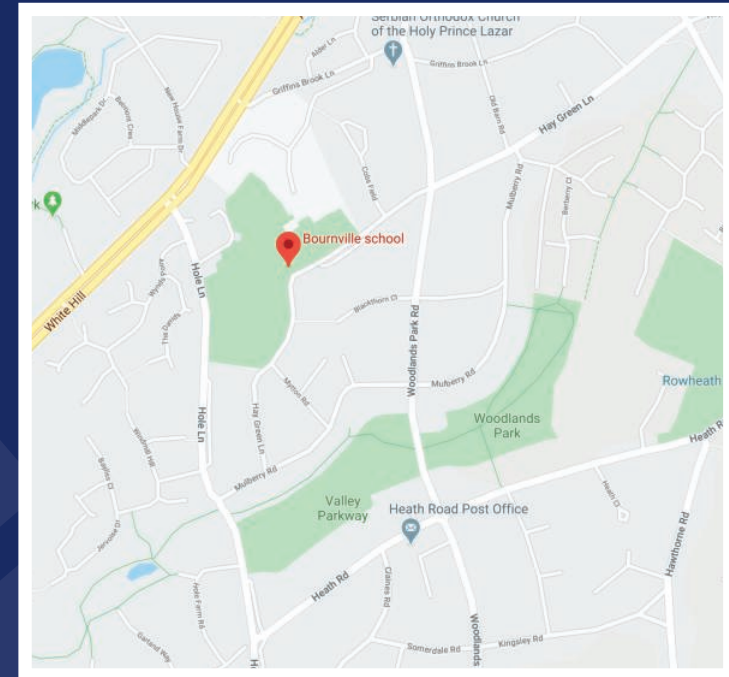


You will need to have an open conversation with your parents/ carers about how you are going to travel to and home from school each day. Whilst you are moving to secondary school, for some of you there will be new ways of travelling to school that you will need to prepare for.

Each morning and afternoon there are thousands of secondary school students travelling across Birmingham to get to school. You will need to ensure you are prepared.

- **Walking** – If you are walking to school, practice the route before September. You need to know how long it will take you to walk and which way you need to go. Make sure you know a different route to get home as occasionally roads can be blocked. Ensure you know how to safely cross the road.
- **Travelling by car** – If you are being dropped to school and/or picked up from school make sure you have done the journey with your family before September, in traffic. You may need to leave earlier than usual to get to school on time. Make sure you have an identified place to be dropped/collected from. No cars can come into the school car park; there is a 'no-drop' zone outside school; and there are residents houses and drives that you cannot block. Identify a place a distance from school that is manageable for you to walk where you do not impact on other road users or residents' homes.
- **Using public transport** – Whether you are travelling by bus or train you need to understand how to read the timetable. Make sure you have downloaded the app for the travel company you will use that has live arrival and departure times. Make sure you have applied for a bus pass in plenty of time for it to arrive. Ensure you have traveled the journey and know roughly how long it will take you. Do the journey in the early morning and afternoon when you will be travelling to/from school. There are regularly issues with traffic in the mornings, so plan to take the slightly earlier bus to ensure you are on time. It is important to know how to travel safely.

The gate from Hay Green Lane into the school is open to students in the morning and from 3.00pm-3.15pm.



#### COVID 19 UPDATE:

The guidance from the DfE encourages students to be sensible and take precautions on their way to and from school. Where possible students should walk or be dropped off by their parent/carer to avoid public transport. If using public transport, students should follow the guidance for travel as published by the government. When students are walking to school, they should also follow the government

## Our Values

Every student and member of staff at Bournville School demonstrate our values throughout our attendance, behaviours, attitudes and work ethic. We have 5 values:

- **Dedication** – We are relentless in making a life changing difference for our students because we care about young people.
- **Excellence** – We know that excellent outcomes are a result of excellent habits.
- **Ambition** – We all set challenging goals and expect everyone to go “the extra mile” to achieve their best.
- **Integrity** – We are truthful, sincere and open: we say what we mean and we always act with honesty and openness.
- **Tradition** – We are a traditional school which upholds traditional values.

## Our Expectations

### Bournville School students:

- Show respect for self, property and others
- Attend regularly and on time
- Wear uniform correctly, bring equipment and an Academy bag.
- Follow the School's Reward Scheme and Code of Behaviour.
- Complete homework that is set for me and hand it in on time.
- Be sensitive to others in and around Academy.
- Complete work to the best of my ability.
- Never bring a mobile phone into Academy
- Never bring illegal drugs / items that may cause harm/threat to others in Academy



## First time, Every time

At Bournville School we all do the right thing, first time every time. This means that we:

- Are in school
- Are on time
- Behave
- Believe in ourselves
- Stand up when the Head Teacher, Deputy Head Teacher or Visitors enter the room
- Follow instructions, first time

## 4 to Start, 4 to Finish

All lessons start and end the same, there are four steps to starting and finishing all of our lessons. We follow 4 to Start and 4 to Finish in silence.



### 4 to Start:

- Your teacher will meet you at the door
- You enter the room in silence
- Equipment and planner must be on your desk
- Begin your “Do now” task



### 4 to Finish:

- Room tidy and equipment away
- Books and planners checked
- Stand behind desks when asked
- Dismissed in silence

## Differences between Primary and Secondary School

There are lots of differences to your school day between Primary School and Secondary School. These include:

- Every day will start with Form Time with your Form Tutor.
- Assemblies will be once per week.
- Each subject will be taught by different teachers; they are specialists in the subjects they teach
- Your lessons will be in different classrooms across the school.
- You will be responsible for remembering your equipment and completing your own homework
- You may have to travel further from your home to school, which may mean catching the bus or cycling to school.

## How to read your timetable?

Your school day will look like this:

08:40 - 09:00	09:00 - 10:00	10:00 - 11:00	11:00 - 11:30	11:30 - 12:30	12:30 - 13:30	13:30 - 14:00	2:00 - 3:00
Form Time/ Assembly	PERIOD 1	PERIOD 2	BREAK 1	PERIOD 3	PERIOD 4	BREAK 2	PERIOD 5

Your timetable will have your Registration for each morning, this is your Form Time lessons with your Form Teacher. You will do activities with other students during this time or attend assembly.

Your timetable will look like this. For each lesson you will see your:

1. Class Code (for example, 7x/En3)
2. Your Subject (for example, En - English)
3. Teacher's Code (for example, TLA)
4. Classroom (for example, E13)

	reg	1	2	3	4	Lun	5	Twl
Mon	7TX AZIE21	7x/Ma2 KJCE24	7x/Sp2 DXAE25	7x/Pe3 BCICour	7x/Gg2 JXBE15		7x/Se2 WE E5	
Tue	7TX AZIE21	7x/Cp1 HP K3	7x/En2 ZXI E3	7x/Pe1 KXJE26	7x/Ma2 KJCE24		7x/Gg2 LJO E1	
Wed	7TX AZIE21	7x/Dt1 KB JHLA	7x/En2 ZXI E3	7x/Se2 WE E5	7x/Ar1 LW M33		7x/Tel RT E27	
Thu	7TX AZIE21	7x/En2 LXI E2	7x/Pe3 BCICour	7x/Se2 WE E5	7x/H2 LS E6		7x/Ma2 KJCE24	
Fri	7TX AZIE21	7x/Ma1 DT E14	7x/Sp2 DXAE25	7x/En2 LXI E2	7x/Ma2 KJCE24		7x/Se2 WE E5	



Mr Thomas

### MR THOMAS | ASSOCIATE ASSISTANT HEADTEACHER

"My role in school is to lead on transition. This includes liaising with primary schools in order to get all of the information required to give students the best possible start at Bournville."



Mr Dovey

### MR J DOVEY | DEPUTY HEADTEACHER

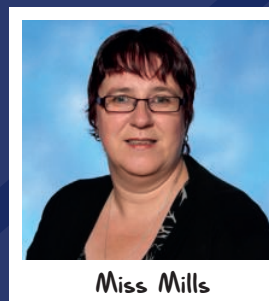
"My role is care, guidance and support. I am the Designated Safeguarding Lead and make sure that our school looks after our children's mental and physical wellbeing."



Miss MacLean

### MISS K MACLEAN | SEND

My role is to help children who have special educational needs or a disability to learn as well as they can and to thrive in our school.



Miss Mills

### MISS A MILLS | ADMINISTRATION MANAGER

I oversee all the administration at Bournville and deal with all Admissions to Bournville School



## E-Safety Acceptable Use Agreement

All students use computer facilities including internet access as an essential part of learning, as required by the National Curriculum. The e-Safety guidance is to help protect users by describing acceptable and unacceptable computer use.

When using the computer or other technologies it is important to feel safe all the time so all students must agree to:

- Keep passwords a secret and change them on a regular basis.
- Only access the network via user authorised accounts and passwords, which must not be given to any other person.
- Only visit sites which are appropriate to work at the time.
- Not forwarding any anonymous messages or chain letters.

## Follow the email Code of Conduct ensuring

- That only school approved accounts are used on the college system
- That school email is used for educational purposes only
- That messages are written carefully and politely, particularly as email could be forwarded to unintended readers
- That attachments and emails from non recognised sources are deleted and not opened.
- That accounts are managed with old e-mails being deleted on a regular basis



- That personal details about yourself or others are not revealed in e-mail communication, blogs or messaging
- Not to arrange to meet anyone outside of school without specific permission
- Inform a responsible adult straight away and /or email using the SHARP email found on the website, if anything that is sent or accessed makes them feel scared or uncomfortable.
- Making sure all network and Internet use is appropriate to education.
- Respect copyright and intellectual property rights.

## Students should understand that

- It is a criminal offence to use a computer or network for a purpose not permitted by the school.
- The school owns the computer network and can set rules for its use.
- The school may exercise its right to monitor the use of the school's computer systems, including access to web-sites, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.
- Any irresponsible use may result in the loss of network or Internet access.

## REWARDS

A variety of methods of rewards exist at Bournville School which include:

- Verbal praise
- Subject certificates
- Postcards home
- Queue Jump Pass for the term
- Hot chocolate Fridays
- Acknowledgement through assemblies in a roll call of honour
- Positive phone call home
- Public display of high-quality work
- Awards evening

We ensure that students learn by insisting on three simple school rules, these are that students should always be ready, respectful and safe. 'Ready' means that students are at lessons on time with both the uniform and focus that communicates they're ready to learn. 'Respectful' means treating colleagues and staff with appropriate courtesy and 'safe' refers to behaviour that avoids harming themselves, other and the school site.

When teachers encounter behaviour that shows students aren't ready, respectful or safe, teachers will use de-escalation strategies alongside the following staged process:

**Level 1** – first verbal warning

**Level 2** – second verbal warning

**Level 3** – 20 minutes same day detention

**Level 4** – 40 minutes same day detention

All detentions are accompanied by a restorative conversation that are intended to improve behaviour rather than simply punish it."

## English Language

The Year 7 English curriculum begins by encouraging students to have a voice in the world and engage with crucial issues for our planet by studying the work of teenage climate activist Greta Thunberg. Students then create their own speeches and articles in response. We then delve into narrative reading and writing by studying *A Monster Calls* by Patrick Ness. Students then read Shakespeare's play *Much Ado About Nothing* learning how to analyse older canonical texts. In the following ½ term students return to persuasive writing by looking at their place in the world and writing about issues that are important to our local community in Birmingham, on the national agenda, and in the wider world beyond. We end the year by looking at the poetry of World War One, and finally exploring how Roald Dahl creates suspense and interesting characters in his narratives and short stories. Students are exposed to a very broad range of challenging and interesting texts and are encouraged to develop their own skills in narrative and their own style when writing persuasive texts.

## Spanish

In Year 7 you will learn to talk about yourself, where you live, your school, your family and your hobbies expressing a variety of opinions and reasons. You will also get an introduction to Hispanic culture and you will learn about Christmas traditions and education in Spain and South America. You will reflect on the world you live in, using contexts familiar to you in your everyday life and giving you an insight into the culture of Spain and other Spanish-speaking countries. You will learn to listen, speak, read and write Spanish through a lot of fun activities!

## Geography

In year 7, you will learn to think like a geographer, speak like a geographer and write like a geographer. You will examine and assess key themes and topics in physical, human and environmental geography that will help you understand and make sense of the world around you. At Key Stage 3 you will study geography through topics such as map skills, weather, biomes, population, sustainability and natural hazards, developing a thorough understanding of the world we live in today and evaluating the choices that we all must make to secure a sustainable future for our planet.



## History

In Year 7, you will begin your journey as Historians studying topics such as our Local History, Life in Anglo Saxon England Pre 1066, the beginnings of Change in England after 1066 and Development of Church, State and Society 1509-1745. You will become critical thinkers by examining different sources and interpretations. Your written skills will develop as we teach you to construct amazing historical essays.

## Mathematics

Welcome to KS3 Maths! Year 7 is not going to be a repeat of your SAT's! However, we will revisit some key topics. Some of the topics you may not be familiar with include; prime factor decomposition, angles in parallel Lines and drawing linear graphs. As well as learning new skills, we will be developing existing ones whilst exploring problem solving and reasoning questions along the way.

## Music

Music is a universal language and it's highly creative! Lessons will inspire you to develop a love of music and your talent as musicians. It will increase your self-confidence, creativity and sense of achievement. You will start off by learning to perform music from day one, and as you progress, you will come to know about different kinds of music and engage with it critically; so that you can play, compose and evaluate music with confidence!

## PE

With a strong focus on enjoyment and participation, the PE curriculum offers a broad and balanced curriculum. It gives students the ability to develop in many physical competences as individuals and within teams. Students will have opportunities to further their skill, knowledge and understanding of the following: invasion games (Football, rugby, basketball, netball, hockey); racket sports (table tennis, badminton, tennis); dance; outdoor adventurous activities (orienteering, problem solving); athletics (track and field); fitness and exercise (weight, continuous, circuit, HITT); gymnastics (floor, vault,).

## RS

In Year 7 you will explore the concept of God, belief and non-belief. You will learn about the 6 major religions, Christianity, Islam, Sikhism, Hinduism, Buddhism and Judaism. You will also look at non-religious world views including atheism and Humanism, all helping you to be ready to take part in a fully multicultural world.

## Science

Science provides students with a depth of knowledge that they can use to understand the world around them and apply to real life situations. In KS3 Science students will develop their experimental and analytical skills whilst learning the fundamentals of Biology, Chemistry and Physics. KS3 is a three year curriculum, which provides the foundation of knowledge that students will require to access and succeed in GCSE Science.

## Computing

It is the aim of the department to enable students to develop skills and knowledge in computer science and digital technologies to prepare them for a future in a world where the use of technology is fully embodied. In Year 7 you are taught how to stay safe online, what the internal components of computers are and why they are important and then different aspects of computer science – Boolean logic, algorithms and later on programming projects using Scratch.

## PSHE

Year 7 you will take part in a range of topics in PSHE. These include transition and friendships early on in the year to help you have confidence in your fresh start at a new school. You will also look at values, sex and relationship education and health and wellbeing. The lessons have been chosen to make sure that students gain a range of knowledge that will help you both in school and in society.





## Drama

Drama is an exciting journey, where we work together as a supportive and caring team, always valuing everyone's ideas, opinions and skills, and always enjoying the learning when we experiment, find out the unexpected and celebrate our successes together. We are a team of explorers, finding out how much further we can stretch our creativity in creating interesting and original characters, developing scenes to inspire our audiences, writing scripts we can be proud of for years and examining professional theatre work that makes us think in new ways.

## Art

In year 7 all students will be introduced to the formal elements such as line, tone, form, colour, texture, and pattern. You will learn what goes into making a successful observational drawing and you will have time to improve your recording skills. You will explore the work of a range of artists from different countries, cultures, and art movements and you will create artwork in their styles. We will explore using a range of materials and techniques to create artwork such as mark making, painting, printmaking, sgraffito and sculpting. You will improve your colour mixing and blending and you will use these skills to produce a painting over a series of lessons. You will have a sketchbook where you will create your 2d work and you will create 3d work based on your own interpretation of mythical creatures.



“

"AT FIRST I WAS NERVOUS ABOUT STARTING SECONDARY SCHOOL, BUT AFTER THE FIRST DAY I LOVED BOURNVILLE BECAUSE THE TEACHERS AND STUDENTS WERE WELCOMING. AFTER STARTING AT BOURNVILLE, I QUICKLY JOINED DRAMA CLUB, TABLE-TENNIS CLUB AND THE SCHOOL BAND, WHICH HELPED ME MAKE FRIENDS WITH LOTS OF NEW STUDENTS." . **ESTA**

At Bournville we have an exciting extra-curricular programme which contains a wide range of activities.

We encourage all students in Year 7 to try at least one activity in their first term, as this is a fantastic way to make new friends whilst enjoying a mutual interest. The majority of activities take place after school, usually starting at 3pm and finishing at 4pm. The full list of programme of activities can be found on the school website but include:

### Inter-House Competitions

Throughout the school year there are many inter-house competitions for students to compete in.

### Sporting Opportunities at Bournville

The PE department offer a range of different sporting clubs throughout the year. Our sporting teams often compete against local schools, or schools within FMAT.

### The Arts at Bournville

There are many clubs that students can take part in, in order to improve their performing arts skills and develop their talents. By attending Drama and Music clubs, students give themselves the opportunity to participate in school shows, concerts and performances within the local community.

Check out these maths problems or you may have one of your own which you are invited to try at home. To enter the competition bring in a problem that you have solved, as fully as you can, to present in your class. Various prizes will be awarded for the problems entered. If you have any queries please contact Mr Thomas via email, [Thomas.d2@bournville.bham.sch.uk](mailto:Thomas.d2@bournville.bham.sch.uk)

## Problem #1 - Reach 100

Here is a grid of 4 boxes.

You must choose 4 different digits from 1-9 and put one in each box.

For example:

5	
1	


52 (reading along the 1st row)

19 (reading along the 2nd row)

51 (reading down the left hand column)

29 (reading down the right hand column)

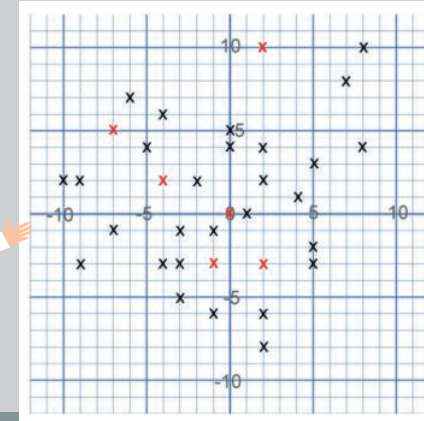
In this case their sum is 151.

Your challenge is to find four different digits that give four two-digit numbers which add to a total of 100

**How many ways can you find of doing it?**

## Problem #2

On the graph below there are 34 marked points.



- These points all mark the vertices (corners) of ten hidden squares.
- Each of the **6 red points** is a vertex shared by two squares.
- The other **28 points** are each a vertex of just one square.
- All of the squares share at least one vertex with another square.
- All the squares are different sizes.
- There are no marked points on the sides of any square, only at the vertices. (There are two near misses!)

**Can you find the ten hidden squares?**

## Problem #3

On the planet Vuv there are two sorts of creatures. The Zios have 3 legs and the Zepts have 7 legs.



The great planetary explorer Nico, who first discovered the planet, saw a crowd of Zios and Zepts. He managed to see that there was more than one of each kind of creature before they saw him. Suddenly they all rolled over onto their backs and put their legs in the air.

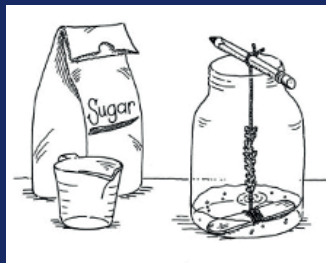
He counted **52 legs**. How many Zios and how many Zepts were there?

**Do you think there are any different answers?**

Check out the science experiments below or maybe you have one of your own which you are invited to practice at home and to present the finished project to your class. To enter the competition bring in a photo or picture you have drawn of you conducting the experiment and explain it as fully as you can to everyone in your class. Various prizes will be awarded at each key stage. Adult supervision required.

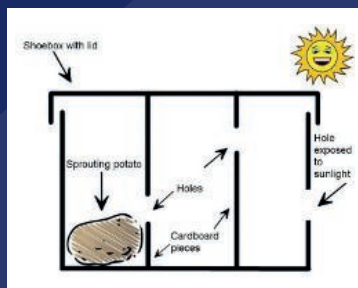
### Crystal Gems

**Experiment:** Take a clean jam jar. Fill it 2/3 full with warm water and add sugar until no more will dissolve. Take a pencil and tie some wool onto it and at one end attach a paper clip. Place the pencil over the top of the jar and let the wool and paper clip dangle in the sugar solution. The crystals will form within a few days.



### Sticky balloons

**Experiment:** Take a balloon, blow it up and tie the end. Scatter some small pieces of tissue paper on a table. Hold the balloon close but not touching the paper – what do you see happening? This time rub the balloon on your front (20-30) times or on the carpet. Now what happens to the paper? Try also holding it above your hair or near the wall, what happens this time?



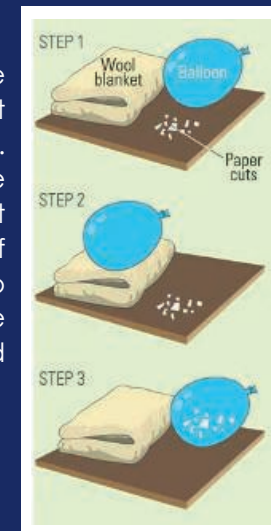
### Baked ice-cream

**Experiment:** Spoon 1 litre of ice cream onto a sponge flan case and place in the freezer to firm. Preheat your oven to 230°C (HOT!) Make a meringue by whisking 5 egg whites together, adding a couple of tablespoons of sugar until stiff peaks form. Quickly spoon this meringue over the cake and ice cream making sure it is completely sealed. Bake in the oven for about five minutes – remove as soon as the meringue starts to brown. Serve immediately and enjoy your **baked ice cream**.



### Shoe Box Maze

**Experiment:** Take a shoe box and cut a hole at one end to let the light in. Take a piece of card the width of the box and cut in two. Stick one piece of card 2/3 of the way up on the right sided of the box. Wait a week and see what happens.



Please hand your entry to your form tutor in September