



SMITHILLS SCHOOL  
SUCCESS FOR ALL

# FAMILY HANDBOOK

2025 - 2026



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# WELCOME TO SMITHILLS HIGH SCHOOL



SMITHILLS SCHOOL  
SUCCESS FOR ALL

As Headteacher, it is both an honour and a privilege to lead a school where the holistic development of our pupils is at the heart of everything we do.

I would like to welcome you to the Smithills Family. I am proud to serve as Headteacher of such a wonderful school and feel fortunate to work alongside our talented and diverse pupils, dedicated staff, supportive families, and valued community partners.

Smithills School is a dynamic and vibrant learning environment, enriched by the cultural diversity of our pupils and the unique qualities each one brings. Our pupils are central to our ethos, and we are unwavering in our commitment to nurturing their academic, personal, and social growth.

We are dedicated to providing the highest standard of education through a knowledge-rich curriculum, designed and delivered by expert teachers. This curriculum not only aims to deepen pupils' understanding across a broad range of subjects but also supports them in reaching and exceeding their academic potential. Alongside this, our bespoke Personal, Social, Health, and Economic (PSHE) curriculum, paired with a wide range of extracurricular opportunities, ensures that our pupils are equipped with the skills to thrive both academically and personally.

Beyond the classroom, we offer our pupils a wealth of cultural experiences that broaden their horizons, foster self-esteem, and empower them to make positive contributions to society—now and in the future.

We hold ourselves to the highest standards of behaviour for learning, and have clear, consistent policies in place to maintain this. I firmly believe that this approach enables our school community to flourish, ensuring that all pupils have the opportunity to live out our vision of 'Success for All'.

If you have any questions or would like to discuss anything further, please do not hesitate to get in touch with us.

C. Dewse.

Miss C Dewse  
Headteacher



# VISIONS AND VALUES

Our school is an incredibly special place; we are an inclusive, caring and friendly family where every child is respected and encouraged to reach their potential and shine. This is supported by our vision of **Success for All** and our strong values that are evident in all that we do.

Our vision and values support our curriculum, our bespoke pastoral offer, our personal development and our pathway to academic success.

## Nurturing **Independence**

We recognise the importance of taking charge of our intellectual growth and of being self-sufficient individuals. We take responsibility for our own actions yet know we can access the support of others for guidance.

## Building **Community**

We value our community and the need for us to be positive and productive members of society. We respect views and differences when working alongside others.

## Achieving **Excellence**

We value the process of striving for excellence. We ensure that whatever activities we take part in, we do them to the best of our abilities and endeavour to meet our potential.



# OUR SMITHILLS FAMILY

This is what being a part of the Smithills family means to us.



# ATTENDANCE

## Why attendance matters

Regular attendance at school is vital to help your child achieve and get the best possible start in life. Good attendance is central to pupil academic and personal development.

Research shows that going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, attendance at school regularly helps to develop:

- Friendships
- Social skills
- Team values
- Life skills
- Career pathways

90% of persistent non-attenders do not achieve five or more good grades of GCSE and around one third receive no GCSEs at all.

Young people who regularly miss school without good reason are also more likely to become isolated from their friends, underachieve in examinations and/or become involved in anti-social behaviour.

At Smithills School we are committed to supporting our pupils with improving their attendance. Each pupil will have access to a Form Tutor who will speak to their Form Group weekly about the importance of attendance and help pupils set targets to improve or maintain their positive attendance.

Pupils who need further support with meeting attendance expectations may be offered an Attendance Contract with a member of the Attendance Team and their Head of Year.

This allows the pupil an opportunity to discuss and understand the barriers to their attendance, whilst also allowing the Attendance and Year Teams to offer further bespoke support to the pupil over a monitoring period.

## Great attendance

leads to **great** outcomes



# ABSENCE REPORTING AND ATTENDANCE EXPECTATIONS

If your child is absent for any reason, please contact school each day to notify us.

We require daily contact to ensure your child is safe.

Please ring the Attendance Team on 01204 842382 or use the Arbor App before 8:45.

At Smithills School, we place a large emphasis on pupils developing resilience by maintaining excellent attendance. Maintaining 100% attendance means that your child does not miss any vital learning experiences. At Smithills School, the attendance target for all pupils is 96%.

To achieve their best, pupils must be on time and in school every day unless there is a valid reason.

This includes being on time for Session Zero and going straight to their lessons and being punctual throughout their school day.

By being in school on and on time to all lessons, we can ensure pupils have the best opportunity for Success for All.

## The Attendance Team

The attendance team will support you and your child to ensure they are meeting the school's expectation of 96% and they will work together, with your support, to achieve the best possible outcome.

Should you need to contact the attendance team, please ring 01204 842382 or email [attendance@smithillsschool.net](mailto:attendance@smithillsschool.net)

Smithills School Attendance Team	
C. Angus	Assistant Headteacher, Attendance
B. Patel	Lead Attendance Officer
F. Mohamed	Attendance Officer

# APPOINTMENTS AND TERM TIME HOLIDAYS

## Appointments

We ask that your child's routine medical and other appointments are made out of school time, where possible.

We understand that this is not always possible though and we ask that we are notified in advance.

This can be done by telephone or email, and we ask that parents and carers provide an appointment letter/card to confirm the appointment.

Where possible, the child should attend school before the appointment and return to lessons afterwards.

## Term time holidays

The Government changed the Education (Pupil Registration) Regulations in relation to term time holidays on 1st September 2013.

As a result, Headteachers can not allow any leave of absence during term time unless there are exceptional circumstances. This means that holidays in term time will not be authorised and will be marked as an unauthorised absence in the school register.

Unauthorised absences may result in a Penalty Notice being issued under the provisions of the Education Act 1996 which means that you could be fined for your child's absence.

Note: Payment of a Penalty Notice, if paid within 28 days is £80 per parent/carers, per child. If you do not pay within 21 days, the fine is increased to £160, and you have a further 7 days to make this payment in full.

Non-payment of a Penalty Notice within the total 28-day period could result in the commencement of criminal proceedings in the Magistrates' Court under Section 444 of the Education Act 1996.

Information on penalty notices is also available on the Bolton Council website.

If you are experiencing any difficulties that are affecting your child's attendance, the school want to work with you to support you. Please contact the school in the first instance.

# PERSISTENT ABSENCE

The Education Act 1996 requires parents and carers ensure their child receives a full-time education. For those attending school, parents and carers must ensure their child attends regularly. There is an expectation that all parents inform the school of absence; any unexplained absence will be followed up with a phone-call or home visit.

Persistent absence is a serious problem for children, as much of the work children miss when they are off school is never made up, leaving them at a considerable disadvantage. A child will be defined as a 'Persistent Absentee' if they miss 10% or more of school.

A child's attendance is monitored closely, and we will follow up unexplained absences with parents or carers. Where a child's attendance record reaches a concerning level, we will contact the child's parents or carers to discuss ways in which we can support all parties to help improve the child's attendance.

If the school has not been able to make contact with the child or parent for a period of 10 consecutive days, it must be reported to the Local Authority.

Attendance	Impact	Hours Lost
100%	0 Days Lost	0 Hours Lost
95%	9 Days Lost	45 Hours Lost
90%	19 Days Lost	95 Hours Lost
85%	28 Days Lost	140 Hours Lost
80%	38 Days Lost	190 Hours Lost
70%	46 Days Lost	230 Hours Lost

# PUNCTUALITY

Being late for school or lessons can contribute to a pupil's overall attendance, and impact on a pupil's overall achievement. Punctuality to school is a key focus at Smithills school.

## Punctuality to school

- School starts at 8:45am so pupils need to arrive at school before 8:40am
- A warning bell will ring at 8:40am by which time all pupils should be in their Session Zero classroom
- Pupils who arrive after 8:45am are late and will receive a C2 correction after school
- Our registers close at 9:15am. Any child late after time is recorded as a half-day absence. This will count against your child's attendance record
- Session Zero is an important time for staff to deliver elements of the curriculum, supportive mentoring, key messages and information to all pupils

### Every minute counts!

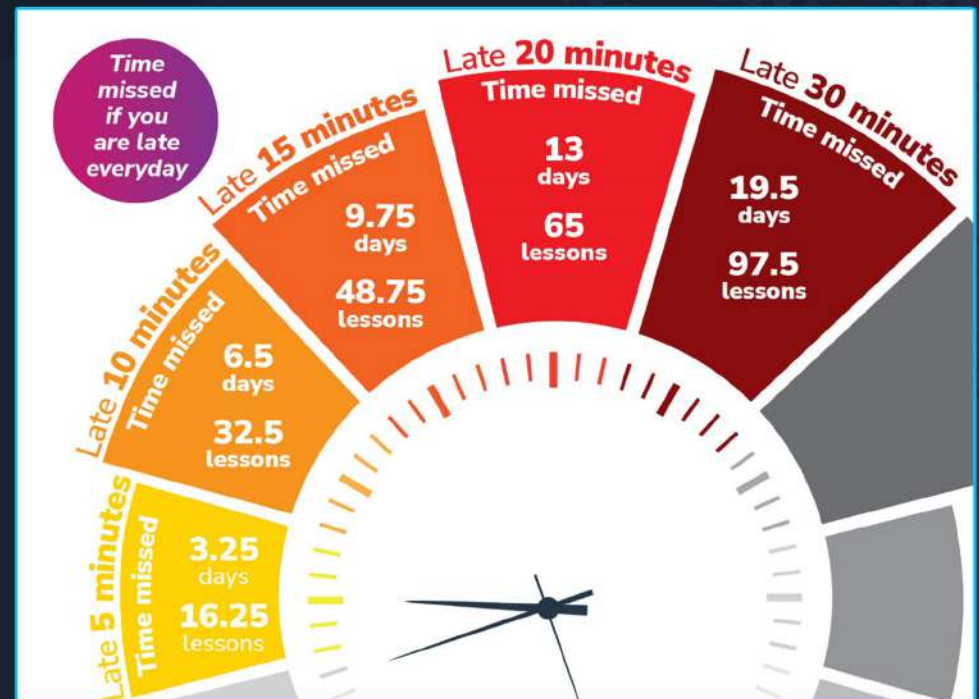
Getting to school on time really makes a difference.

### Lost Time = Lost Learning

Thank you for getting to school on time and maintaining strong attendance.

### Door in 4

Pupils must arrive to lessons within 4 minutes of the bell. Failure to do so will result in a C2 correction.



# UNIFORM EXPECTATIONS

Uniform will be checked at the entrance to school each day. Shirts should be tucked in and the top button fastened. Blazers and ties must be worn at all times.



Item	Expectation
Blazer with Smithills Badge on it	<ul style="list-style-type: none"> <li>The blazer must be worn at all times. Please note, pupils will be advised when they are permitted to remove blazers outside of the classroom due to weather conditions.</li> </ul>
Grey pleated skirt or trousers	<ul style="list-style-type: none"> <li>Knee length skirts may be worn</li> <li>Full length (not <math>\frac{3}{4}</math> length) trousers must be worn on the waist.</li> <li>Pupils may wear full length trousers with a pleated skirt (no leggings)</li> </ul>
Black belt	<ul style="list-style-type: none"> <li>Only black belts with a small, plain buckle are permitted. Belts must be worn inside belt loops</li> </ul>
White Shirt	<ul style="list-style-type: none"> <li>Must be tucked into the skirt or trousers with all buttons done up</li> </ul>
School jumper	<ul style="list-style-type: none"> <li>This is an optional item if pupils wish to wear an additional layer to keep warm</li> </ul>
Plain white, grey or black socks/ black or grey tights	<ul style="list-style-type: none"> <li>If wearing a skirt, socks must be white, grey or black and knee or ankle length</li> <li>If wearing trousers, socks must be white, grey or black and ankle length</li> <li>Trainer socks are not permitted</li> </ul>
Appropriate black footwear	<ul style="list-style-type: none"> <li>Footwear must have no emblems, white or coloured markings</li> <li>Boots must not be worn</li> <li>The school retains the final decision on whether a shoe is in line with the policy</li> </ul>
Hair	<ul style="list-style-type: none"> <li>Hair must always be kept off the face and not fall below the eyebrows</li> <li>Hair that falls below the collar should be tied back</li> <li>For hair that falls below the collar and cannot be tied at the back of the head, a larger headband should be used to keep the hair together</li> <li>Distinct shape-up/shaping of the hairline is not permitted and there should be no hair markings or shapes cut into the hair</li> <li>There must be no distinct contrast (including 'step') between the top, the back and the sides of the hair; any short sides and back must be blended gradually into the top of the hair</li> <li>Hair must be the pupil's natural colour</li> <li>Eyebrows must not be shaved or have any markings in them</li> <li>Facial hair must be clean shaved or natural</li> <li>The school retains the final decision on whether hair, including facial hair, is in line with the policy</li> </ul>
Jewellery	<ul style="list-style-type: none"> <li>No jewellery is permitted, except for a single/pair of small, plain, round gold or silver stud earrings in the lobe of the ear</li> <li>Diamante stud earrings are not permitted. No other form of body piercing is allowed</li> <li>A watch may be worn providing its only function/feature is telling the time e.g., no smartwatches, watches with alarms or sound effects, watches with calculators or video/audio recording capability</li> <li>Jewellery and watches must be removed before all P.E. lessons</li> <li>Watches need to be removed for all external exams in line with the JCQ guidance</li> </ul>
Head covering	<ul style="list-style-type: none"> <li>Faces must always be fully visible; full or partial face coverings are not permitted</li> </ul>
PE KIT	
	<ul style="list-style-type: none"> <li>PE top</li> <li>PE shorts</li> <li>PE skirt (girls)</li> <li>PE socks (optional)</li> <li>Tracksuit top (optional)</li> <li>Trainers</li> </ul>

# SCHOOL UNIFORM

Parents/ Carers will be expected to bring correct uniform into school if a pupil comes to school in any item that is not listed.



## Mobile Phones

Mobile phones must not be seen or heard in school at any time.

Mobiles are to be switched off, kept out of view and be stored safely in an inside pocket or a bag – not in the blazer front pocket.

We work on the principle of "On site, out of sight". If seen phones will be confiscated and returned at the end of the day following a C2.

**Please note:** The school takes no responsibility for lost or stolen electronic equipment when in the pupils' care.

- Make-up - Excessive make-up is not permitted. Any pupil wearing false eyelashes, eyeliner, eye shadow or lipstick will be asked to remove it.
- Nail varnish is not permitted. Pupils wearing nail varnish will be given remover to remove it. Acrylic nails are not permitted.
- Jewellery - Pupils can wear one gold or silver stud in the lobe of each ear and a watch. All other items of jewellery will be confiscated and pupils will be asked to collect them at the end of the school day.
- Jeans, leggings, tracksuit bottoms or cords are not permitted.
- Appropriate plain footwear - no white/ coloured motifs or emblems.





# **NURTURING INDEPENDENCE**



# THE SCHOOL DAY

School starts at 8:45am every day, therefore pupils need to be in the building for 8:40am.

All Year Groups				
Session Zero	08:45am to 9:25am			
Period 1	09:25am-10:25am			
Period 2	10:25am-11:25am			
Break	11:25am-11:45am			
Period 3	11:45am-12:45pm			
Period 4/Lunch	12:45pm-14:15pm			
		12:45pm-13:15pm	13:15pm – 13:45pm	13:45pm – 14:15pm
	Year 7	1 <sup>st</sup> half of lesson	Lunch	2 <sup>nd</sup> half of lesson
	Year 9 & 11	Lunch	Lesson	
	Year 8 & 10	Lesson		Lunch
Period 5	14:15-15:15			
Period 6 (optional or directed)	Intervention sessions and corrections up to 60 minutes.			

# SESSION ZERO

- Session Zero is what schools often refer to as 'form' or 'registration' but, at Smithills School, it is where something extraordinary happens.
- Session Zero is an opportunity for a form to come together to learn about personal development, organization, and work towards a collaborative, unique project, pupil work submission.
- In the past three years, engage in debates about current affairs with staff, and some rather amazing projects! There is also an element of competition with forms' excellent work being selected for display and recognition through certificates, reward points, and prizes.
- Pupils also do lessons focusing on character education during this time, which is an important skill for their overall development. Character education involves teaching students values such as respect, responsibility, fairness, and empathy, helping them to develop into well-rounded individuals.

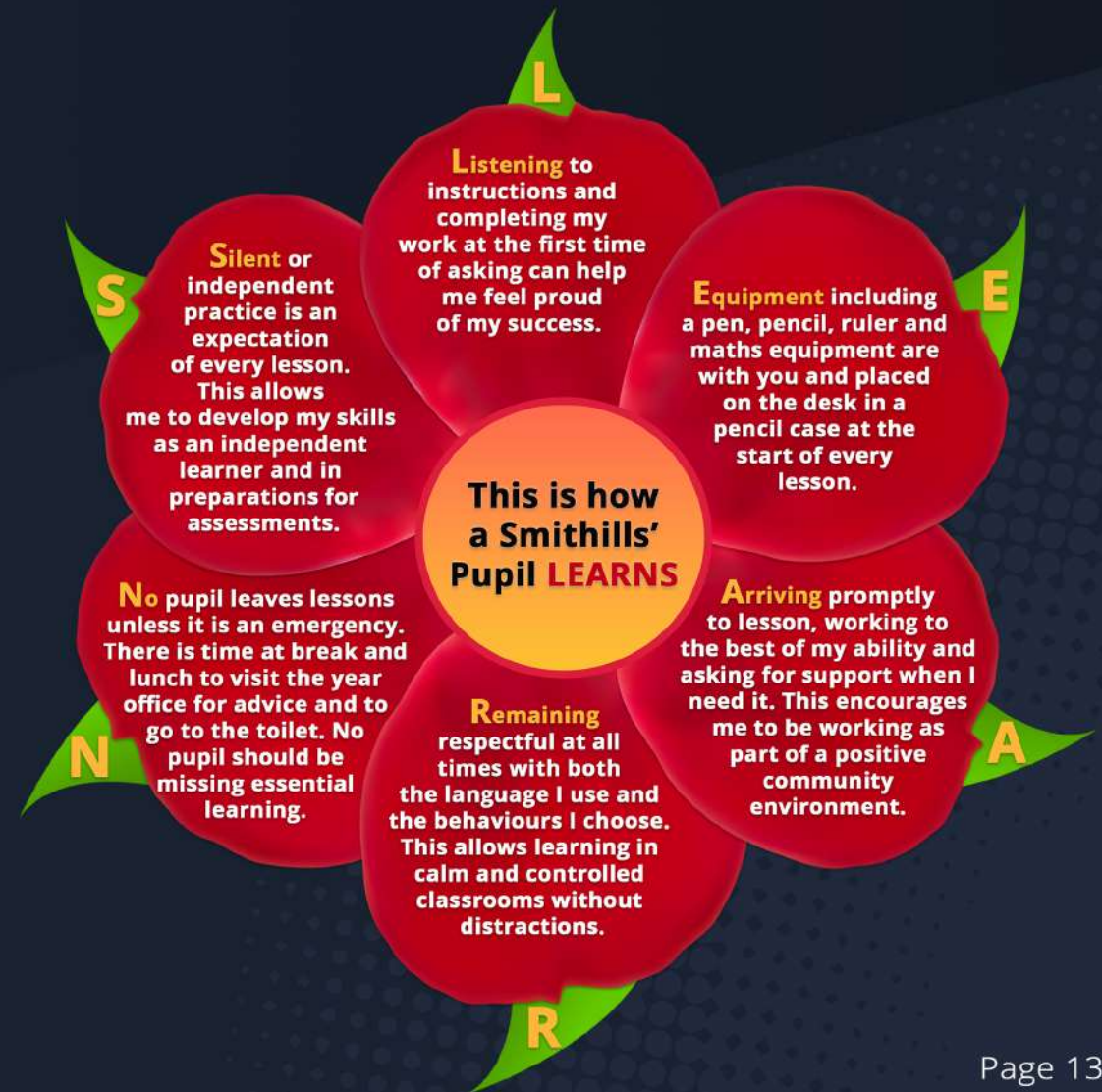
Pupils start every day with Session Zero and demonstrate progress in Session Zero in discussion as well as by handing in collaborative work once a month, on their set theme.

Year Group	Monday	Tuesday	Wednesday	Thursday	Friday
7	Reading	Reading	Session 0	Session 0	Assembly
8	Reading	Reading	Session 0	Assembly	Session 0
9	Reading	Reading	Assembly	Session 0	Session 0
10	Session 0	Assembly	Session 0	Reading	Reading
11	Assembly	Session 0	Session 0	Session 0	Session 0

# HOW A PUPIL LEARNS AT SMITHILLS SCHOOL

The school council at Smithills School aims to clearly define what learning should look like in every lesson from a pupil's perspective.

Our goal is to ensure that pupils can learn effectively. To achieve this, we have established a clear set of expectations for how pupils should arrive, prepare to learn, and behave in every lesson.



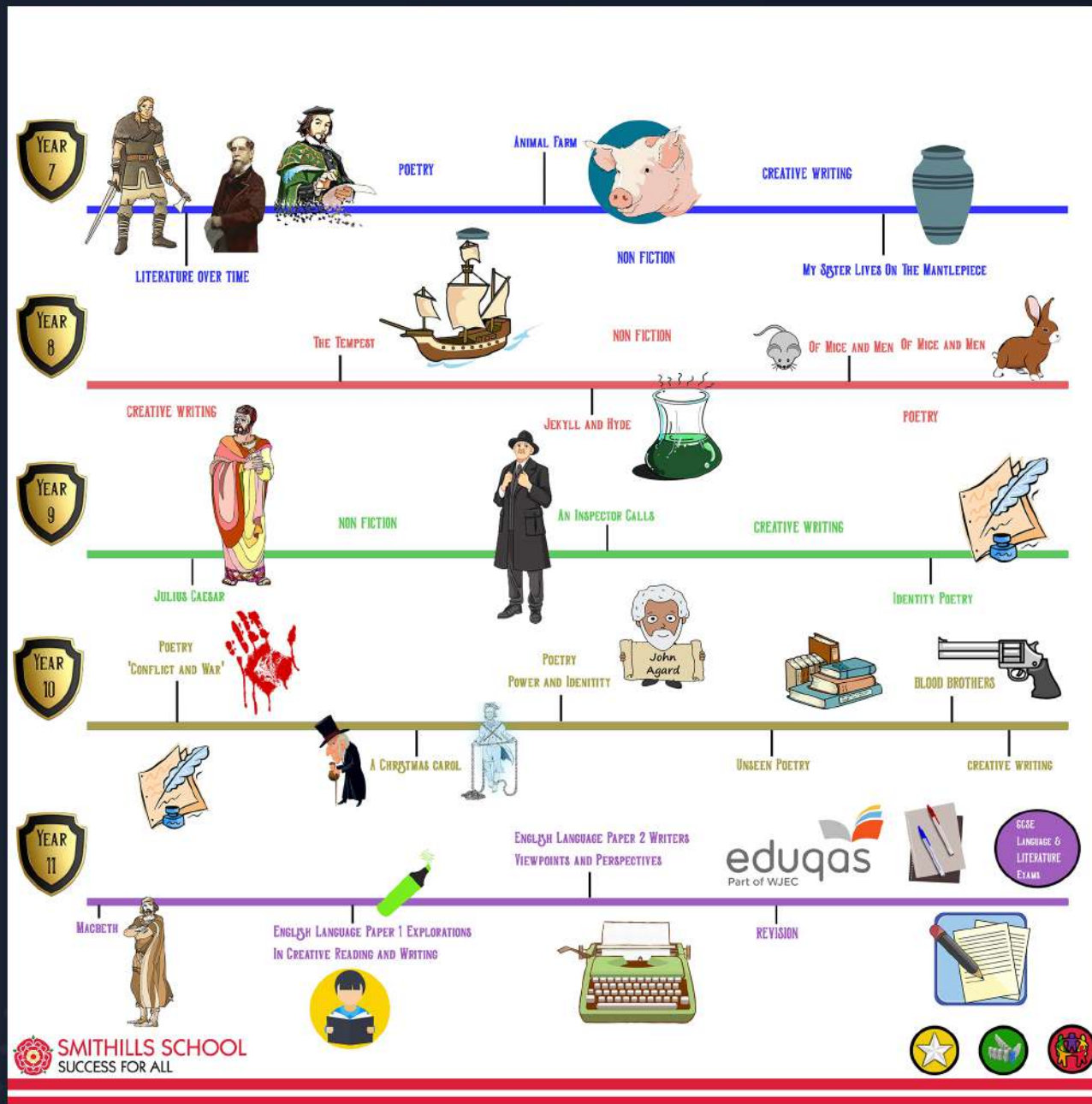
# CURRICULUM MODEL

At Smithills, we follow a two-week timetable, where Week A and Week B alternate. While students study the same subjects in both weeks, the schedule varies slightly, with lessons arranged in a different order depending on the week.

Year 7		Year 8		Year 9		Year 10		Year 11	
English	8	English	8	English	7	English	10	English	10
Maths	8	Maths	7	Maths	8	Maths	10	Maths	10
Science	6	Science	7	Science	7	Science	10	Science	10
Geography	4	Geography	4	Geography	4	Humanities Option	6	Humanities Option	5
History	4	History	4	History	4	Option 1	6	Option 1	5
RE	3	RE	3	RE	3	Option 2	6	Option 2	5
PE	3	PE	3	PE	3	PE	2	PE	2
Art	2	Art	2	Art	2			Boost (English, Maths, Science)	3
Computing	2	Computing	2	Computing	2				
Dance	1	Dance	1	Dance	1				
Drama	1	Drama	1	Drama	1				
Design Technology	1	Design Technology	1	Design Technology	1				
Food	1	Food	1	Food	1				
Music	2	Music	2	Music	2				
MFL	4	MFL	4	MFL	4				



# ENGLISH CURRICULUM MAP





2.75       $2\frac{3}{4}$       275%

Decimal      Fraction      Percentage

### Four operations with directed number

Constructing, measuring and using geometric notation  
Developing geometric reasoning



		Spinner One					
		+	1	2	3	4	5
Spinner Two	1		2	3	4	5	6
	2		3	4	5	6	7
	3		4	5	6	7	8
	4		5	6	7	8	9
	5		6	7	8	9	10

Solving problems with addition and subtraction  
Solving problems with multiplication and division  
Fractions and percentages of amount

### Addition and subtraction of fractions



Sets and probability  
Prime numbers and proof



### Three dimensional shapes



Brackets, equations and inequalities  
Sequences  
Indices

- Deduction
- Rotation and translation
- Pythagoras' Theorem



Angles in parallel lines and polygons  
Area of trapezia and circles

Algebraic representation  
Prime numbers and proof



Numbers  
Using percentages  
Maths and money

Enlargement and similarity  
Rates  
Probability



Congruence, similarity and enlargement  
Trigonometry

Angles & bearings  
Working with circles  
Vectors

## Collecting, representing and interpreting data

### Manipulating expressions



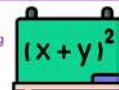
- Gradients & lines
- Non linear graphs
- Using graphs



Multiplicative  
Geometric  
Algebraic



- Expanding & factorising
- Changing the subject
- Functions

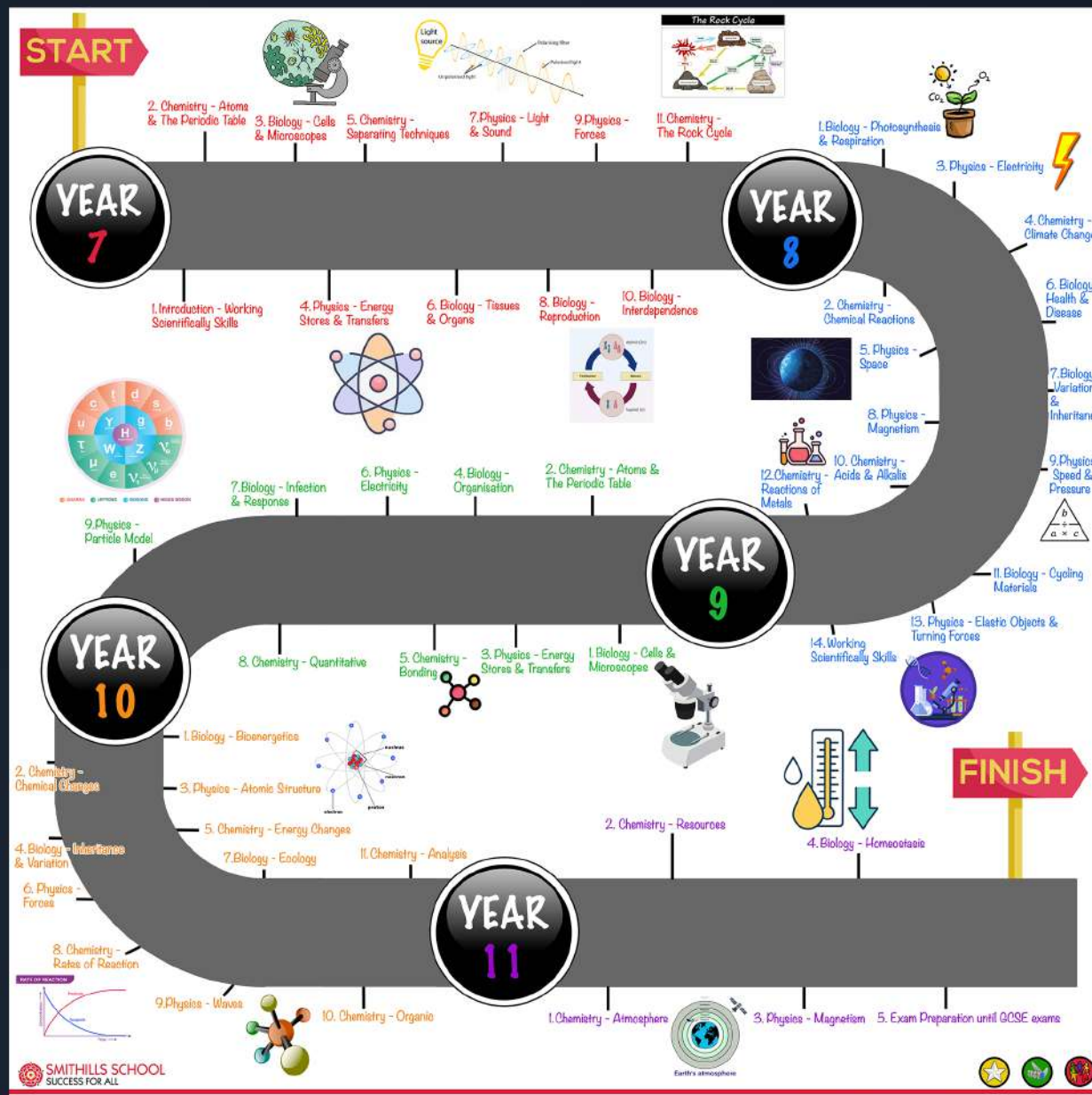


## CONSTRUCTION

Transforming & constructing



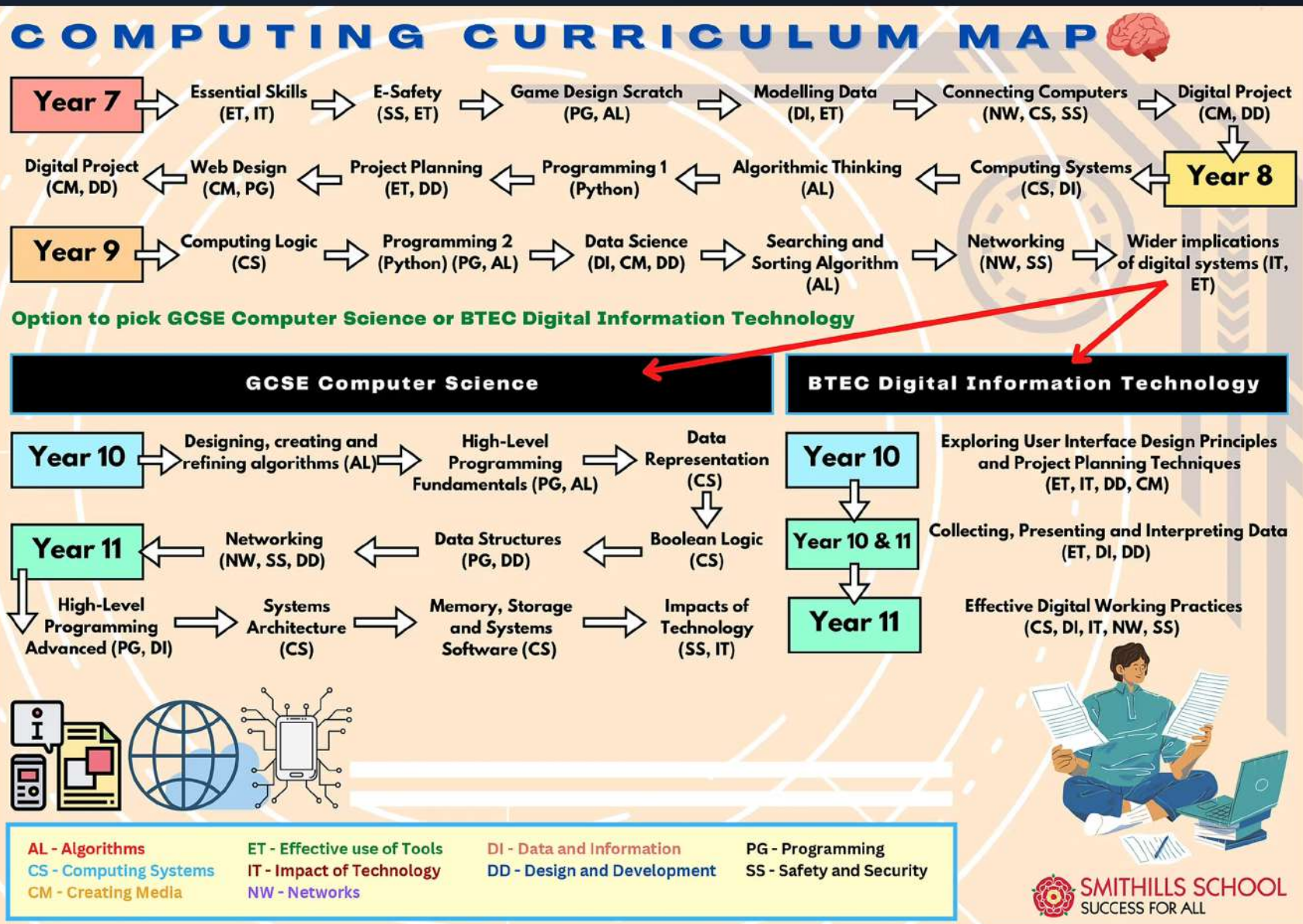
# SCIENCE CURRICULUM MAP



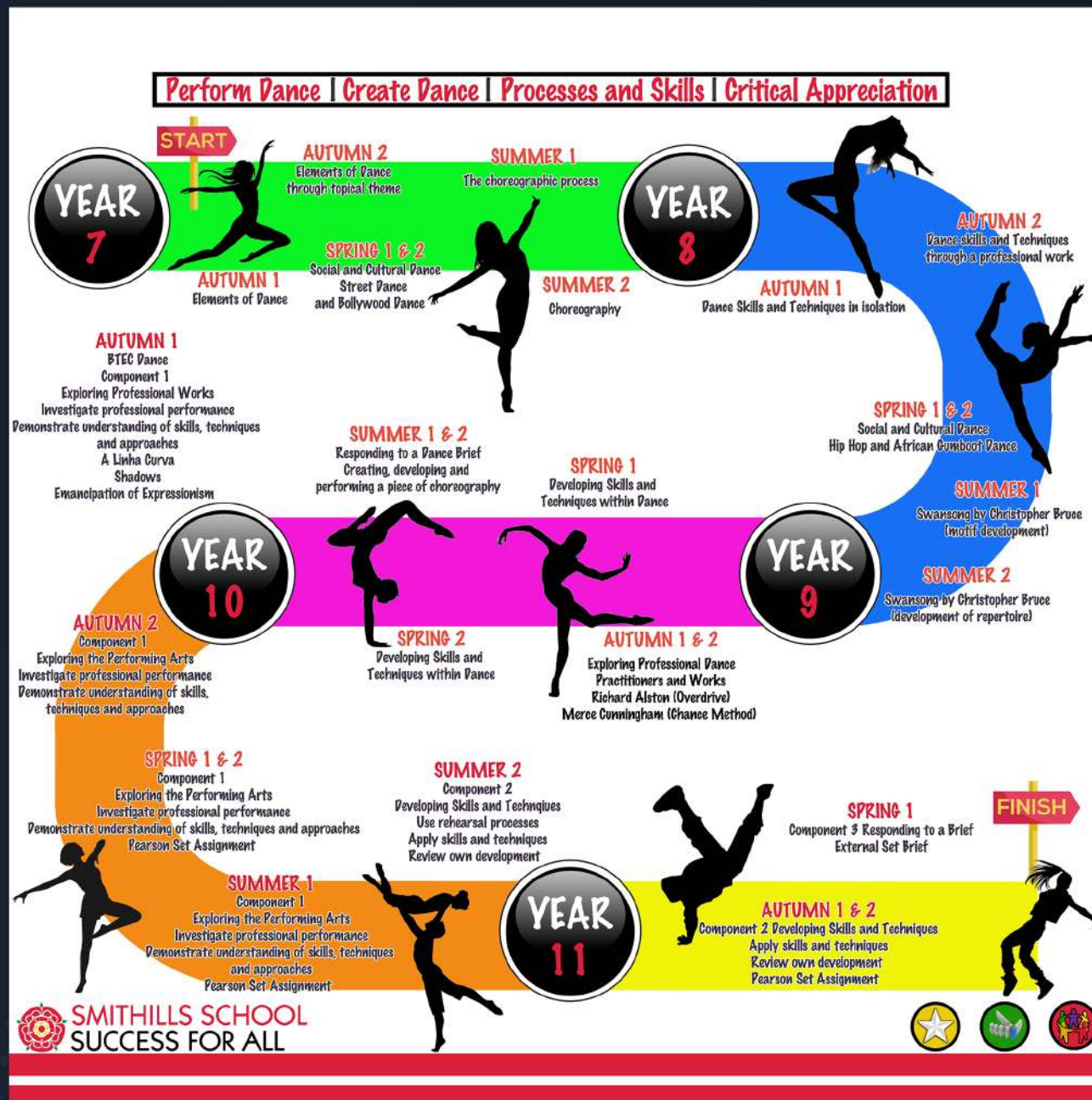
# ART CURRICULUM MAP



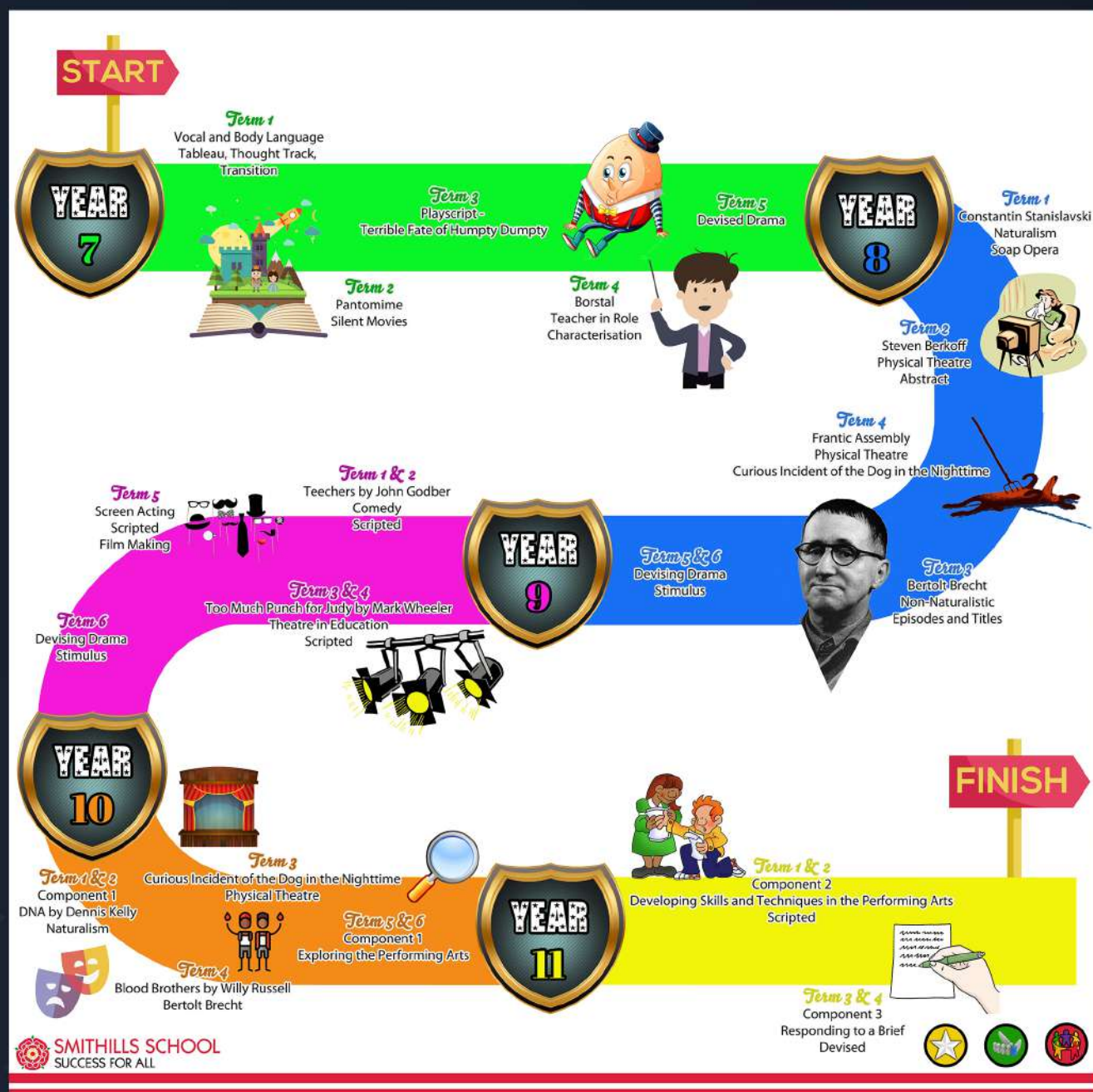
# COMPUTING CURRICULUM MAP



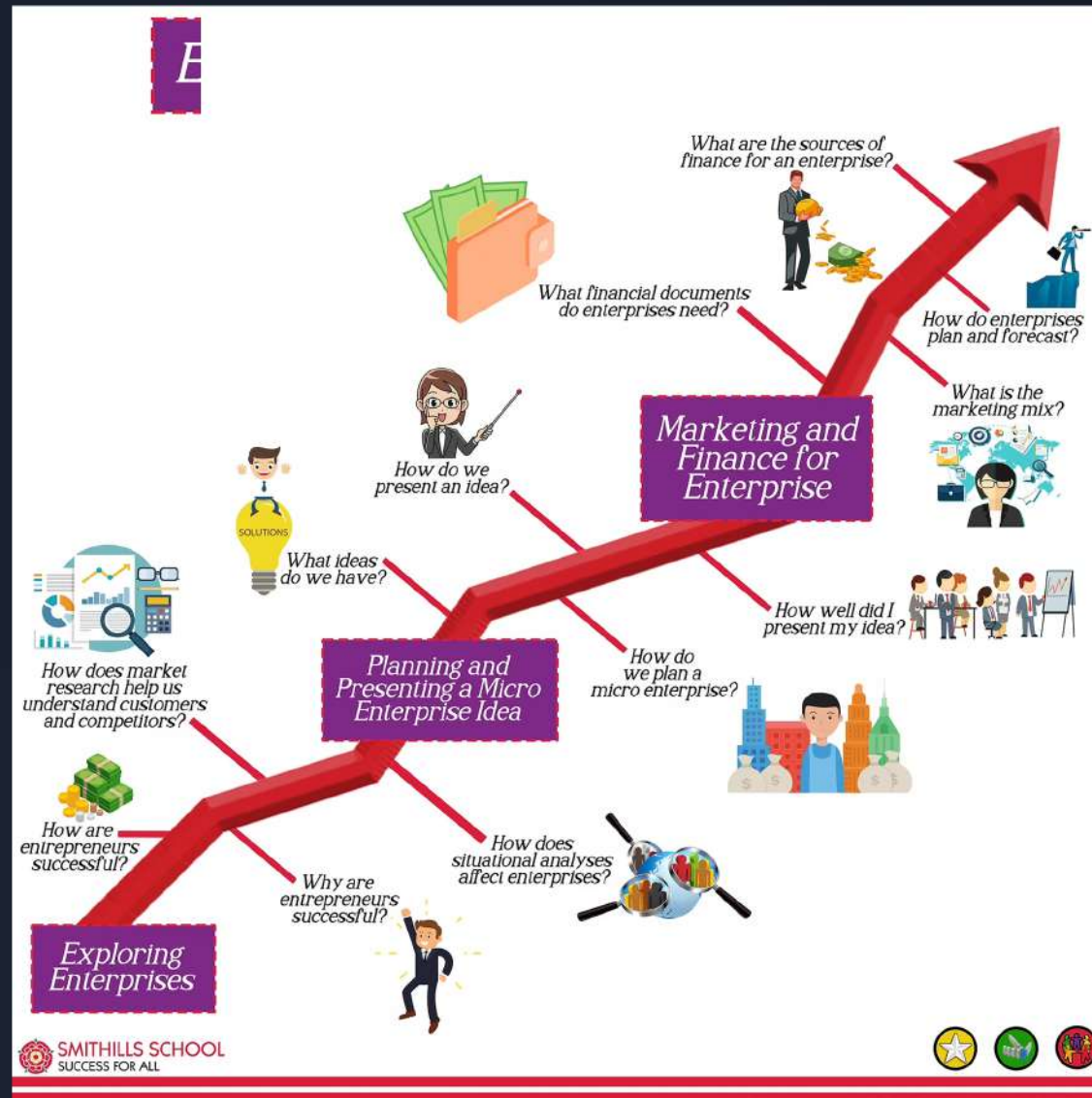
# DANCE CURRICULUM MAP



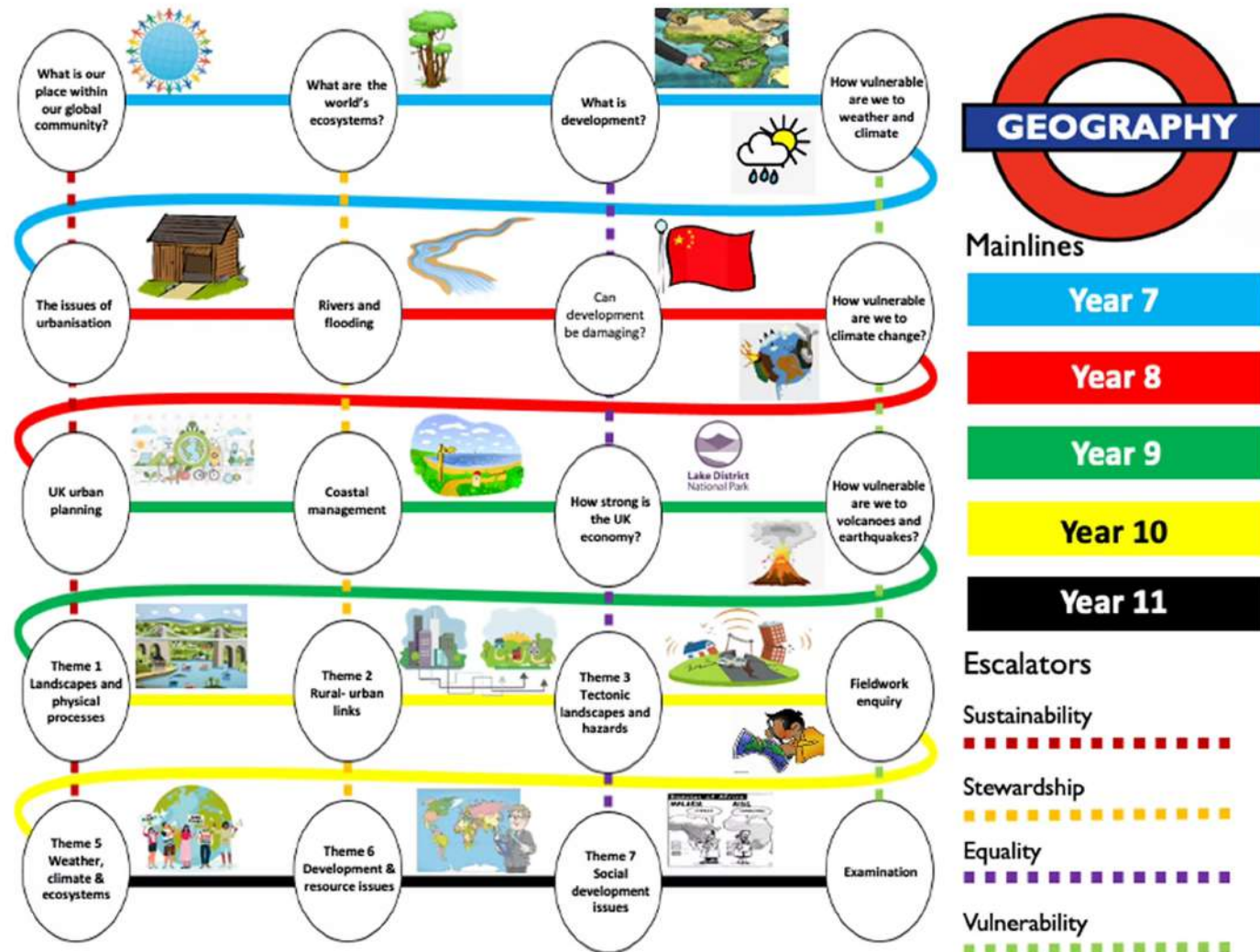
# DRAMA CURRICULUM MAP



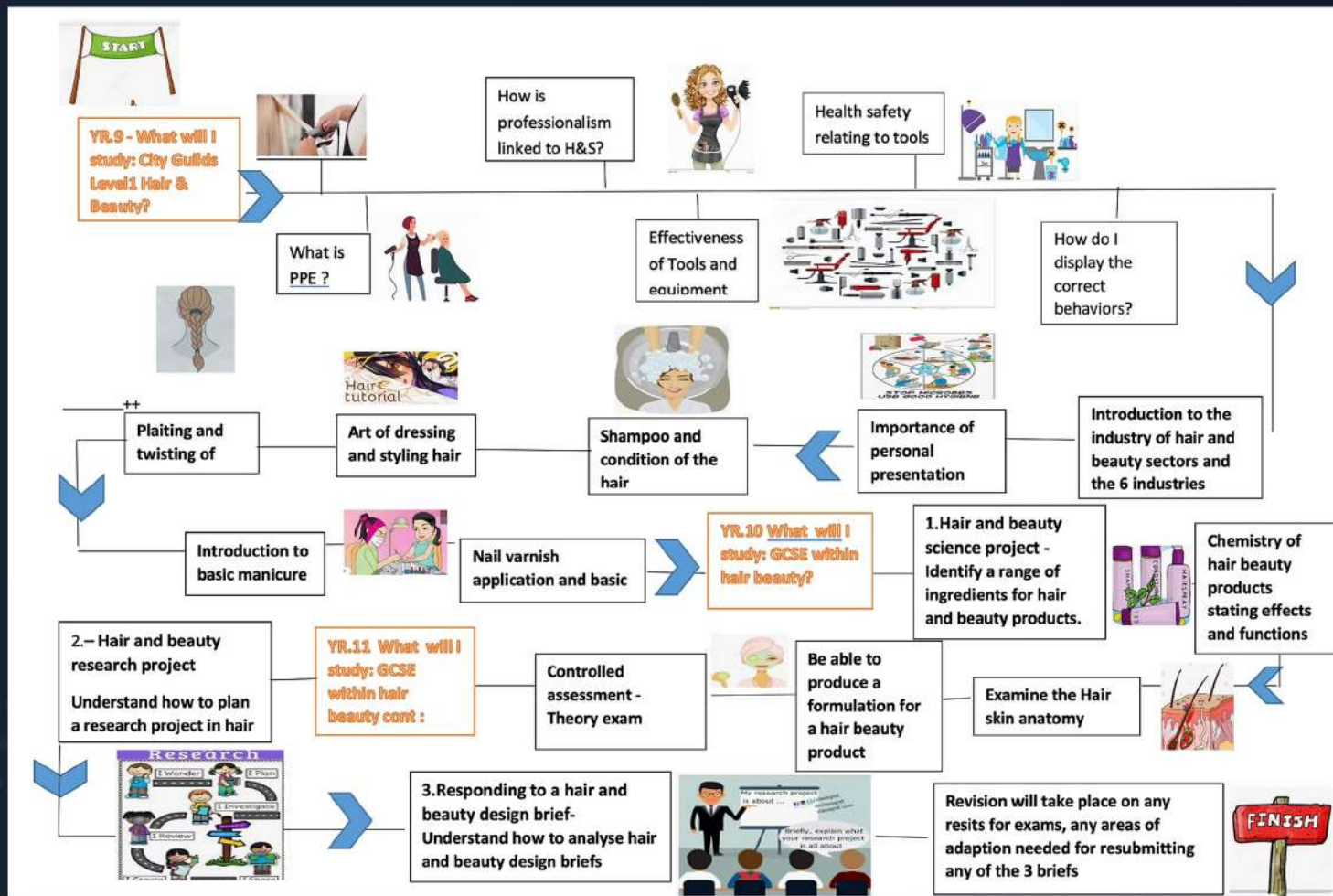
# ENTERPRISE CURRICULUM MAP



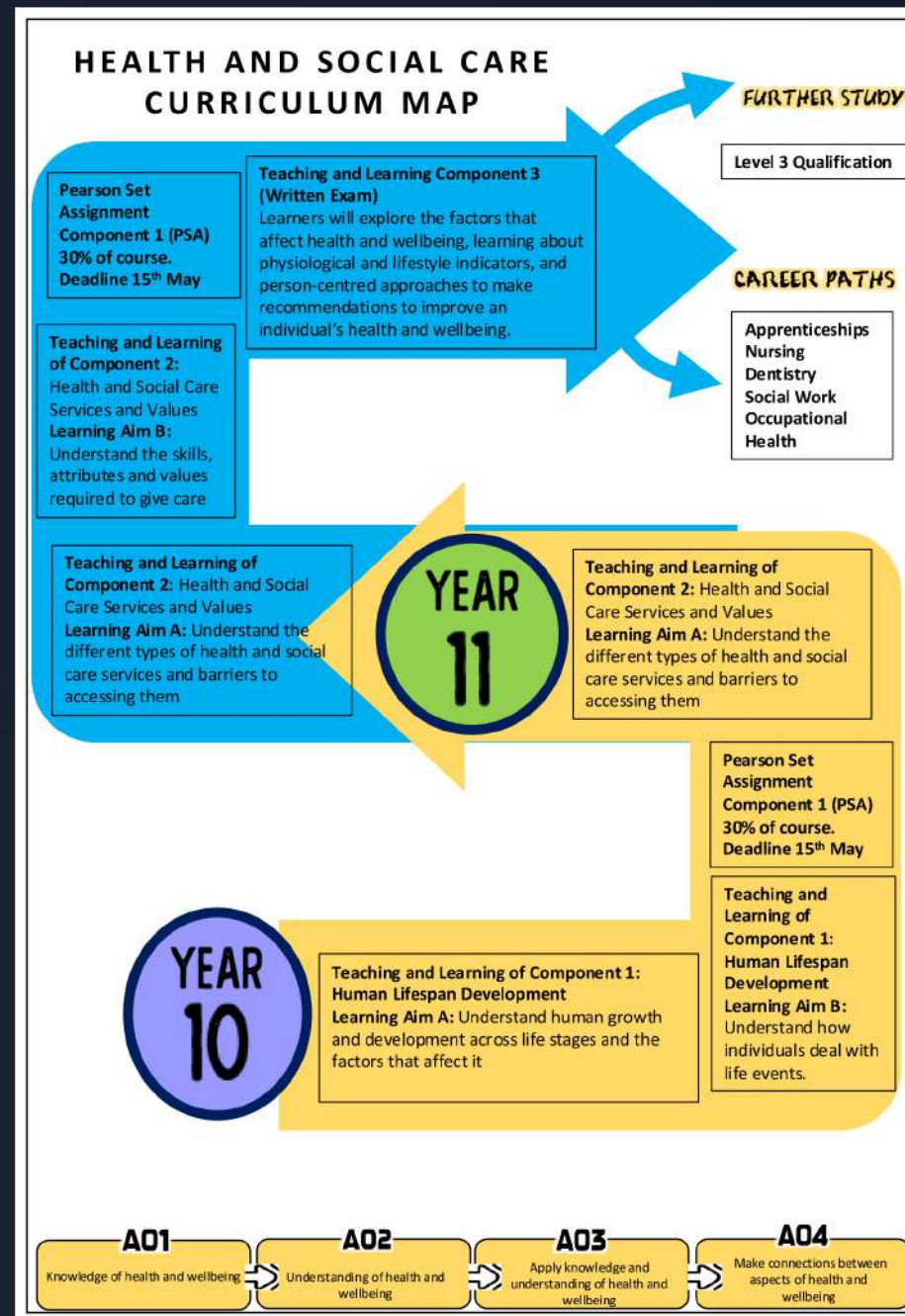
# GEOGRAPHY CURRICULUM MAP



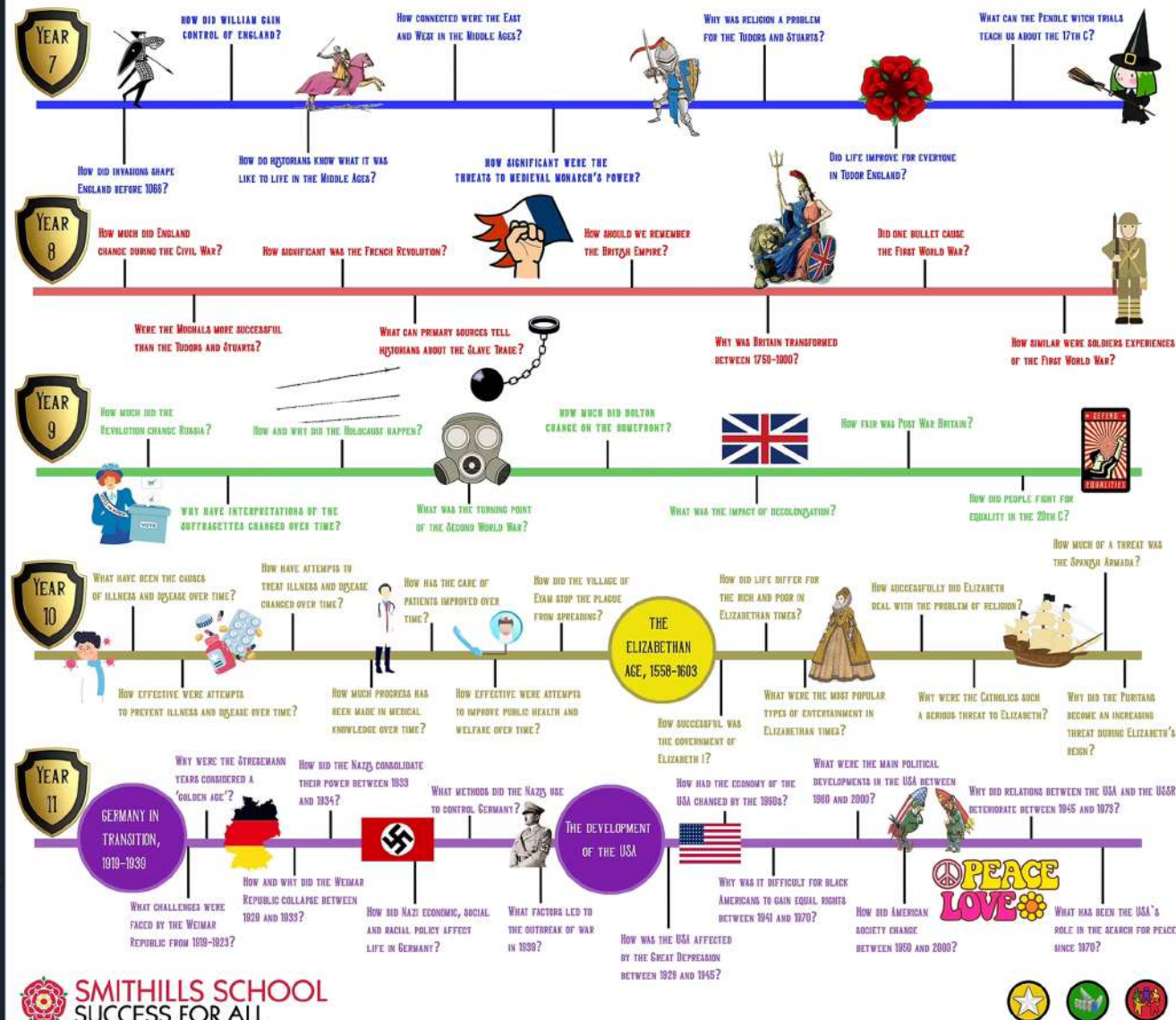
# HAIR AND BEAUTY CURRICULUM MAP



# HEALTH AND SOCIAL CARE CURRICULUM MAP

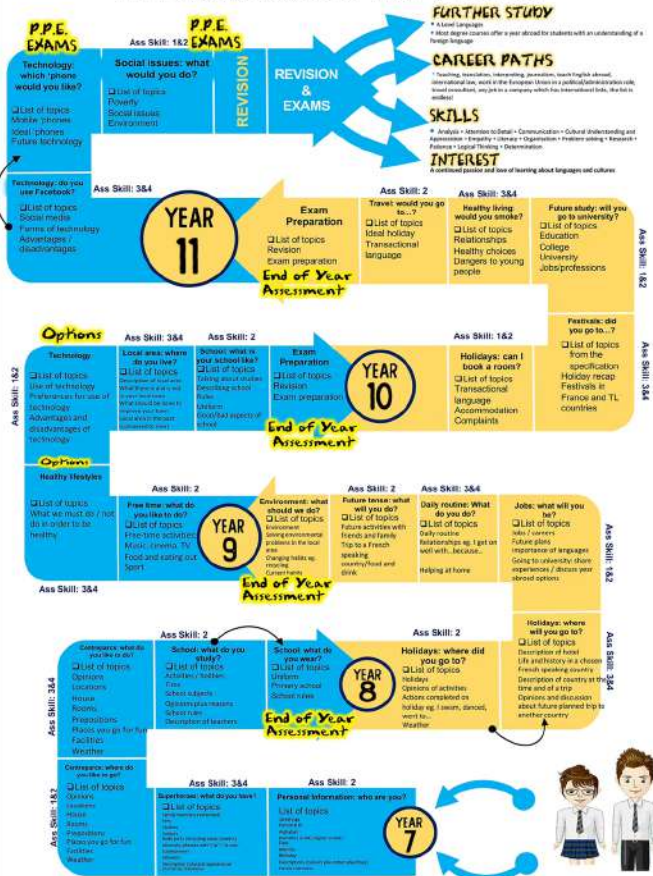


# HISTORY CURRICULUM MAP



# MFL CURRICULUM MAP

## MFL CURRICULUM MAP: French



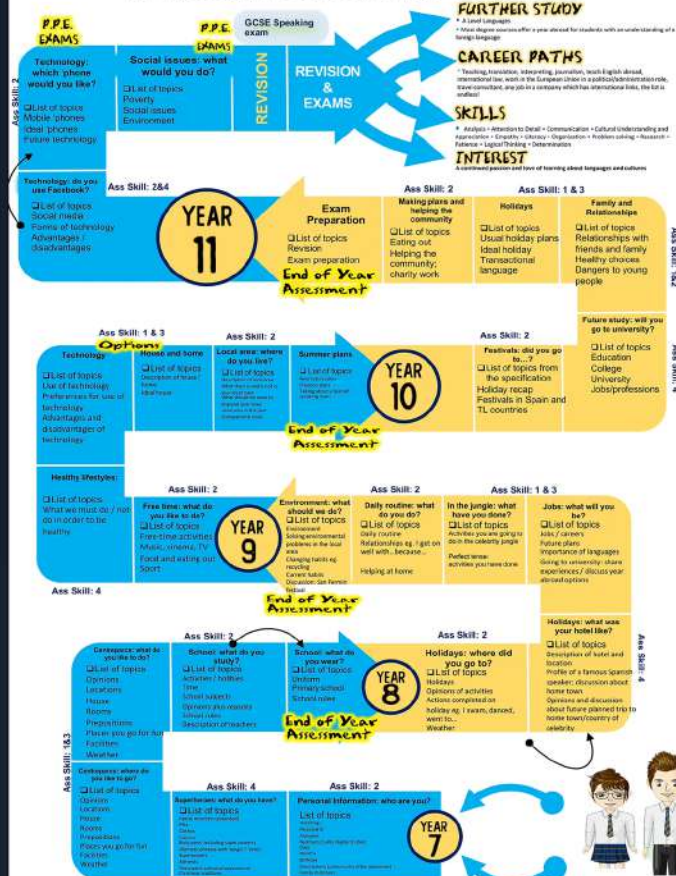
**MFL SKILL**  
Listening (1)

**MFL SKILL**  
Speaking (2)

**MFL SKILL**  
Reading (3)

**MFL SKILL**  
Writing (4)

## MFL CURRICULUM MAP: Spanish



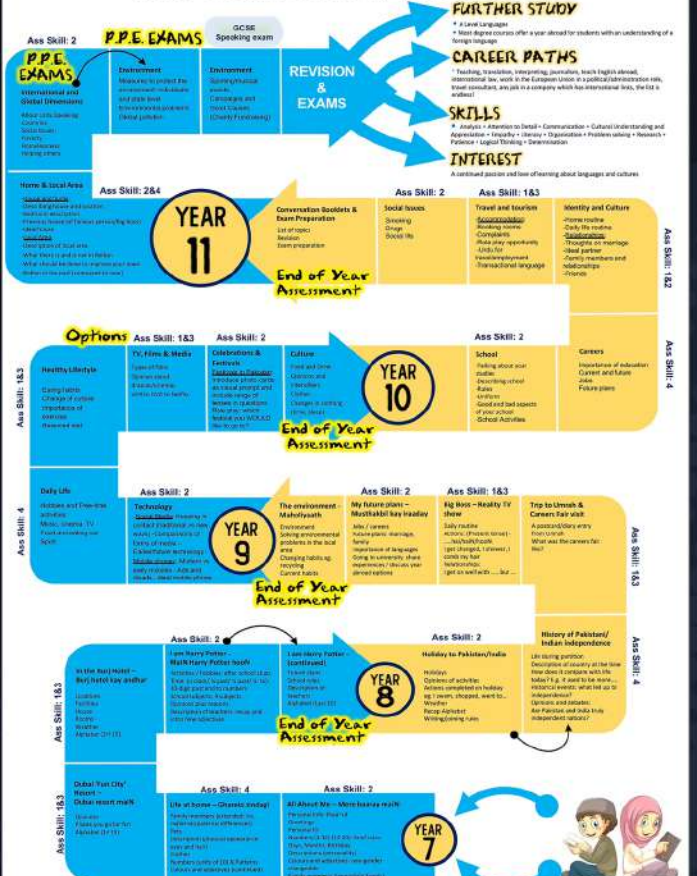
**MFL SKILL**  
Listening (1)

**MFL SKILL**  
Speaking (2)

**MFL SKILL**  
Reading (3)

**MFL SKILL**  
Writing (4)

## MFL CURRICULUM MAP: Urdu



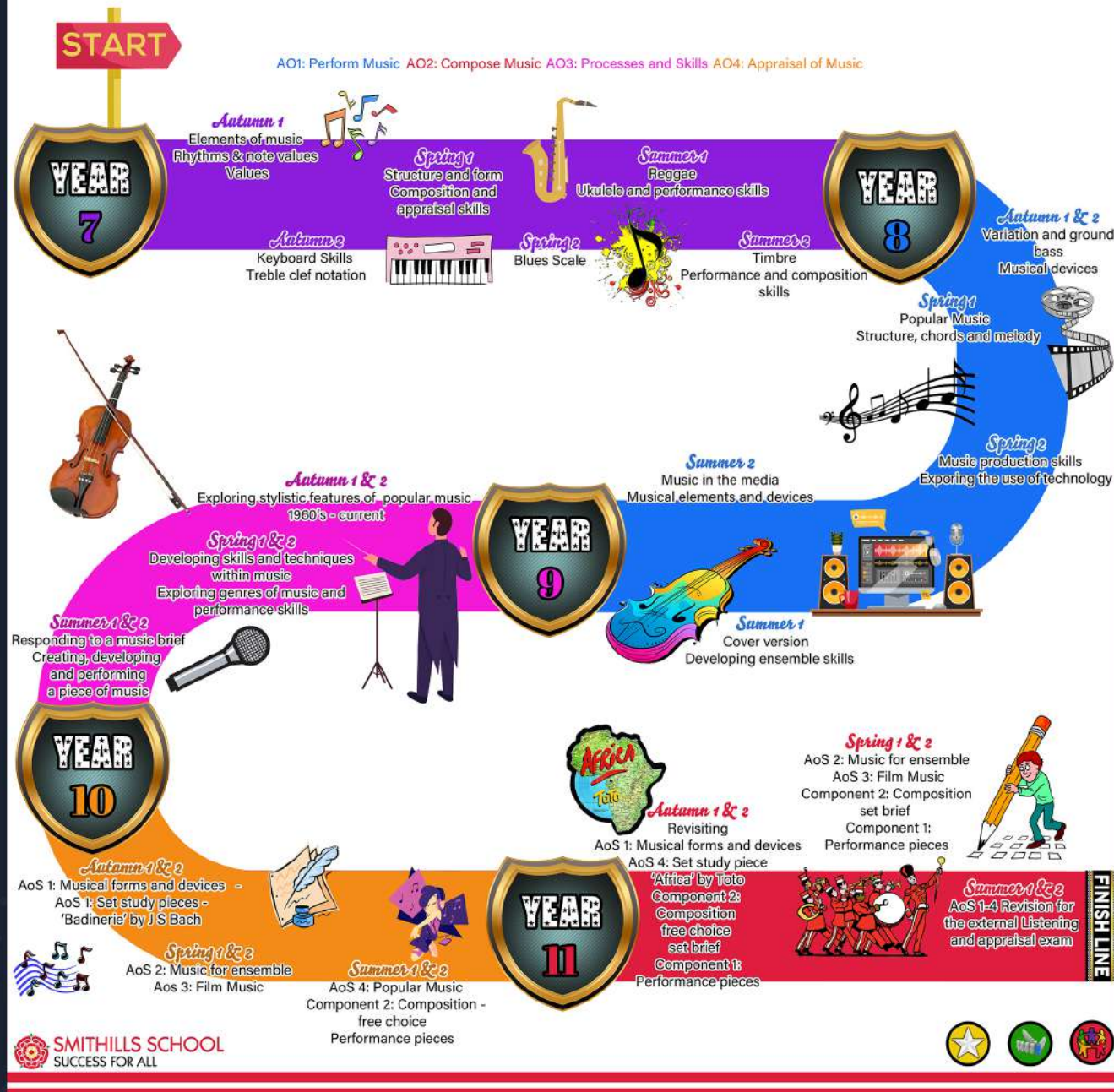
**MFL SKILL**  
Listening (1)

**MFL SKILL**  
Speaking (2)














































**MFL SKILL**  
Reading (3)

**MFL SKILL**  
Writing (4)

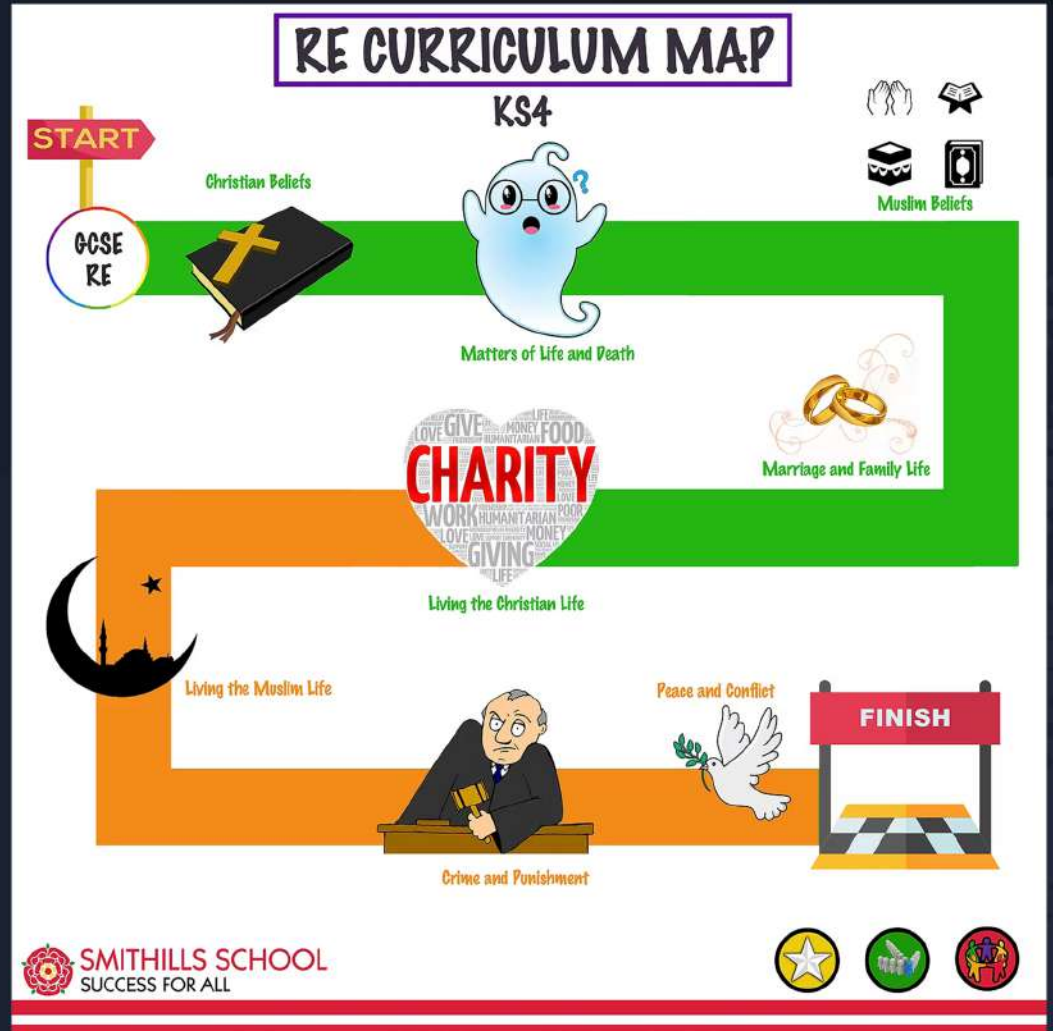
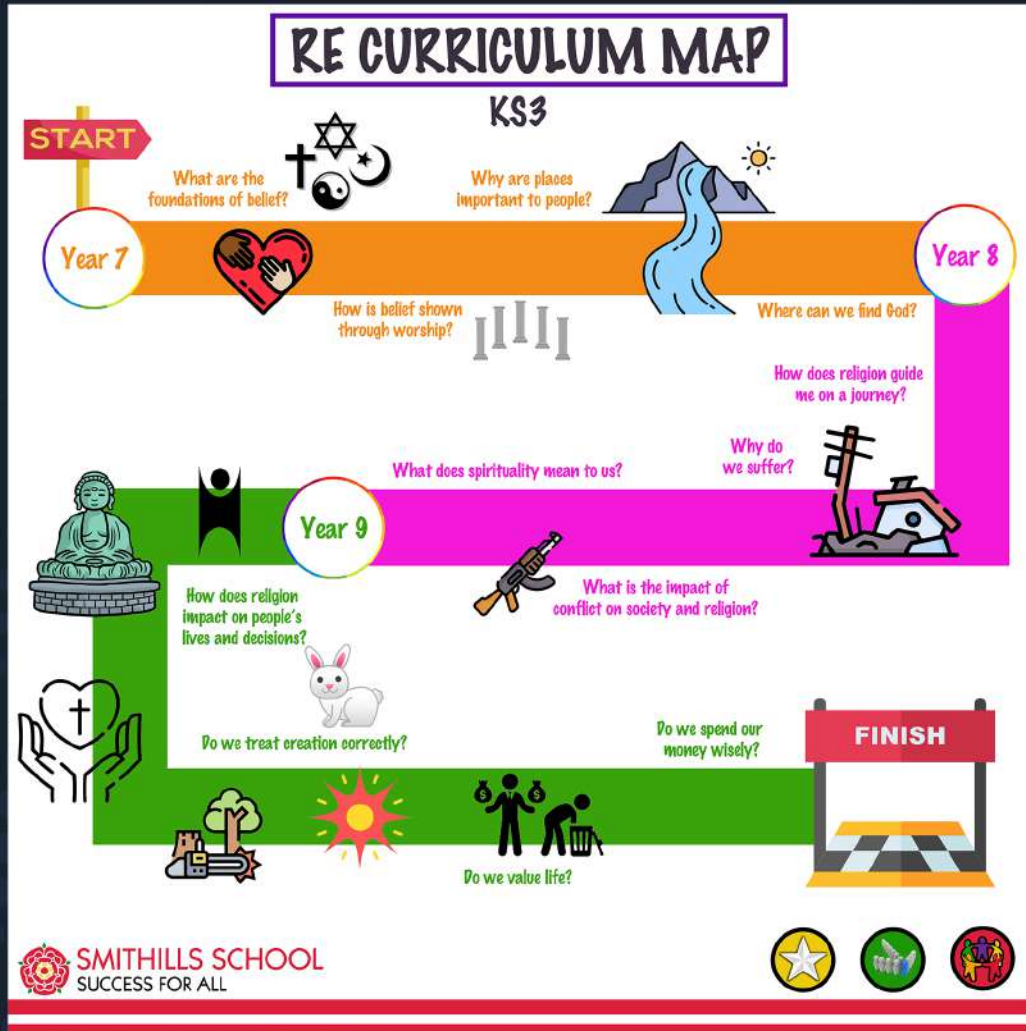
# MUSIC CURRICULUM MAP



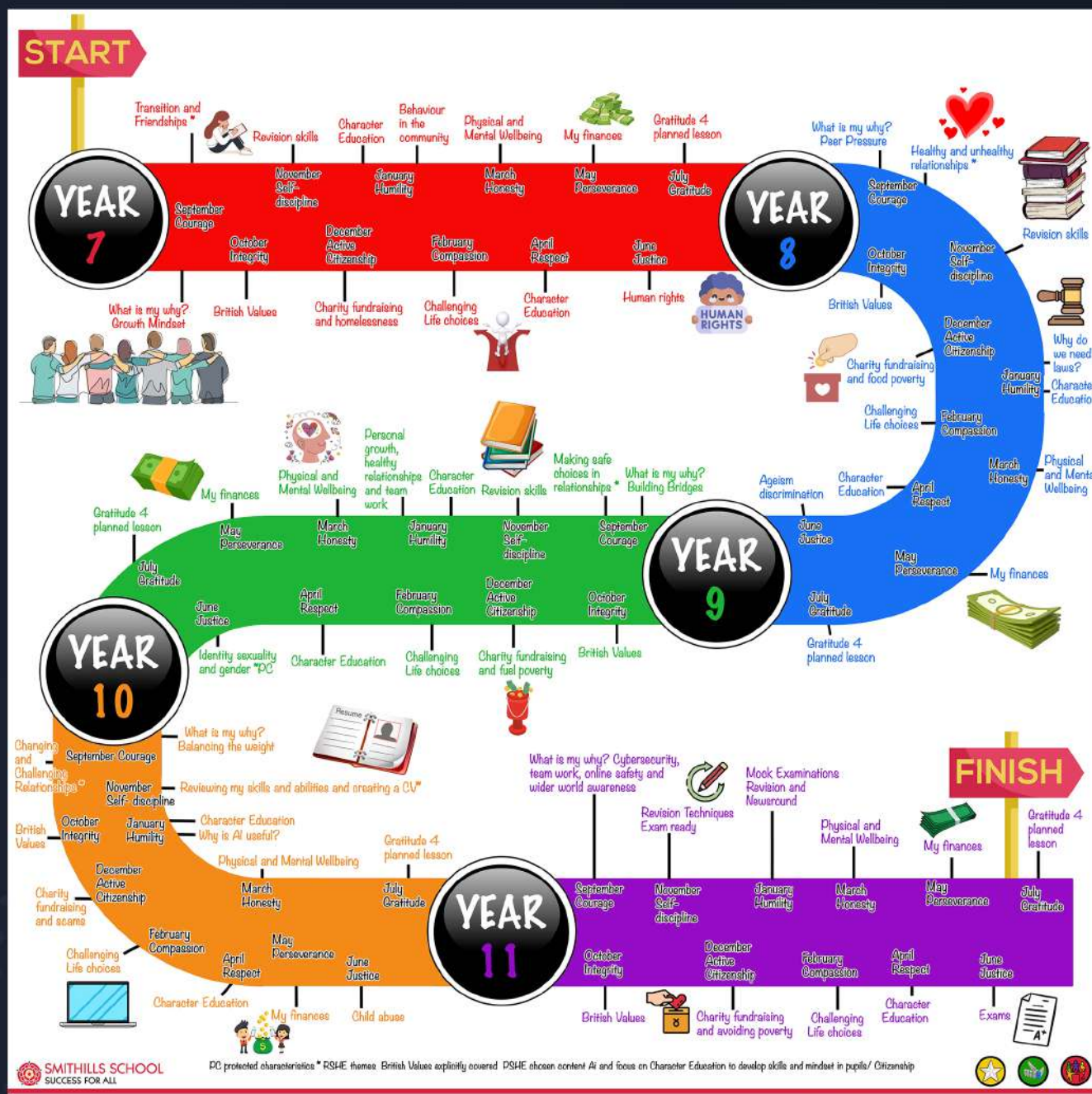
# PE CURRICULUM MAP

YEAR 7	<b>7/PE1</b> FOOTBALL/ FITNESS		<b>7/PE2</b> BASKETBALL		<b>7/PE3</b> NETBALL		<b>7/PE4</b> SWIMMING	CROSS COUNTRY
	BASKETBALL		FOOTBALL/ FITNESS		SWIMMING		NETBALL	CHRISTMAS
	SWIMMING BADMINTON		BADMINTON SWIMMING		FITNESS PAVILION BADMINTON/ FOOTBALL		BADMINTON/ FOOTBALL FITNESS PAVILION	EASTER
	RUGBY		RUGBY		ROUNDERS		ROUNDERS	ATHLETICS
	CRICKET		CRICKET		CRICKET		CRICKET	SUMMER
YEAR 8	<b>8/PE1</b> FOOTBALL/ FITNESS		<b>8/PE2</b> BASKETBALL		<b>8/PE3</b> NETBALL		<b>8/PE4</b> SWIMMING	CROSS COUNTRY
	BASKETBALL		FOOTBALL/ FITNESS		SWIMMING		NETBALL	CHRISTMAS
	SWIMMING BADMINTON		BADMINTON SWIMMING		FITNESS PAVILION BADMINTON/ FOOTBALL		BADMINTON/ FOOTBALL FITNESS PAVILION	EASTER
	RUGBY		RUGBY		ROUNDERS		ROUNDERS	ATHLETICS
	CRICKET		CRICKET		CRICKET		CRICKET	SUMMER
YEAR 9	<b>9/PE1</b> FOOTBALL/ FITNESS		<b>9/PE2</b> BASKETBALL		<b>9/PE3</b> BASKETBALL		<b>9/PE4</b> FOOTBALL/ FITNESS	CROSS COUNTRY
	BASKETBALL		FOOTBALL/ FITNESS		FOOTBALL		BASKETBALL	CHRISTMAS
	SWIMMING BADMINTON		BADMINTON SWIMMING		FITNESS FOR LIFE BADMINTON		BADMINTON FITNESS FOR LIFE	EASTER
	RUGBY		RUGBY		ROUNDERS		ROUNDERS	ATHLETICS
	CRICKET		CRICKET		CRICKET		CRICKET	SUMMER
YEAR 10	<b>10/PE1</b> FITNESS FOR LIFE		<b>10/PE2</b> BASKETBALL/ FOOTBALL		<b>10/PE3</b> BASKETBALL		<b>10/PE4</b> FITNESS FOR LIFE	1 WEEK TOURNAMENTS
	BASKETBALL/ FOOTBALL		FITNESS FOR LIFE		FITNESS FOR LIFE		BASKETBALL	CHRISTMAS
	FITNESS FOR LIFE BADMINTON		BADMINTON HEALTHY LIFESTYLES		VOLLEY (HARD) BADMINTON		BADMINTON VOLLEY (HARD)	EASTER
	CRICKET		RUGBY		ROUNDERS		ROUNDERS	ATHLETICS
	RUGBY		CRICKET		FOOTBALL		FOOTBALL	SUMMER
YEAR 11	<b>11/PE1</b> FITNESS FOR LIFE		<b>11/PE2</b> BASKETBALL/FOOTBALL		<b>11/PE3</b> BASKETBALL		<b>11/PE4</b> FITNESS FOR LIFE	1 WEEK TOURNAMENTS
	BASKETBALL/ FOOTBALL		FITNESS FOR LIFE		FITNESS FOR LIFE		BASKETBALL	CHRISTMAS
	FITNESS FOR LIFE BADMINTON		BADMINTON HEALTHY LIFESTYLES		VOLLEY (HARD) BADMINTON		BADMINTON VOLLEY (HARD)	EASTER
	CRICKET		RUGBY		ROUNDERS		ROUNDERS	ATHLETICS
	RUGBY		CRICKET		FOOTBALL		FOOTBALL	SUMMER

# RE CURRICULUM MAP



# SESSION 0 CURRICULUM MAP





# **BUILDING COMMUNITY**



# TEACHING AND LEARNING

As our vision says, our aim is to help prepare our pupils for future success. We mean success in the broadest sense: whether that be academic, economic, or in personal and social lives. When pupils leave us in five years, they enter into an exciting but demanding world. To meet the competitive demands of universities and employers they will need to perform at their very best. We strive to ensure that each pupil receives the highest standard of education, so that they are well prepared to encounter all opportunities with enthusiasm, resilience and determination. We aim to give them access to a high-quality curriculum, so that they can build on their literacy and numeracy skills, which includes a broad range of extra-curricular activities. We believe each pupil should be the best version of themselves, and we will work in partnership with your child and your family to make this happen.

On a daily basis, your child will follow well known routines: our Smithills Non-Negotiables. This will include, but is not limited to:

<p><b>Routine 1: Meet, Greet and Connect</b> During this routine pupils are expected to:</p> <ul style="list-style-type: none"><li>• walk purposely to their lesson</li><li>• enter the classroom in a calm manner</li><li>• complete the connect activity that has been prepared for them</li></ul> <p>This phase of the lesson is designed to connect to prior knowledge and future activities, making them feel safe, setting the scene for learning and helping pupils to understanding the benefits of learning.</p>	<p><b>Routine 2: Activate</b> During this routine pupils are expected to:</p> <ul style="list-style-type: none"><li>• Engage in the introduction of new learning</li><li>• Be curious</li><li>• Ask and answer questions to gain and gauge understanding</li><li>• Problem solve</li><li>• Collaborate</li><li>• Use the success criteria and modelling to independently take part in appropriate tasks</li></ul> <p>This phase of the lesson is designed to activate new knowledge and build schema.</p>	<p><b>Routine 3: Demonstrate</b> During this routine pupils are expected to:</p> <ul style="list-style-type: none"><li>• Explain, document or depict new learning and ideas</li><li>• Respond to questioning with honesty to allow the teacher to gauge an understanding of where each individual is at</li><li>• Use the opportunity of deliberate practice in a safe space to gain feedback</li><li>• Take part in carefully crafted and structured discussions</li></ul> <p>This phase of the lesson is designed for pupils to show they have grasped the key elements of the lesson through the application of knowledge and skills.</p>	<p><b>Routine 4: Consolidate</b> During this routine pupils are expected to:</p> <ul style="list-style-type: none"><li>• Review for recall and retention</li><li>• Reflect on their learning</li><li>• Ensure they understand the homework to be completed and know the deadline</li><li>• Pack away and stand behind their chair ready to be dismissed</li><li>• Move quietly and purposefully to their next lesson or social area</li></ul> <p>This phase of the lesson is designed for the teacher to gain information about progress and make decisions about how to move pupils forward with their learning.</p>
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All lessons at Smithills are built upon our Teaching Framework. Our framework is based on the best educational research that supports pupils to acquire knowledge and commit it to their long-term memory.

# TEACHING AND LEARNING

## There are eight strands to our framework:

1. Purpose and sequencing: we place lessons in context, explaining how they relate to last lesson, last term or last year.
2. Explicit Instruction: we provide precise explanations, worked examples and models so pupils can see success.
3. Behaviour for Learning: we provide opportunities for pupils to embed new learning in a safe environment, one in which all can succeed.
4. Literacy and Numeracy: we present subject matter clearly in a way that minimises cognitive overload.
5. Questioning: we support pupils to remember previous learning through retrieval.
6. Personalisation: when pupils show confidence, we begin to remove scaffolds.
7. Metacognition and self-regulation: we assess and check pupil understanding constantly through questioning and discussion.
8. Feedback and Assessment: we provide feedback and adjust our instruction accordingly.

## Equipment

We expect your child to be prepared for every lesson, by bringing the correct equipment with them to school each day. The basics are listed below but your child may be required to bring in specialist equipment for certain subjects.

- School bag
- Planner
- Pen (black/blue) x 2
- Pencil
- Ruler
- Rubber
- Calculator
- Pencil case
- The required exercise books for the day
- Homework booklet to be checked each morning during Session 0
- PE kit as appropriate



# TEACHING AND LEARNING

## Presentation

We believe that presenting work neatly and professionally is not only a sign of respect for oneself and others, but also a critical component of learning.

## In each lesson, pupils are expected to:

- Write in neat handwriting using a blue or black pen,
- Write a date and title at the top of each page, which should be underlined
- Never doodle on or in their books, as this can be a distraction and detract from the quality of their work.

This not only helps pupils stay organised and focused, but also serves as a reference for future studying. By emphasising the importance of presenting work well, we are helping pupils develop the skills and habits they need to succeed both inside and outside of the classroom.

## Assessment

Approximately every three weeks, or after a key assessment piece, whole class feedback will be used to address misconceptions and a feedback lesson will be completed. This will be in purple pen. This allows pupils to opportunity to see how they were successful and their next steps. You will also see live marking in green pen from staff, this is used to address misconceptions and literacy errors. At key points in the year, your child will complete assessments, which they will be prepared for in advance. They will receive quality feedback from their teacher explaining how they can continue to improve.

In summary, we aim to give your child the knowledge, skills, attitudes and habits that will enable them to live a happy and fulfilled life, and the confidence to always strive to be the best version of themselves.



# RSHE

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. At Smithills School children are educated to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

When studying Relationship, Sex and Health Education at Smithills there is an emphasis on how pupils can take steps to protect and support their own health and wellbeing and make safe choices. Pupils should know there is a relationship between sound knowledge, good physical health and good physical and mental wellbeing and that this can also influence their ability to learn and stay safe.

The Smithills curriculum covers self-care, the benefits of physical activity and time spent outdoors. This is linked to information on the benefits of sufficient sleep, good nutrition, strategies for building resilience and guidance on how to stay safe in an ever changing and complex world. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of the law to make safe and legal life choices.

We are clear that parents and carers are the prime educators for children on many of these matters and Smithills School's learning programme complements and reinforces this role.

All teachers teach aspects of Relationship, Sex and Health Education as this takes place during Session Zero, Science, Food Technology, PE, dance and in dedicated conferences.

We also, whenever required, seek support from outside providers to strengthen our RSHE offer, ensuring we meet the needs of the law and those of our pupils at the time.

The curriculum has been developed in line with statutory guidance from the Department for Education (DfE), "2019 Guidance. Relationships education, relationships and sex education (RSE) and health education", which is compulsory from September 2020 and continues to be updated to reflect changes in that guidance as it is released.

From Year 7 to 11 the curriculum offer is age appropriate ensuring that every care is taken to develop the curriculum to meet the growing needs of the pupils with Year 7 having a focus on developing healthy bodies, friendships and keeping safe to Key Stage Four pupils learning age appropriate content linked to contraception and adult relationships.

## We hope to inspire our pupils to become young people who

- Understand the importance of healthy relationships, in a variety of forms.
- Know how and where to seek help if needed in a variety of situations.
- Understand the nature and meaning of sexual love and why different groups have views on when this is and is not appropriate.
- Understand the physical and psychological changes that accompany puberty.
- Understand how to maintain a healthy lifestyle and why this is important.
- The facts about human reproduction and procreation.
- Know how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.
- Know how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.
- Know the meaning of consent.

# EXTRA-CURRICULAR

Extra-curricular activities are an integral part of the ethos of our school, providing pupils with invaluable opportunities to enhance their personal development and self-image. These activities are thoughtfully planned to extend pupils' learning experiences beyond the classroom, fostering growth in a broader community context. Through participation in various clubs and activities, pupils can explore diverse interests, develop new skills, and build lasting relationships. These are available to all pupils, with staff providing necessary guidance to ensure an inclusive and enriching experience for everyone involved.

Smithills School offers a wide range of extra-curricular activities available during break times, lunchtimes, and after school. These activities encompass various interests and disciplines, ensuring there is something for every pupil. All pupils are encouraged to attend a variety of these activities.

We believe engaging in extracurricular activities brings a multitude of benefits, enriching our pupils' lives in various dimensions. These activities open their eyes to the world around them, fostering awareness and appreciation of diverse perspectives, which aids in their development into well-rounded citizens. Academically, participation in extra-curricular activities enhances attainment by providing practical experiences that complement classroom learning, promoting skills such as time management, teamwork, and problem-solving. Personal development is also supported, as pupils build confidence, resilience, and leadership abilities. Moreover, these activities contribute significantly to pupils' health and well-being, offering physical exercise, stress relief, and a sense of belonging. Our activities also cater to spiritual, moral, social, and cultural needs, encouraging our pupils to explore their values, engage with their communities, and appreciate cultural diversity, ultimately shaping them into empathetic and responsible individuals.

Our extra-curricular timetable changes regularly. Our most up to date version can be seen by scanning the QR code below.



# ADDITIONAL INTERVENTION

## Nurture Group

When a pupil requires a supportive smaller group setting and needs to build up their fundamental reading and numeracy skills they will be identified for the nurture group. Consideration of pupils' profiles when they transition from primary determines the appropriateness of the intervention.

## Reading Support

Support involves a variety of programs such as an intensive reading scheme, a phonics intervention and a reading ambassador scheme depending on the barrier to reading. Pupils' reading is tested on a termly basis to monitor progress and establish further barriers.

## SEMH and Wellbeing support

When required, wellbeing support is available to pupils on a one to one or group basis. The provision is to aid those pupils who struggle to fully function due to barriers arising from poor mental health and wellbeing. The sessions are delivered by our Mental Health Champions, Mentors and Counsellor.

## Behaviour Support

Available in a one to one or group situation the intervention supports pupils presenting with conduct that is hindering their capability to progress within the school curriculum alongside their peers. This is delivered by our trained Inclusion and Engagement Team.

## Speech and Language support

Pupils identified by the SEND Team, due to significant receptive and expressive language difficulties, may benefit from accessing programs such as Talking Partners. This intervention is delivered by Elklan trained staff.

## Social Skills

Support is available for pupils identified by our pastoral and SEND teams. Group sessions are delivered by our TAs trained in the nurturing approach to improve the social development of our pupils.

## In Class Support

In circumstances where classes have high levels of needs, TAs may be available as an additional adult to work alongside the teacher to personalise and support the learning for pupils within a class setting.

## Keyworkers or Mentor Support

Pupils with complex or high needs often benefit from a trusted adult to monitor and support their progress. Pupils are identified on a case by case basis.

## Numeracy Intervention

Available for pupils struggling with basic numeracy skills. The intervention includes the IDL package to boost their maths ability.

## Agency Support

When required, external agencies such as Woodbridge Educational Psychologist, Bolton Behaviour Support Service and Sensory Support offer their expertise to intervene with particular pupils on an individual and group basis.

## Other Small Group Intervention

Is available for pupils struggling with specific difficulties such as working memory, spelling and handwriting barriers.

# THE HIVE (LIBRARY)

## Reading

Reading is the basis for accessing all areas of the curriculum and the outside world, from completing exams and assessments to reading job descriptions and work reports. We are creating a whole school reading culture at Smithills, ensuring that our pupils acknowledge the crucial importance of reading both widely and regularly. They have opportunities to visit the library to read and exchange different reading materials, take part in competitions as well as engage with Current Affairs articles or full fiction and non-fiction texts as part of their Session 0 programme. Through reading, our young people learn about new experiences, different ways of writing, different formats through which to express themselves and widen their own vocabulary. It is an incredibly valuable life skill.

## Library

Our library is a vibrant, colourful and popular space, designed to encourage pupils to 'Read to Succeed'. Pupils can access the Library during lunchtimes and after school, where they are encouraged to use the space to read, study or play board games. The Library can accommodate small groups and full class sizes, as well as having soft seating areas for relaxing with a book, magazine or a game of chess.

## We offer:

- Over 7,500 fiction and non-fiction resources
- Themed displays throughout the year, such as World Book Week
- A dedicated Careers Resources area
- Weekly/Monthly magazine and newspaper subscriptions
- Regular activities, events and quizzes to promote enjoyment of reading
- Our 16 before 16 programme – books that pupils are asked to read by the time they finish Year 11. Many of these books help pupils to develop their understanding of issues around equality and diversity.
- Recommended reading lists for each subject area
- Reference books linked to each curriculum to deepen learning

With the rise of the internet, reading can be a challenge to face in the home, especially with the inevitable argument of 'I don't like reading!' Remember, reading does not have to be making their way through a full novel from cover to cover; there are a whole range of different materials which can help them continue to make progress. Why not look at football programmes, magazines or leaflets that drop through the door? What about books that were used to create tv series or films that they enjoy? Look at different extracts or opening chapters to try different genres of novel – perhaps it isn't that they don't like reading, but that they haven't found the right book!

# THE HIVE (LIBRARY)

## Pupils can earn rewards for reading in the following ways:

- Taking part in reading competitions in the Library and around school
- Engaging in reading during Session 0 or in lessons
- Becoming a 'top reader' and earning 'Gold Reader Status' on Sparx or as determined by Library borrowing data
- Leaving a review on the Accessit Library System
- Earning positive points for reading on ClassCharts
- Being a Reading Ambassador
- Being a Reader Leader (librarian)

## Reading Ambassadors and Reader Leaders

There are Reading Ambassadors in each year group, chosen following an application process. These pupils support other to engage in reading as an increased focus can mean their reading age becomes commensurate with their chronological age. This is our aim for all pupils.

Reader leaders are trained in using the Library System to assist the Librarian at social times. They also encourage their peers to visit the Library, help them to find resources, create marketing materials and assist in Parents' Evenings, author visits and other Reading events.

## 'Accessit' Library System

The Library System is accessible to everyone via the 'Library' menu on the school website. Pupils can use their school login details to leave reviews, reserve books or leave requests for resources.

- Pupils can search for available resources in the Library
- There is a facility to leave book reviews for rewards
- There is an interactive Homepage on the school website with regularly updated information regarding Reading events, new resources, word puzzles, and videos
- Curriculum area resource lists, linked to learning in the classroom

## How you can improve your child's confidence in reading:

- Ask them to visit the School Library. They don't have to choose a fiction book; there are plenty of other resources available such as biographies, self-help and wellbeing books, graphic novels, comics and magazines. All reading is important.
- Watch something together on TV that you enjoy and put the subtitles on. This is a subtle reading technique as your child will associate the words they read with the spoken words in the film/programme
- Send links to their phone from news articles or websites on subjects that interest them, or that they've talked about with you. Follow up with questions on what they thought about the article
- Ask your child to write a magazine profile of a character in their reading, or create a map, flow chart or a list of the key events in a piece of reading
- Ensure they have log in details to the Sparx Reader website. This provides you with a wealth of information such as reading speed and fluency alongside their ranking in the year group



**ACHIEVING  
EXCELLENCE**



# ATTAINMENT, ASSESSMENT AND PROGRESS

## KS3 Assessment

Your child will be assessed formally 3 times per year in each subject. These will be in the form of Cumulative Assessments which will assess knowledge spanning through all of the curriculum up to recent content. These Cumulative Assessments will help to inform the "Assessment" grade on your child's report using the Smithills KS3 Assessment Framework below.

	1. Mastering	2. Securing	3. Developing	4. Emerging
Curriculum Progression Descriptors	Pupils are <b>mastering</b> a <b>large majority</b> of the curriculum content, demonstrating a <b>strong understanding</b> of the knowledge and skills expected.	Pupils have a <b>secure</b> understanding of <b>most</b> of the curriculum content, demonstrating a <b>good understanding</b> of the knowledge and skills, although there may be some gaps.	Pupils understanding of the curriculum content is <b>developing</b> , whilst they do <b>understand some</b> of the knowledge and skills required, this is <b>not secure</b> or there are a number of gaps.	Pupils <b>aren't demonstrating</b> that they are learning the curriculum content successfully, there are <b>significant gaps</b> in the knowledge and skills expected.
Evidence to reach judgements				
Cumulative assessment scores	75% or above	55% to 74%	35% to 54%	Below 35%
Unit assessments and connect retrieval quizzes	Consistently scoring 80%+ in unit assessments Consistently scoring 80%+ in connect retrieval quizzes	Consistently scoring 60%+ in unit assessments Consistently scoring 60-80% in connect retrieval quizzes	Consistently scoring 45%+ in unit assessments Consistently scoring 40-60% in connect retrieval quizzes	Consistently scoring below 40% in unit assessments Consistently scoring below 40% in connect retrieval quizzes
Classwork and questioning	Completes all tasks and learning items to a good standard. Able to consistently articulate their understanding when questioned.	Completes majority of tasks and learning items to a good standard. Able to frequently articulate their understanding when questioned in class.	Completes majority of tasks but not always to a high standard, or doesn't complete enough tasks to demonstrate a secure understanding. Is sometimes able to articulate their understanding when questioned, but this isn't secure or consistent.	Doesn't complete tasks and learning items to a high standard, or doesn't complete them at all. Doesn't answer questions in class or is frequently unable to show their understanding if they do.
Arriving at overall grade	Mainly blue – 1	Mainly green – 2	Mainly amber – 3	Mainly red – 4

# ATTAINMENT, ASSESSMENT AND PROGRESS

Alongside the "Assessment" grade, your child's Behaviour for Learning grade will be present on their report to make you aware of their conduct in class.

Once per year, pupils will sit standardised assessments to monitor their progress against their starting points, to help us to give support where this is needed. These results will also be communicated to parents/carers on your child's report.

## KS4 Assessment

Your child will be assessed throughout their time in KS4 in a manner similar to KS3, as this ensures your child's teacher is aware of whether they have remembered the key knowledge required in each subject. Alongside the Cumulative Assessments, pupils will sit a series of PPE (mock) exams towards the end of Year 10. These will be used to identify gaps in knowledge and misconceptions, to ensure they receive appropriate instruction and support as they begin Year 11.

In Year 11, children will sit another series of PPE exams that will be full specification papers in each subject. These will be used to allocate a grade and allow teachers to provide intense support where pupils are at risk of not performing as well as they are capable of.

For pupils in KS4, each department will enter a 'predicted' grade at each reporting point. This will be the teacher's prediction of what your child is currently on track to achieve at the end of Year 11.

## Reports

Parents/carers will receive 3 reports per school year. For pupils in KS3, any formal assessments (e.g. CATS/SATS) will be included in their report to give context, alongside reading scores.

In KS4, pupils will have their target grade reported so parents/carers know whether their child is on track to achieve their target (based on the teacher prediction).

# HOMework – THE 3 R'S

## (RETRIEVAL, READING AND REPETITION)

To ensure that all pupils fulfil their academic potential, we aim to nurture resilient learners, readers and writers across all groups. We understand that independent learning is key to the success of fostering this ethos, and that setting high quality, engaging homework tasks from early on in secondary school can not only develop a culture of independence in our pupils, but can increase progress by up to 5 school months.

Equally, we know that in order for our parents and carers to support pupils in their education, the communication regarding home learning needs to be clear and consistent.

The work that pupils are expected to complete outside of their timetabled lessons is known as The 3 R's. Retrieval, Repetition and Reading activities are set by all subject areas throughout each half term.

**Retrieval:** This is when pupils are set tasks that require them to recall knowledge previously learnt. This can be knowledge organiser based and found in their homework booklet. A Knowledge Organiser is a set of key facts or information that pupils need to know and be able to recall in order to 'master' a unit or topic in a subject. Pupils will be set a weekly or fortnightly section of their Knowledge Organiser from each subject to learn. They will then be tested on this knowledge in class during their connect activities. Pupils should use one or more of the explicitly taught strategies to support them to retain this knowledge. These can be found on the school website under the homework tab.

**Repetition:** This is when pupils practise specific tasks and activities, requiring them to apply their knowledge and understanding. This supports the process of embedding knowledge and understanding to their long-term memory. Research indicates that just reading or highlighting information is not an advisable way to revise. For this reason, we encourage pupils to actively engage with the information that they need to learn. We share educational research around how our memories work with pupils and hold memory workshops to help them to build strategies to retain information. We want our pupils to recognise the importance of revisiting key knowledge and develop good learning habits. For this reason, pupils are set homework that is rooted in learning and quizzing themselves on key knowledge, using a Knowledge Organiser. This will mostly link to what they are studying in class but will sometimes be an opportunity to revisit a topic covered earlier in the year.

**Reading:** These tasks promote the importance of reading across all subject areas. It exposes pupils to subject specific vocabulary in a variety of contexts. In order to continue to foster reading skills, we recommend that pupils are reading on a weekly basis. This might be reading fiction or non-fiction texts for pleasure (utilising a recommended reads list from our school librarian or website); reading current affairs on websites such as The Guardian online, or conducting reading around their GCSE subjects, using websites such as BBC bitesize to read over and revise key content.

# HOMework – THE 3 R'S

## (RETRIEVAL, READING AND REPETITION)

All 3 R's work is set through Class Charts, our communication platform. Pupils are expected to complete this work at home, or when attending our 3 R's enrichment opportunities taking place at lunchtimes and afterschool. Please see the enrichment timetable for this.

All year groups have their own 3 R's, which will communicate when homework is set and by which subject. We will reward pupils for their completion and achievements.

Where 3 R's work is not completed, or not of a quality expected, we will require pupils to catch up or repeat work where needed. Below is an example of the Year 7 Autumn Term timetable. Individual year group timetables will be sent out to all pupils and parents at the start of each term and posted on the school website.

Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK A	English	Maths	Science	English	Maths
	Geography	History	MFL	RE	
	Music	Dance	PE	Food	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader
WEEK B	Science	English	Maths	Science	English
	Geography	History	MFL	RE	
	Art	Drama	Des Tech	Computing	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader

# REWARDS

At Smithills School, we believe in recognising and celebrating every step our pupils take towards success. Our commitment to 'Success for All' is reflected in our inclusive reward system, designed to acknowledge the unique achievements and progress of each pupil. By fostering a supportive and encouraging environment, we ensure that every effort is valued, and every milestone is celebrated. Whether it's academic excellence, personal growth, or contributions to the school community, Smithills School is dedicated to rewarding the diverse accomplishments of our pupils, empowering them to reach their full potential.



# BEHAVIOUR FOR LEARNING EXPECTATIONS

We want our behaviour for learning system to be centred upon rewards and not sanctions.

## Pupils must consider:

- How they respond to adults
- Their use of language
- Their body language
- Taking 100% responsibility for their actions

## Reintegration

If a pupil refuses to go to the Reflection Room or repeatedly misses corrections, they will be placed in Reintegration. Failure to follow instruction in Reintegration may result in a fixed term suspension.

A pupil will be given a C2 after school correction if found out of lesson beyond 4 minutes from the start of the session.

In exceptional circumstances we may need to issue a fixed term suspension. This will be for a period no longer than 5 days. Work will be set for pupils while they are suspended.

Pupils will be sent home with a pass after contact with home has been established. Following a suspension there will be an agreed reintegration meeting planned for the return of the child with parents/carers in attendance. The pupil will also have a 121 intervention with their pastoral leader to provide support and ensure the returning pupil does not encounter a similar issue down the line

## A suspension may be given if:

- There is a serious safeguarding breach
- Pupils are verbally abusive
- Pupils are refusing to cooperate after a C4
- Pupils are refusing to go into Reintegration or do not adhere to our expected standards in Reintegration
- Pupils are not safe/making others unsafe

There will be exceptions to this list, but we want to avoid suspensions as much as possible. Reflection and redirection with parental support will always be a preferred route for the staff at Smithills School.



# BEHAVIOUR FOR LEARNING EXPECTATIONS

At Smithills School we have developed a system of consequences to help us to rapidly deal with and eliminate low-level disruptive behaviour. We ask all pupils to 'follow instructions: first time, every time', providing all children with an opportunity to improve their behaviour before staff apply a graduated approach as they work through our consequence table.

## Behaviour allocation:



If pupils choose not to 'follow instructions: first time, every time' they will be issued with a consequence.

### CLASSROOM BEHAVIOUR





C0

**WARNING**  
You will be reminded to:  
FOLLOW INSTRUCTIONS: FIRST TIME, EVERY TIME





C1

**WARNING**  
You will be reminded to:  
FOLLOW INSTRUCTIONS: FIRST TIME, EVERY TIME  
Your name will be recorded on the corrections whiteboard  
**YOU LOSE 1 VALUE POINT**





C2

**15-MINUTE SAME DAY AFTER SCHOOL CORRECTION**  
You will be reminded to:  
FOLLOW INSTRUCTIONS: FIRST TIME, EVERY TIME  
Your name will be recorded on the corrections whiteboard  
**YOU LOSE 2 VALUE POINTS**




C3




**30-MINUTE SAME DAY AFTER SCHOOL CORRECTION**  
You will be reminded to:  
FOLLOW INSTRUCTIONS: FIRST TIME, EVERY TIME  
Your name will be recorded on the corrections whiteboard  
You will be sent to a buddy classroom  
Your parents/carers will receive a phone call  
**YOU LOSE 3 VALUE POINTS**



C4

**45-MINUTE SAME DAY AFTER SCHOOL CORRECTION**  
You will be reminded to:  
FOLLOW INSTRUCTIONS: FIRST TIME, EVERY TIME  
Your name will be recorded on the corrections whiteboard  
You will be taken to the reflection room for the remainder of the lesson  
Your parents/carers will receive a phone call  
**YOU LOSE 4 VALUE POINTS**

 **SMITHILLS SCHOOL**  
SUCCESS FOR ALL



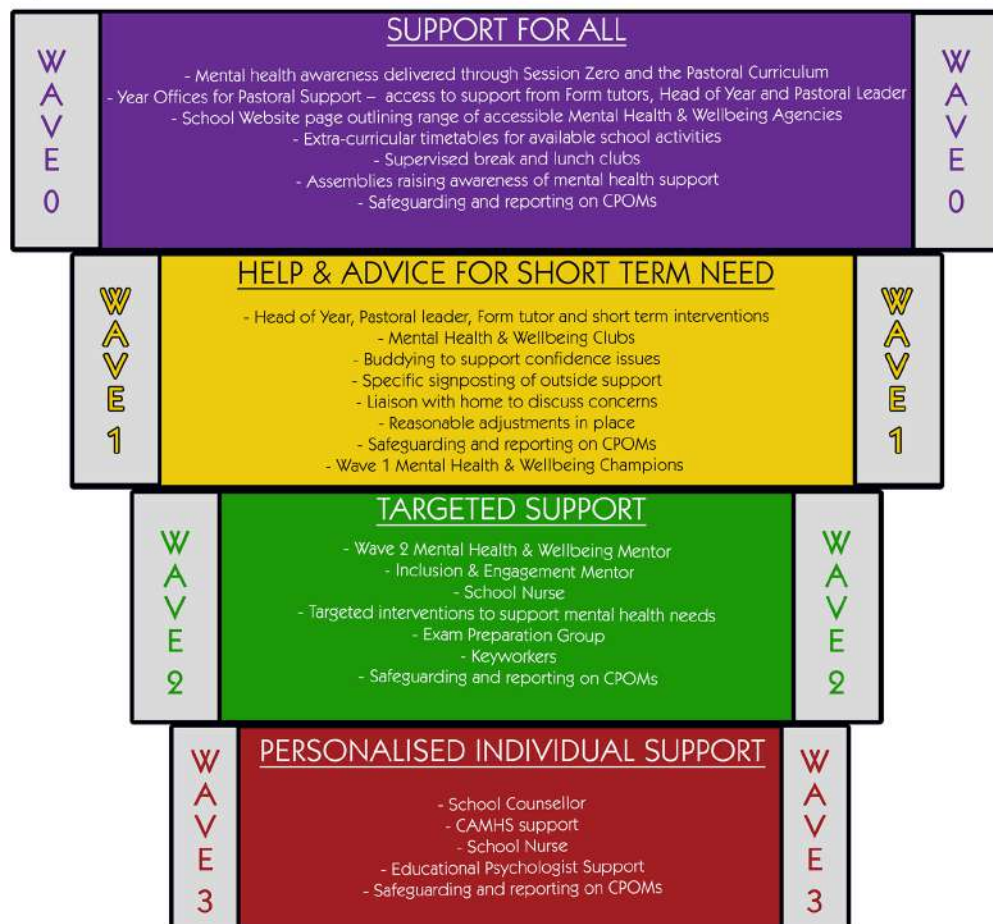
# MENTAL HEALTH AND WELLBEING

Caring for the Mental Health and Wellbeing of all pupils in the Smithills family is a priority for everyone at Smithills School. Our role is to:

- Make it okay to talk openly about mental health and wellbeing without feeling ashamed or judged
- Spread the word about the importance of mental health and wellbeing
- Promote positive lifestyle choices for mental and emotional wellbeing

We have a number of support mechanisms available for young people through our pathway of support:

## PATHWAY OF SUPPORT FOR MENTAL HEALTH NEEDS



### Mental Health Champions

No matter what's going on, our trained Mental Health Champions are here to help and be a supportive presence for pupils.

### In-School Specialist Support: The Referral Process

If you're concerned about your child, reach out to their form tutor or head of year. They can guide you through the referral process to get your child the help they need at school. Pupils can also reach out directly to their form tutor, head of year, or any staff member they trust.

### PSHE/assemblies

Mental health and well-being is a key part of our PSHE curriculum.

### School Nurse

We may suggest a school nurse referral if we feel a child needs support with managing their everyday health and wellbeing.

**We encourage all students to live a healthy and balanced lifestyle. This includes what they consume, sleep routines, how they exercise, personal hygiene, reflection and caring for the environment and others.**

# SAFEGUARDING

We are committed to a strong culture of safeguarding, ensuring that all staff embrace the concept of “it could happen here.” We expect everyone who works in and visits our school to share our commitment to vigilance and safety at all times.

We encourage staff, pupils and visitors to report anything that concerns them, and we will always act in the best interest of the child. Our pupils are taught how to stay safe, including when online, and to recognise when they may be at risk. We ensure our pupils know how to get help when they need it.

Our policies can be found on the school website and all visitors receive essential safeguarding and health and safety information when they enter our school. If you have safeguarding concerns or need to contact us out of school hours, please email [tellme@smithillsschool.net](mailto:tellme@smithillsschool.net)

If your child feels they are being bullied, either in school or online, they must report this to their form tutor or year tutor as soon as possible. An appropriate route forward will be identified and parents will be kept Up-to-date with actions and response.

Where this does not happen you can escalate your concerns to the senior leadership team:

Mrs S Gastell or Miss L Wignall  
Designated Safeguarding Leads  
[S.gastell@smithillsschool.net](mailto:S.gastell@smithillsschool.net)/[l.wignall@smithillsschool.net](mailto:l.wignall@smithillsschool.net)

Mr J Paling  
Deputy Designated Safeguarding Lead [j.paling@smithillsschool.net](mailto:j.paling@smithillsschool.net)

Mr P Pavey  
Pastoral Deputy Headteacher [p.pavey@smithillsschool.net](mailto:p.pavey@smithillsschool.net) [a.passarello@smrchs.com](mailto:a.passarello@smrchs.com)

If you are worried that your safety or the safety of any other pupil is at risk please talk this through with any adult of your choice at Smithills School.

Smithills School is committed to the safeguarding and promoting the welfare of young people.

# ARBOR PARENT APP

Communication between school and home is key to positive and successful outcomes for pupils.

To ensure high quality communication, we are now using Arbor to communicate efficiently with parents and carers.

The Arbor Parent App can be used to track your child's attendance, achievements, behaviour/corrections and homework.

You also have access to your child's timetable through the Arbor Parent App.

We will also send any communications through the Arbor Parent App as well as via email, keeping you informed at every stage of your child's journey at Smithills.

If you have any questions about Arbor, please get in touch with school.



# MICROSOFT TEAMS AND OFFICE 365

At our school, we recognise the vital role that technology plays in modern education and are committed to integrating it effectively into our pupils' learning experiences. We have therefore, provided all pupils with access to Microsoft Teams and Office 365. These powerful tools facilitate a collaborative and interactive learning environment, enabling pupils to engage with their peers and teachers seamlessly, whether in the classroom or remotely. Microsoft Teams enhances communication and organisation, offering a platform for discussions, and group projects as well as providing a platform for staff to communicate with pupils or set work. Meanwhile, Office 365 provides access to essential applications like Word, Excel, and PowerPoint, equipping pupils with the skills and resources they need to excel in their academic pursuits. By providing these, we aim to enhance educational outcomes, foster digital literacy, and prepare our pupils for future success in an increasingly digital world.

All pupils can access both of these platforms for free using their school account. They can be accessed through the web or by downloading the app. Log in details are in the form of;

Username: [24TPupil@smithillsschool.net](mailto:24TPupil@smithillsschool.net)

Password: [This will be the password they use on the school network.](#)



# PARENTS' EVENINGS

Smithills School now conducts its parents' evenings online using a system called School Cloud. This innovative platform allows parents to schedule and attend virtual meetings with teachers from the comfort of your own homes. Through School Cloud, you can easily book appointments, receive reminders, and participate in video conferences, ensuring that communication between parents and teachers remains seamless and effective.

Each year group will have one parents' evening annually, providing an opportunity to discuss your child's progress with class teachers, and you will receive a letter beforehand inviting you to book an appointment. You will be able to access a designated website where you can enter your own details along with your child's information to complete the registration process. This streamlined system ensures that all necessary information is accurately recorded, facilitating smooth communication and appointment scheduling for parents' evenings. By registering online, you can quickly and easily secure a time slot to discuss your child's progress with teachers, making the entire process convenient and efficient.

Our school cloud website is [www.smithillsschool.net/parents-evenings](http://www.smithillsschool.net/parents-evenings)

Once you have registered on the website above, you will be able to access and book appointments for parents' evenings. However, this booking process can only be initiated after you have received the official parents' evening letter. This letter will provide the necessary details and instructions, ensuring that all parents have the information they need to schedule their appointments in a timely and organised manner.

We do, however, recognise that face-to-face meetings are sometimes essential. Therefore, we will continue to host in-person evenings for a select number of important events, such as the year 6 transition evening. These occasions allow for more personalised interactions and provide an opportunity for parents, pupils, and teachers to engage directly, ensuring that specific needs and concerns can be addressed more effectively.

9th October	Year 7 Form Tutor Evening (in school)
15th January	Year 8 Parents' Evening (online)
26th February	Year 11 Parents' Evening (in school)
12th March	Year 9 Options' Evening (in school)
17th March	Year 9 Parents' Evening (online)
23rd April	Year 7 Parents' Evening (online)
30th April	Year 10 Parents' Evening (online)



# USING TECHNOLOGY RESPONSIBLY

Guidelines for Pupils - Smithills High School is committed to providing good computer facilities and access to the internet and email for all staff and pupils.

## Computer Equipment

Treat computer equipment with care. Do not take food and drink into computer areas. School computer equipment is primarily for pupil education and staff professional activity. It must not be used for private purposes. Use for personal financial gain, gambling, political purposes or advertising is forbidden.

## Password Security

You will be held responsible for anything done on a computer logged on with your user name; log out when you finish. Do not tell other people your password. If you suspect that someone knows your password, change it and tell the Help Desk/Form Tutor /Head of Year.

## Information stored on School computers

Copyright and intellectual property rights must be respected. Using the school badge, pictures of pupils or the school grounds on personal social media sites is not permitted and will bring serious consequences. Do not store or distribute any offensive material. Do not install any unauthorised software.

## Email

All pupils have a personal Smithills email address provided and are encouraged to use it for all correspondence with staff. Users are personally responsible for email(s) they send and for contacts made. Therefore, emails should be written carefully and politely. Any email(s) sent to an external organisation should be authorised before sending.

Do not send or forward offensive emails, anonymous messages, or chain letters.

## Internet access

All Internet use is monitored. Access to inappropriate sites is barred in so far as this is possible; access to these sites is not accepted, and the user is liable to disciplinary actions. Details of any accessible site with inappropriate content should be reported to the IT Helpdesk.

The use of public chat-rooms and social networking sites are not allowed.

Photographs or video clips taken within the school environment, including off-site trips and residential, must not be distributed or uploaded to public sites without prior consent of the school and those captured in the images.

## Social Networking Sites

The use of social networking sites is not permitted within the School at any time. Pupils must be aware that any inappropriate use of social networking sites outside of school that causes a problem inside our community, or brings us into disrepute, will be treated very seriously and will include police involvement.

We advise all families to carefully monitor their child's use of social networking sites and seriously consider whether it is appropriate for younger pupils.

## Concerns about posts on social media

If you are made aware of social media posts that target a child unfairly we want to help. In the first instance, if this happens in school hours, the issue must be reported to a head of year. If the incident occurs outside of school time we advise the following course of action:

- Write down the username/account details of the person posting the offensive item
- Screenshot if possible
- Do not respond in any way
- Block the person if possible

# USING TECHNOLOGY RESPONSIBLY

- Report the issue on the platform that it appears on. This is the quickest way to get it removed
- Log the issue with the police. The easiest way to do this is by using the 101 service online. They will get back to you
- Inform your child's head of year if there is a connection with school and we will support the police in their investigation.

We also have an email that we can use to get posts taken down. This can take up to 72 hours and we do require precise details of the post(s) such as usernames and times.

We have supported many families with issues that have started on social media platforms. Sometimes we are not permitted to sanction pupils involved from school because of ongoing investigations by services. We will always try to help but please be mindful that we are often limited in our ability to respond to issues that occur outside of school.

The greatest piece of advice we can give is to monitor your child's activity on social media and limit it where possible. TikTok and Snapchat are the main platforms where issues occur.

Any concerns about online bullying or intimidation need to be reported to a form tutor, head of year, safeguarding lead or by using the online Sharp System: [www.smithillsschool.thesharpsystem.com](http://www.smithillsschool.thesharpsystem.com)





SMITHILLS SCHOOL  
SUCCESS FOR ALL



SMITHILLS SCHOOL  
SUCCESS FOR ALL

# FAMILY HANDBOOK

2025 - 2026



## Contact

Smithills School  
Smithills Dean Road  
Bolton  
BL1 6JS

**Tel:** 01204 842382

**Web:** [smithillsschool.net](http://smithillsschool.net)

**Email:** [office@smithillsschool.net](mailto:office@smithillsschool.net)

**Headteacher:** Miss C Dewse