

YEAR 8 INFORMATION EVENING



- OUR VISION
- PASTORAL SUPPORT AND GRADU8
- INTERNET SAFETY

THE ACADEMY'S STRENGTHS 2022

- Site development; IT spend, recording studio, new Science lab and Inclusion Hub
- The % of students who achieved 5+ in English and maths has increased from 35% in 2019 to 47%
- In Parent Survey a significant majority of parents believe that their child feels safe at school (above 90% when omitting don't know)
- Safeguarding is robust, an external audit noted “ having met and trained DSLs across the Suffolk County, that the arrangements for safeguarding at Holbrook Academy are in many cases impressive”
- PASS survey showed that overall there is a significant high satisfaction amongst student body and no themes were judged to be low moderate or low satisfaction (7 of the 9 PASS factors were in the high satisfaction percentile). Year 8 feelings about school improved after gradU8 launched
- The % of students who stated they feel they are currently being bullied has reduced from 7% (Oct 2020) to 2% (June 2022)
- Introduction of Mindfulness Mondays
- Impact of Accelerated Reader

HOLBROOK ESSENTIALS

- To ensure that every classroom allows every student excel
- To effectively deploy targeted intervention and support; including delivery of our Disadvantaged action plan
- To ensure effective value for money during a time of significant financial constraint
- To strengthen collaboration as an outward facing Academy.
- To maintain and promote Holbrook's personalised approach

VISION

A school that has strong, shared values

A school that maintains the genius of routine

A school that has high expectations for all

A school that makes learning relevant to the lives and experiences of all the young people we teach; this links to our maritime curriculum

A school that allows every student to feel “in their element” every school week

VISION

A school in which everyone feels safe to be themselves

The sequencing and structure of our lessons promote fluency and mastery

A school that provides high quality pastoral support

A school that is committed to adapting a restorative approach

A school that engages positively with our local community

An Academy that is outward looking



7 GUIDING PRINCIPLES OF PUBLIC LIFE

Selflessness

Integrity

Objectivity

Accountability

Openness

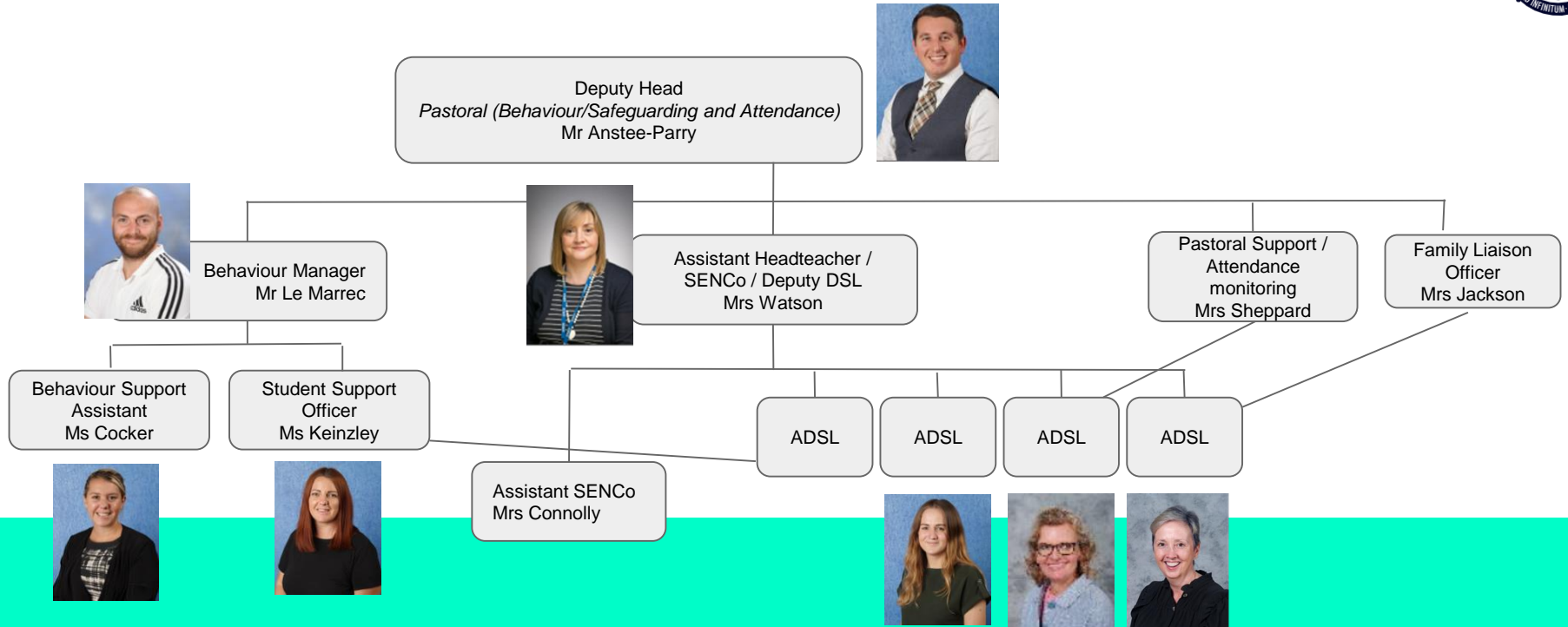
Honesty

Leadership



“We have not inherited this world from the our
ancestors - we have been loaned it by our children”

Pastoral Team 2022 - 'A multi-agency approach'



USING GO4SCHOOLS TO SUPPORT YOUR CHILD...



You are viewing this profile as a parent

2022 (Current Year 10), 2021 (Year 9), 2020 (Year 8), 2019 (Year 7)

Today's timetable, ongoing and recent homework tasks, detailed progress, attendance, behaviour, progress and reports

At a glance

Attendance	100.00%
Registration group	10 Deben (Miss D Dack)
Positive behaviour points	45
Negative behaviour points	-2

[View full profile](#)

Today's timetable

Th	08:30	08:50	09:50	10:50	11:10	12:20	13:05	14:10	14:10	15:15
	Regist	Science	English	English	Maths		Phys.Educ.	Maths	Maths	
	10	10	10a/En3	10a/En3	10a/Ma1		10a/Pe3	10a/Ma1	10a/Ma1	
	Deben	Mrs S Cooke	Miss D Dack	Miss D Dack	Mrs O Adigwe		Mrs R Saunders	Mrs O Adigwe	Mrs O Adigwe	
	Miss									
	D									
	D									
	D									
	D									
	D									

[View full timetable](#)

Ongoing and recent homework tasks

Showing 4 homework tasks due within the next 7 days or the last 7 days | 6 tasks in total | [View full list of homework tasks](#)

Due	Subject	Title	Guidance time	Set	Done
Mon, 04 Oct 2021	Sociology	Complete the table on...	30 min.	Thu, 30 Sep 2021	<input checked="" type="checkbox"/>
Today	Maths	Inequalities - Homework...	40 min.	Thu, 30 Sep 2021	<input type="checkbox"/>
Tue, 12 Oct 2021	Science	Educake -current resistance...	20-30 min.	Tue, 05 Oct 2021	<input type="checkbox"/>
Thu, 14 Oct 2021	Maths	Homework Paper 5	40 min.	Thu, 07 Oct 2021	<input type="checkbox"/>

Behaviour

[View full behaviour record](#)

Today's and upcoming allocated managed detentions

Detention session	When event occurred	Event and managed detention
No managed detentions recorded.		

Managed detentions awaiting allocation

When event occurred	Event
No managed detentions recorded.	

Most recent events

All events in 2022, Sep 2021, Oct 2021

When event occurred	Event
Thu, 07 Oct Deborah Dack	Top Supporter Year 10, Registration, 10 Deben, Room: 17
Wed, 06 Oct Deborah Dack	Gold Star Year 10, English, 10a/En3, Room: 17
Wed, 06 Oct Phillip Hart	Positive Learner
Tue, 05 Oct Penny Wall	Gold Star Year 10, Sociology, 10A/So1, Room: 11
Tue, 05 Oct Deborah Dack	Top Supporter Year 10, Registration, 10 Deben, Room: 17

Behaviour over time



STUDENT CODE OF CONDUCT



Code of conduct which all students must follow:

1. To arrive promptly at the Academy before AM registration
2. To wear the correct uniform at all times on the Academy premises
3. To bring the appropriate equipment for effective participation in all lessons
4. To be punctual to all lessons and arranged activities
5. To remain on Academy premises at all times unless permission is given
6. To use polite and courteous language at all times, to all members of our community
7. To move around the Academy site in a calm and respectful manner
8. To ensure no prohibited items are brought into the Academy (See Rewards and behaviour policy)
9. To welcome all visitors to the Academy
10. To uphold the positive reputation of the Academy at all times
11. To follow all protocol regarding mobile devices and computers
12. To be considerate of our local community when coming to and from the Academy including on the bus

CONSEQUENCES

Step 1: Informal warning/Redirection

Students will receive one informal warning about their behaviour which may take the form of redirection - A non-verbal cue in the form of a gentle encouragement / a 'nudge' in the right direction to make the right choice. Or alternatively staff could issue a reminder of expected conduct, delivered privately wherever possible, with the view to de-escalate and decelerate where reasonable. This can be more broadly to the whole class as appropriate.

Step 2: Consequence Tier 1 (C1) – Formal warning

This is recorded on GO4school.

A clear verbal caution will be delivered assertively and privately, where possible, regarding the breach alongside creating a clear awareness of the consequence should they continue with the behaviour. This could then include a move within the classroom as required.

30 second microscript:

Microscript:

[Calmly]

I've noticed... (describe behaviour)

I need you to... (describe expected/desired behaviour)

If you choose... that would be good, as that shows (code of conduct/values)

If you choose not to, then (consequence).

Thank you for listening.



Holbrook Academy Behaviour Blueprint

Class Teachers should...

- Meet and greet at the door
- Model positive behaviours and staff expectations
- Plan lessons that engage, challenge and meet the needs of all learners
- Use the Q&A rewards system and follow up with phone conversations
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps. Present before sanctions
- Follow up every time, retain consistency and engage in reflective dialogue with learners
- Never ignore or walk past learners

Students' should...

- Be ready - All students will be ready to learn and have the correct equipment / uniform
- Be respectful - All students to display a level of respect for themselves, their peers, their teachers and their property
- Be calm - ... to ensure the safety of others - verbally and physically
- Be civil and attentive whilst lessons or events are taking place
- All students will follow and adhere to basic instructions given

Routinely praise positive behaviour of every opportunity

30 second Micro Script...

I've noticed... (describe behaviour)

I need you to... (describe expected/desired behaviour)

If you choose... that would be good, as that shows... (code of conduct/values)

Classroom consistencies...

Resilience

Boundaries

We're here to sustain positive relationships

A calm, consistent and unified approach

Restorative Script...

What happened?

What were you thinking about at the time?

Who has been affected by these actions? How have they been affected?

What can we do now to make things right?

How can we do things differently in the future?

Formal warning/Redirection, a non-verbal cue in the form of a gentle encouragement to make the right choice.

C1 Formal warning: A clear verbal caution will be delivered assertively and privately regarding the breach alongside creating a clear awareness of the consequence should they continue with their behaviour.

C2 Retraction to work in a different class: Should a student continue with behaviour that disrupts the learning environment, they should be relocated to work elsewhere. On call should be utilised to relocate the student if it is not immediately available with a neighbouring teacher or member of Department.

C3 Serious incidents such as major disruption, extreme defiance or dangerous behaviour: will result in an immediate full lockdown staff to alert Q&A. On call staff to establish the reason for C3 and escort student to the isolation suite. Work must be provided, completed in isolation and returned to the classroom teacher.

Step 3: Consequence Tier 2 (C2) – Relocation to work in a different class

Should a student continue with behaviour that disturbs the learning environment, they should be relocated to work elsewhere. On call should be utilised to relocate the student if it is not immediately available with a neighbouring teacher or Head of Department.

- Where possible, relocation should not with the same year group
- Students must take work with them to complete whilst relocated.
- At the end of the lesson the student will continue with their normal timetable.
- If they are in years 7-9 they must attend a 30 minute detention at lunch in the designated room (14) - failure to attend will result in further sanctions.
- **If they are in years 10-11, this detention is 40 minutes long**
- The class teacher also logs the C2 on GO4Schools.

At the C2 detention:

- It is recommended that the classroom teacher will come and talk to the student (or at another suitable time) about why they were removed from the lesson – the student should be able to say how they will prevent the behaviour from being repeated in the future (Restorative Chat)
- The student must show the work they have completed in relocation to aid reintegration to their next timetable lesson in that subject. The teacher will talk this through with them to make sure they have understood the tasks to be completed.

After the C2 detention:

- The classroom teacher is expected to contact home that evening to explain why they were removed from the lesson.

If a student receives a second C2 in one day, they will be expected to spend time in isolation but will attend the C2 detention as normal.

If a student receives two or more C2s in one week the Behaviour manager or another member of the behaviour team will contact the family to discuss the incidents which may result in closer monitoring via a report card.

Consequence Tier 3 (C3) – Serious incidents such as major disruption, extreme defiance or dangerous behaviour will result in you having an immediate isolation

Staff to alert 'On call' support via the Emergency Alert. On call staff to establish the reason for C3 and escort student to the Isolation suite

- Work must be provided and completed whilst in Isolation and returned to the classroom teacher
- Parents will be informed and the student will be expected to stay in isolation for the duration of the lesson and the whole of the next lunchtime and break time. If in Isolation during lesson 5, and the student gets the bus home, they should remain until 3.20pm or when their bus is ready to depart, whichever comes first.
- The Behaviour Manager or Senior Leadership Team may decide that you need additional days in isolation and other consequences might also be necessary.
- A suitable restorative approach should be utilised at this stage
- Very serious breaches or persistent breaches could result in a fixed term exclusion or even permanent exclusion.

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once ALL behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme it warrants an immediate removal. Parents must be informed the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

RESTORATIVE PRACTICES

Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads the process.

Corridor/Impromptu Conference – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual members of staff take initiative and lead the process.

Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the Behaviour and Pastoral Team for the students concerned.

Formal Restorative Justice Conference – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. This process must be led by a trained conference facilitator (Ms S Keinzley, Mrs M Jackson, Mr G Anstee-Parry).

Restorative Justice Interventions should be recorded as appropriate on the school's Restorative Justice Log.

A restorative school is one which takes a restorative approach to resolving disagreement and preventing further harm. The range of Restorative approaches deployed enable those who have been harmed to convey the impact of the harm to the wrong-doer, and for those responsible to acknowledge and understand this impact and take steps to put it right.

It does not replace sanctions but works alongside them.

Following a students' behaviour not meeting expectations we may use specific questions to develop a shared understanding of the behaviours.

Restorative Questions:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?



GradU8



What is GradU8?

An initiative, unique to Holbrook Academy, where year 8 students work towards developing their skills and attributes to make them feel better prepared for further studies, adult life and their contribution to their communities.



Why have we created this initiative?

- *Acknowledge your achievements and celebrate your successes*
- *Publicly value your contributions to school and wider community*

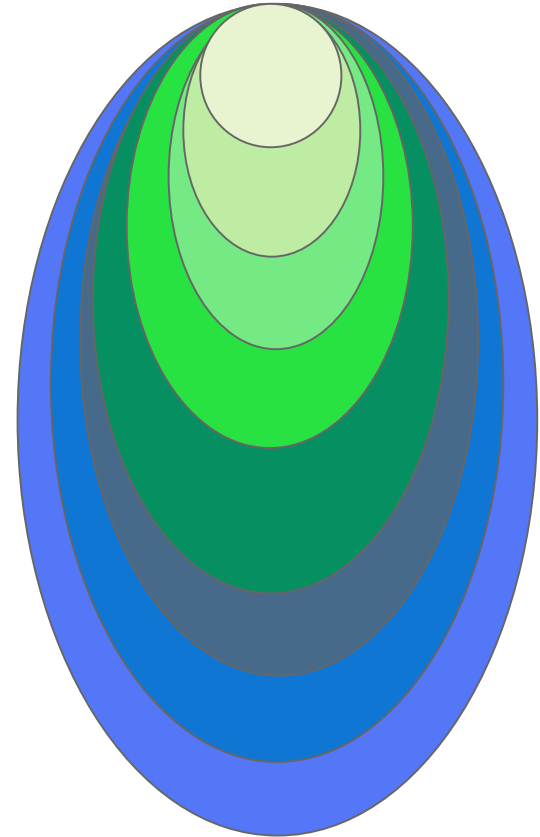


The modules for GradU8:

- *Confidence*
- *Resilience*
- *Kindness*
- *Determination*
- *Individuality*
- *Academic progress*
- *Contribution to school*
- *Contribution to community*

Development of personal character

Application of personal character and public service



GradU8

Please fill in the grid below.

	Module	Evidence/Commentary	Completed? Evidence seen? Signature of reviewer required
1	Confidence		
2	Resilience		
3	Kindness		
4	Determination		
5	Individuality		
6	Academic progress		
7	Contribute to school		
8	Contribute to wider community		

GRADUATION

We want to ensure that only those who achieve all 8 graduate but also that everyone can graduate regardless of attainment / need.

We will then invite parents to a graduation event and present them certificate. they will get to wear a mortar board and have great photo of them all throwing their mortar board in air!!







ONLINE SAFETY

MR TAYLOR

Ofcom 'Media use and attitudes' survey 2021-2022

5-7



28% have their own mobile phone

To go online: 50% use a mobile phone, 83% use a tablet and 27% use a laptop

93% use video sharing platforms

39% use live streaming apps/sites

59% use messaging sites/apps

33% use social media and 33% have their own social media profile

38% play games online

74% watch TV or films on any type of device other than a TV set (88% on a TV set)

48% watch live TV vs 77% who watch SVoD¹

8-11



60% have their own mobile phone

To go online: 71% use a mobile phone, 79% use a tablet and 55% use a laptop

95% use video sharing platforms

54% use live streaming apps/sites

84% use messaging sites/apps

64% use social media and 60% have their own social media profile

69% play games online

79% watch TV or films on any type of device other than a TV set (90% on a TV set)

51% watch live TV vs 76% who watch SVoD¹

32% have seen something worrying or nasty online 📶

32% were able to correctly identify sponsored search results 🔍

Ofcom 'Media use and attitudes' survey 2021-2022

12-15



97% have their own mobile phone

To go online: 94% use a mobile phone, 54% use a tablet and 63% use a laptop

98% use video sharing platforms

73% use live streaming apps/sites

97% use messaging sites/apps

91% use social media and 89% have their own social media profile

76% play games online

87% watch TV or films on any type of device other than a TV set (84% on a TV set)

44% watch live TV vs 82% who watch SVoD¹

37% have seen something worrying or nasty online 📶

11% picked only reliable indicators that a social media post was genuine; 📶

83% picked at least one unreliable indicator

64% were able to correctly spot a fake profile 📶

38% were able to correctly identify sponsored search results 🔍

39% were able to correctly identify sponsored content posted by an influencer 📶

16-17



100% have their own mobile phone

To go online: 98% use a mobile phone, 50% use a tablet and 63% use a laptop

98% use video sharing platforms

79% use live streaming apps/sites

99% use messaging sites/apps

97% use social media and 94% have their own social media profile

73% play games online

85% watch TV or films on any type of device other than a TV set (82% on a TV set)

44% watch live TV vs 79% who watch SVoD¹

42% have seen something worrying or nasty online 📶

13% picked only reliable indicators that a social media post was genuine; 📶

81% picked at least one unreliable indicator

65% were able to correctly spot a fake profile 📶

44% were able to correctly identify sponsored search results 🔍

48% were able to correctly identify sponsored content posted by an influencer 📶

Which social media services are age restricted?

WhatsApp have just announced a new age limit of 16 for users based in Europe. With the upcoming changes to Data Protection rules in the EU.

Which social media services are age restricted?

WhatsApp have just announced a change to their terms and conditions for users based in Europe. Users will now need to be 16 to use WhatsApp.

Nearly all other social media services require users to be at least 13 years of age to access and use their services. This includes Facebook, Snapchat, Twitter, Instagram, Musical.ly and Skype.

Whilst there is no age restriction for watching videos on YouTube, users need to be 13 or older to have their own YouTube account (enabling them to subscribe to other channels, like videos, post comments, share their own content and flag inappropriate content).

4 areas of online risk

- **Content:** pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact:** peer to peer pressure, commercial advertising, adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

Commerce (Cyberscam) : online gambling, inappropriate advertising, phishing and or financial scams.

The 4 C's

2021-08-24 / News

Record high number of recorded grooming crimes lead to calls for stronger online safety legislation

Online grooming crimes recorded by police jumped by around 70% in the last three years reaching an all-time high in 2021.

Offenders are exploiting risky design features on apps and platforms popular with children - with Snapchat and Instagram the most common tools used by groomers.

Government must respond to these figures and ensure the ambition of the Online Safety Bill matches the scale of the biggest ever online child abuse threat.



Online Safety

Must find ways to protect our children online which don't unduly limit their access or undermine the positive outcomes of internet.

- Overriding message we heard from children is that adults should talk early and talk often.
- Children told us they want adults to create a safe, judgment free space for them to talk about these issues, both at home and in school.
- Children also want to be able to trust adults to help them if something goes wrong

What the Online Safety Bill 2022 means for users



Our new online safety laws will make the internet a safer place for everyone in the UK, especially children, while making sure that everyone can enjoy their right to freedom of expression online

Protecting children:

For children, these new laws will mean that all in-scope companies must assess risks and take action to tackle illegal activity that threatens the safety of children.

In addition, platforms likely to be accessed by children will need to:

- prevent access to material that is harmful for children, such as pornography.
- ensure there are strong protections from activity which is harmful to children, which we expect will include harms such as bullying.

If a child does encounter harmful content or activity, parents and children will be able to report it easily. Platforms will be required to take appropriate action in response.

Platforms will also have a duty to report any child sexual exploitation and abuse content that they encounter to the National Crime Agency, to assist with law enforcement efforts to stamp out this appalling crime.



AGE APPROPRIATE CONVERSATIONS

A big factor to consider when we're talking to children is age or cognitive ability, which also impacts on the language we use and what we can talk about. As children get older, their needs and behaviour will change, particularly as children are moving through their teenage years and are more prone to risk-taking, mood swings or whether they will even talk to you about something that they may be embarrassed or ashamed about.

For example if you suspect [grooming](#) or [exploitation](#), you may not wish to talk about this directly with a younger child, but instead report directly to [CEOP](#).

Please collect an Online safety top tips handout on your way out produced by the NSPCC to use with the internet safety booklet you received earlier in the year.

THANK YOU FOR LISTENING



SPECIAL EDUCATIONAL NEEDS AT HOLBROOK ACADEMY

Key Questions:

1. What is SEND?

1. What is our SEND Offer?

1. How do you get support for your child?

What is SEND?

A student who has **special educational needs or disabilities** (SEND) may find it significantly harder to learn or to take part in activities which students of the same age are able to do. These students may require additional support or provision in order for them access the same curriculum as other students of the same age.

Students with SEND fall into one or more of the four main areas of SEND;

1. Communication and interaction- Speech, Language and Communication Needs (SLCN), Autism (ASD)
2. Cognition and learning- Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD)
3. Physical and sensory- Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)
4. Social, mental and emotional- Anxiety, Depression

A student with SEND can be recorded in one or all of these categories.

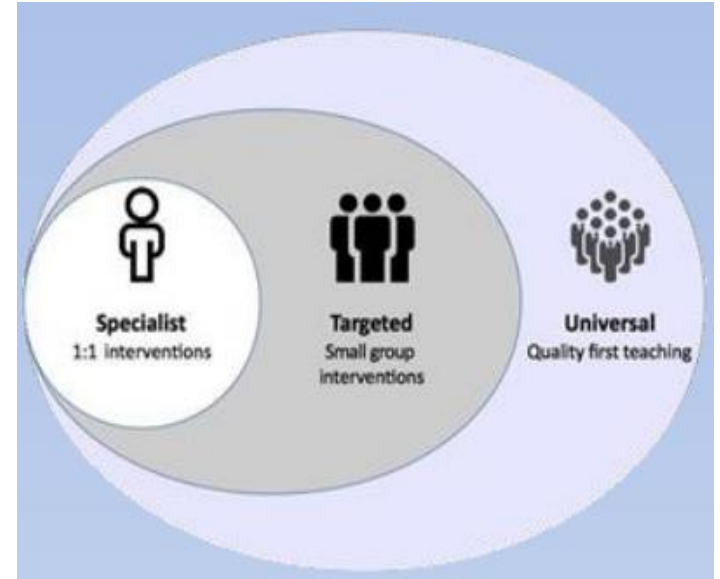
From our SEND policy and information report 2022

3.6 **SEN Register**

Students are placed on the SEN (Special Educational Needs register) if additional strategies are needed which are not covered by the differentiated departmental schemes of work and wave 1 (quality differentiated first teaching). Students in lower ability groups who are working to the scheme of work followed by the teacher are not to be placed on the register.

SEND PROVISION AT HOLBROOK ACADEMY

- **Universal** – Inclusive high quality teaching for all children in the classroom (Where most children's needs can be met)
- **Targeted** – Specific, extra, time limited support in school for children with additional needs
- **Specialist**- Services offered by external professionals such as occupational therapists, speech and language therapists or health professionals on or off site.



What is our SEND offer?

AT HOLBROOK WE BELIEVE THAT ALL
TEACHERS ARE TEACHERS OF SEND

EMPOWERING STAFF TO PROVIDE SEN SUPPORT

Standards and Frameworks for Teaching Staff:

Adapt teaching to respond to the strengths and needs of all pupils e.g.

- Know how to differentiate
- Understand factors that can inhibit pupils' ability to learn
- Understand the needs of all pupils, including those with SEND and use teaching approaches to engage and support

- Students who have more complex needs have an “Education, Health and Care Plan” (EHCP). Specific in class support via teaching assistants will be attached to the majority of these students. Many will also receive targeted 1 to 1 and small group support.
- Each student on the SEN Register has a key worker who will monitor and report on the effectiveness of the support provided while liaising with parents/carers. They are really important and are the key to the relationship between home and school and the student.
- Each student will also has a One Page Profile
- Students with a diagnosed additional need. These students are not necessarily supported directly by teaching assistants in the classroom, but may have access to targeted 1 to 1 and small group support.
- Ultimately, students will be supported via quality first teaching with appropriately differentiated work.
- Students without a diagnosed additional need but who teachers may need to be aware of as these students may require additional support via quality first teaching

Interventions


Specialist Support	Targeted Support	Universal Support
Education, health and care plan (EHCP)	In class support via teaching assistant	Quality first teaching
Annual Review	Literacy intervention	Curriculum to meet needs
One Page Profile	Numeracy intervention	Pastoral support
Key worker	Handwriting intervention	Accessible school site
Bespoke learning offers at KS4	Nurture/social skills group	Access to Homework Club
Exam access arrangements	Mindfulness/relaxation intervention	Access to school nurse
County Inclusive Resources	Student Success Centre	Transition post 11 & post 16
Behaviour Support Services	Lexia Reading intervention	Parents evenings
Youth Support Team	Behaviour management	Go4Schools
Specialist advisory teacher	Access to 4YP/Child First counselling	Choice of enrichment options
Dyslexia specialist teacher	Nurture/social skills group	Additional literacy lessons
Speech and language therapist	ELSA (Emotional Literacy Support Assistant)	
Educational psychologist		
CAHMS		

What do you do if you have concerns about your child's learning?

- If your concern is around a particular subject in school contact your child's subject teacher
- If your concerns are more general contact your child's form tutor in the first instance
- If your concerns are more specifically about any of the areas we have covered in this presentation please contact me or my Assistant SENCo for an initial discussion.

How do you support your child with additional needs?

Look up Suffolk SEND LOCAL OFFER

[About SEND](#) 

[Frequently asked questions](#) 

[Contact details for SEND teams](#) 

[Facebook](#) 

[Twitter](#) 

[Sign-Up to our newsletter](#) 

results in Suffolk SEND Local Offer

[Find out more](#)

Further Information

- [Give feedback](#)
- [Latest News](#)
- [Local Offer Advisor](#)
- [NDD Pathway](#)
- [SEND Family Services](#)
- [Support Groups](#)
- [Emotional Wellbeing Gateway](#)
- [Suffolk SEND Info and Training](#)
- [SENDIASS](#)
- [You said, we did](#)

Latest News

[Programmes and workshops available from Suffolk Family Carers](#)



Suffolk Family Carers has a programme of workshops available from August 2022 – January 2023. They are hosting a range of workshops around Trauma, caring for young people with Autism/ADHD, and wellbeing. Their workshops are FREE to families and parents and carers. Please register and book via the Suffolk Family Carers...

[Read more](#)