



# Parents Information Booklet

## Autumn Term 2020/2021

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Dear Parents/Carers,

I would like to extend a warm welcome to you and your family to WMG Academy for Young Engineers.

Although we are fully committed to our 'business-like, business-led' ethos, we consider ourselves a family school in which students are looked after, developed socially and challenged academically.

Years 10-13 can be difficult times for teenagers as they grow, mature and find their place in society. We commit to you our values of professionalism and empathy throughout this journey and know that only through genuine triangulation between teacher, student and parent can there be academic success.

We've written this booklet in order to set out what you can expect of us and what we expect of you. We look forward to working together and seeing your child thrive at the academy.

With the very best of wishes,



Matt Brady

Associate Principal



## Key Dates for your Diary

### Term Dates for Students

#### Autumn Term

Academy opens for Autumn Term	Years 11 & 13 - Wednesday 2 <sup>nd</sup> September Years 10 & 12 - Thursday 3 <sup>rd</sup> September
Academy closes for Half Term	Friday 23 <sup>rd</sup> October 2020
Academy opens after Half Term	Monday 2 <sup>nd</sup> November 2020
Academy closes for end of Autumn Term	Friday 18 <sup>th</sup> December 2020

#### Spring Term

Academy opens for Spring Term	Monday 4 <sup>th</sup> January 2021
Academy closes for Half Term	Friday 12 <sup>th</sup> February 2021
Academy opens after Half Term	Monday 22 <sup>nd</sup> February 2021
Academy closes for end of Spring Term	Thursday 1 <sup>st</sup> April 2021

#### Summer Term

Academy opens for Summer Term <i>(May Day: Monday 03 May 2021)</i>	Monday 19 <sup>th</sup> April 2021
Academy closes for Half Term	Friday 28 <sup>th</sup> May 2021
Academy opens after Half Term	Monday 7 <sup>th</sup> June 2021
Academy closes for end of Summer Term	Wednesday 21 <sup>st</sup> July 2021

#### INSET Days 2020/2021

Tuesday 1<sup>st</sup> September 2020 (students do not attend)  
*Further dates TBC at the start of the term*

### Parents' Evenings

In the light of the current situation surrounding COVID-19, dates for parents' evenings and the format they will take will be confirmed in the first few weeks of term.

## The Academy Working Day

**08:30 – 09:25** Period 1

**09:25 – 10:20** Period 2

**10:20 – 10:45** Morning Break

**10:45 – 11:40** Period 3

**11:40 – 12:35** Period 4

**12:25 – 13:30** Period 5

**13:30 – 14:05** Lunch

**14:05 – 14:25** Period 6 (Pastoral)

**14:25 – 15:20** Period 7

**15:20 – 15:35** Afternoon Break

**15:35 – 16:30** Period 8 \*\*

\*\* On Monday and Friday students finish at 15:20.

## Who should I contact?

### Main switchboard number – 02476 464 661

- Option 1 – to inform the Academy of a student absence.
- Alternatively, hold the line to speak to a member of reception staff.

### Student absence

If your child is ill and unable to attend the academy, please call the main switchboard, using option 1 as early as possible. Leave your name, the student's name and reason for absence. Alternatively, send an email to [attendance@wmgacademy.org.uk](mailto:attendance@wmgacademy.org.uk).

### Illness during the Academy day

Students must report to reception if they feel unwell during the academy day. A First Aider will be called to assess the student. If a Year 10 or 11 student needs to be sent home, a telephone call will be made to the parent/carer so they can be collected and signed out from reception. If no one is available to collect your child, they will be kept safely at the academy.

### Medical/other appointments

Please try to arrange appointments out of academy hours. However, sometimes we understand this is not possible and when this occurs, please supply a copy of the medical appointment to reception. Emails can be sent to [attendance@wmgacademy.org.uk](mailto:attendance@wmgacademy.org.uk). Students will be provided with a pass to enable them to leave for their designated agreed time. Year 10 and 11 students must be collected and signed out by a parent/carer.

### Illness with COVID-19

The Academy has a clear protocol in place in the event that a case is confirmed. At the end of this booklet, we have included our protocols and procedures for Self-Isolation, Confirmed Cases and Suspected Cases Onsite.

Children and young people and staff in all settings are eligible for testing if they become ill with coronavirus (COVID-19) symptoms, as are members of their household. This will enable children and young people to get back to childcare or education, and their parents or carers to get back to work, if the test proves to be negative.

A positive test will ensure rapid action to protect their classmates and staff in their setting.

### What happens if my child needs first aid?

By nature, first aid requires close contact between students and qualified members of staff. To limit this contact, students will be encouraged to administer basic first aid to themselves under supervision. This includes cleaning and dressing small cuts and grazes. Where this is not possible, staff will wear personal protective equipment (PPE), including gloves, surgical masks and aprons, to administer first aid.

Accidents rarely occur at WMG Academy, however some injuries from sporting activities and practical subjects are inevitable and this is why the above arrangements are in place.

### **Student lockers**

Lockers are available for all students with a payment of £5.00. Once a payment has been made via ParentPay, students can collect their allocated locker key from reception.

### **Additional ties**

All male Key Stage 4 students are expected to attend the Academy in a WMG Academy tie. Spare ties can be paid for via ParentPay and collected from reception. Ties are priced at £9.00.

### **Contact via email**

General email enquiries should be directed to [info@wmgacademy.org.uk](mailto:info@wmgacademy.org.uk). We will endeavour to reply within 3 working days.

### **Specific enquiries**

Your son's/daughters' tutor is the first point of contact. You will be informed of the tutor at the beginning of the academic year. Again, we will endeavour to answer initial queries by telephone within 3 working days. If your enquiry is urgent contact Reception and speak to or leave a message for the Pastoral Lead for Key Stage 4, Mr Crosbie or the Pastoral Lead for Key Stage 5 Mrs Brown.

## Post Lockdown Reopening Details

As an Academy, we have been guided by specific advice at every stage, provided by the local authority and from central government. The latest scientific advice from the Government is that:

- There is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus (COVID-19) and there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus (COVID-19).
- Schools and other settings can make changes to how they are organised and put measures in place to reduce risks.
- Schools should implement risk assessments that take account of and address any risks using the following system of controls:
  - a requirement that people who are ill stay at home;
  - robust hand and respiratory hygiene;
  - enhanced cleaning arrangements;
  - active engagement with NHS Test and Trace;
  - formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

The safety and wellbeing of our staff and students is, as always, our main priority and we have drawn on the guidance from the DfE, the local authority and independent health and safety experts to ensure we go above and beyond the expected standards of health and safety.

The measures we have taken include:

- Implementing a 'bubble' approach to limit the contact groups of students have with each other. In line with guidance, each 'bubble' will be based on academic year group.
- Reworking the Academy's learning bases to ensure all desks are forward facing and natural ventilation is readily available.
- Where possible, we will timetable students to be in the same room for more than one consecutive period. This means that teachers will move to meet students, minimising the number of people moving around the building at any one time.
- Increased cleaning will take place. We already have cleaners onsite for the entire working day who regularly clean high traffic areas. We also have additional cleaners at the end of the working day who will clean the whole building.
- Clearly marked corridors, staircases and doorways are already in place to ensure staff and students can use a one-way system to move around the building and maintain social distances.
- Modified fire evacuation procedures are in place to ensure students can socially distance at the muster point in case of a fire evacuation. Students will be given clear guidance on these, as well as our other measures, on their first session back in the Academy.
- Additional hand hygiene protocols and access to hand sanitisers and increased hand washing.
- Additional waste disposal, access to tissues and increased ventilation to aid respiratory hygiene.



## Finance and Paying for Items

We operate a cashless payment system at WMG Academy for Young Engineers called ParentPay, which is a secure website offering the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week.

ParentPay is the only means of payment as cash or cheques are not accepted in the Academy. Payment for school lunches and other items such as ties, safety goggles, locker keys, trips, revision guides etc., should be made through ParentPay.

However, cash payments for school meals can also be made using a PayPoint Card at local stores displaying the Pay Point logo, which can be ordered from the Academy.

Payment in the canteen is cashless and usually relies on the use of thumbprint technology. However, it is anticipated that contactless payment using bank cards will be available from September for all staff and students to minimise the risk of transmission through the use of thumbprint scanning devices. For parents who wish to continue adding credit to ParentPay which can be spent using the thumbprint technology, sanitising stations will be available to use before and after paying and again before and after eating.

### How does ParentPay help you?

- Gives you the freedom to make payments to school whenever and wherever you like
- Stops you having to write cheques or search for cash to send to school
- Gives you peace of mind that your payment has been made safely and securely
- Helps with budgeting; payments are immediate, there is no waiting for cheques to clear
- Payments for many of the larger trips can be made by instalments up to the due date
- You will never need miss a payment, or have insufficient credit, with automated email/SMS alerts.

### Refund procedure for returned lunch money via ParentPay

Generally, refunds will not be made.

Parents are expected to maintain and wind down account balances if a child is leaving a school. At the end of each academic term, the credit for meals will be “rolled over” to the next term. Requests for refunds will be considered at the end of each academic year where pupils are leaving the school and accounts have an outstanding credit balance of £5.00 or more.

Refunds would also be made when a child moves to a new school.

### Refund procedure for other payment items

Where a payment is made in ParentPay by mistake, or a duplicate payment is made, a refund will be made directly to the ParentPay account upon request.

### Personal property

Students in our more mature, 14-19 academy are responsible for their own property. It is important that expensive items or large sums of money are not brought into the academy. Expensive items such as bikes and electronic devices should ideally be insured separately by parents or students prior to being brought on site. The academy is not liable for any loss or damage to personal property and

academy staff do not have the time or resources to investigate or provide refunds for such occurrences. Wireless headphones have presented a particular recent concern. These items can be easily lost or misplaced and have no educational value in the academy and should be left at home.

Please be aware that **no items of personal property are covered under the academy's insurance policy**. Costs resulting from theft, loss or damage will not be reimbursed by the Academy and students are asked to leave expensive items at home.

Every pupil can purchase a locker key at a cost of £5 for the full duration of their stay at WMG academy. If keys are lost and a replacement required there will be a charge of £5. No belongings should be left unsecured near lockers or anywhere else especially when school is closing for holidays. The academy reserves the right to open a locker without a student's consent for safeguarding/investigative purposes.

### **Damage to Academy property**

If a student deliberately causes damage to the academy's property, including premises, furniture, equipment, books or materials, a charge will be levied to cover the cost of repairs or replacement. Students' personal belongings are brought on to site at the owners own risk.

In the case of accidental damage, the Associate Principal will consider the circumstances reported and decide as to the level of recovery.

Thankfully, such occurrences are very rare.

## Careers

The Academy aims to give all students careers information and guidance (CIAG) throughout their time with us to make them 'work ready' and confident in applying for employment positions.

Student destination data after they leave us is shared annually, with an overview of destinations provided to parents and current student cohorts.

Employer engagement changes annually, depending upon the employer availability and the opportunities available as we are always keen to explore new links in the employment market.

### KS4 Career Guidance

In KS4 (Year 10 and 11) all students will be asked to complete a questionnaire. The questionnaire details the interest of the student, such as: enrichment, hobbies, employment, work experience, achievements, subjects and future aspirations. This data is then used, to plan careers activities and events throughout Year 10 and 11.

#### In KS4, we offer a range of careers services:

- An overview of Apprenticeships and support to create an account with the National Apprenticeship Service.
- Workshops to prepare for interviews, researching companies and assessment centres.
- Employer Events – individual employer workshops, STEM activities, careers fairs, employers visits and tours.
- Each student will have access to a 1:1 guidance interview. On completion of 1:1 guidance meetings, a student action plan will be created to advise students on their options and where to find further information.
- Students will be given support to understand the wide range of options available to them for the end of Year 11, via the careers department and the PSHE programme.
- Weekly vacancy reports for local advanced apprenticeship vacancies.
- Updated listings of degree and higher-level apprenticeship, to support with decision making for Sixth Form subjects.
- Support with making decisions and applications prior to and on GCSE results day.
- Parental meetings can be requested throughout Year 11.
- Additional support available for students with additional needs.
- Parental information via Parentcall/newsletter – such as updates regarding apprenticeship/ employer vacancy openings/apprenticeship overviews.
- Destinations tracking and invitation to the WMG Academy for Young Engineers Alumni.

### KS5 Career Guidance

In KS5 all students are asked to complete a questionnaire. The questionnaire details the interest of the student, such as: enrichment, hobbies, employment, work experience, achievements, subjects and future aspirations. This data is then used to plan careers activities and events throughout the Sixth Form timetable.

#### In KS5, we offer a range of careers services:

- Enrolment on the UTC Hub.
- UCAS Induction – a day of workshops and seminars to open UCAS applications, with a range of external advisors to support the understanding of the UCAS process.

- University visits/tours – A visit to Warwick University to explore the options within higher education and to explore the opportunities available.
- UCAS convention – Attendance at a UCAS convention, with access to a wider range of Universities and Higher Education establishments.
- Overview of Apprenticeships – An overview of Apprenticeship levels, application open dates and when to commence applications.
- Employer visits and workshops to provide details of apprenticeships.
- Updates lists of the degree and higher-level apprenticeship vacancies.
- Support and guidance to complete UCAS applications, personal statement workshops, overview of student finance, authorised attendance to attend 3 university open days.
- Tutor support for completing Apprenticeship and Higher Education application references.
- 1:1 guidance meeting, further support throughout the academic year to assist decision making.
- Enrolment on the National Apprenticeship Service website – all students can attend a workshop to support them with enrolling on the National Apprenticeship Service website.
- Employer visits and workshops to provide details of apprenticeships
- Updates lists of the degree and higher-level apprenticeship vacancies, with weekly reports of local apprenticeship vacancies.
- CV feedback and support to make improvements.
- Workshop for completing good quality applications and assessment centres.
- Tailored student support with UCAS Extra.
- Tailored student support with UCAS clearing.
- Destinations tracking and invitation to the WMG Academy for Young Engineers Alumni.

### **Work Experience**

Students can organise work experience placements during Year 10 and Year 12 through liaising with their tutors and the relevant pastoral lead providing they avoid key assessment and exam periods. Work experience will only take place for students if the ongoing COVID-19 pandemic risk assessments permit. The Academy will review specific details on Work Experience early in the autumn term in the light of the pandemic status.

### **The ‘Ready for Work’ Programme**

The ‘Ready for Work’ programme seeks to prepare students for when they leave the Academy. Students will experience a combined programme of activities where their participation and engagement can be awarded a level at the end of the year.

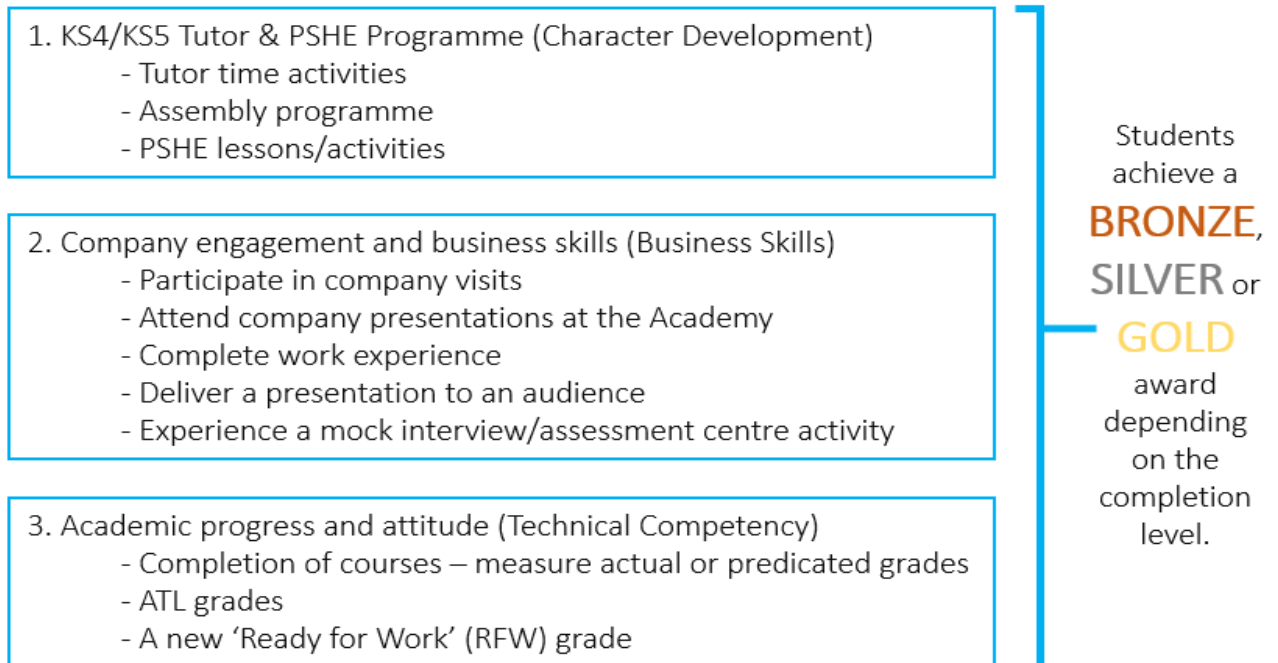
Student activity will be tracked on a centralised tracker that will record participation and be used for evaluating the students’ award level at the end of the year.

### **Ready for Work Principles:**

- Develop the skills of how to learn and be able to apply them to new situations.
- Know, and be prepared with, the necessary resources to complete a given task on time.
- Be able to evaluate the success of a task and reflect on how it could be improved.
- Ability to prepare, deliver and discuss a presentation/report/task.
- Understand the value of independent and team work, demonstrating both effectively.
- Communicate effectively through speaking and listening.
- Understand the role of body language and appropriate behaviours in social interactions.
- Recognise, empathise with and value the needs and opinions of others.

- Value the importance of character and integrity both in and outside the workplace.

**The programme will consist of three main parts:**



We are committed to supporting all students in being prepared for the world of work, and see this programme as an opportunity to encourage and recognise student engagement in this area.

## Teaching & Learning

### Teaching and learning priorities

Here at the Academy, quality teaching and learning lies at the heart of our courses. We care about students making the best possible progress and want to equip them well for their future destinations. Students will experience a range of teaching styles throughout their time at the Academy and will regularly engage with real business partners, who enrich the student experience and ground their learning in real world application. We are keen to make the best use of technology, ensure that students have a broad and well-rounded curriculum, engage with businesses in the classroom and make effective use of rigorous and timely assessments.

### Google Classroom

All students in the Academy are provided with an email address and online Google account. Through this account students have access to Google Classroom, an online tool for producing coursework and submitting assignments. Coursework will then be marked electronically and returned with appropriate corrections and guidance.

Students are expected to manage their deadlines and completion of assignments so that work is handed in correctly and on time. Students who fail to do this consistently risk being removed from the course.

There is a 'reminder guide' to Google Classroom at the end of this booklet.

### Assessments

Students will undergo a number of assessments during their time at the Academy. We have carefully planned when each of these take place throughout Years 10 to 13 to ensure that learners are accurately informed of their progress, and teachers are able to make the correct interventions to support students in their lessons. Students will experience in-class assessments throughout the term, and periodically formal mock exams to monitor and establish their predicted grades.

### Explaining your child's report

When you receive a Progress Report from the Academy, it will contain the following information:

- **Targets** - This grade is an expected outcome at the end of Year 11. It is aspirational in nature and is therefore a challenging goal to achieve. When students join us we use internal 'GL Assessments', a nationally recognised assessment tool common to UTCs across the country, to arrive at this target grade. These target grades might be adjusted upwards where students are outperforming in their subjects.
- **Predicted grades** - At regular points throughout the academic year students will receive a predicted grade. This is a professional estimate of what your child will achieve in a subject, based on rigorous in-class assessments and mock exams. Student progress will be measured based on how close their predicted grade is to their target grade.
- **ATL (Attitude to Learning) Score** - Students will receive an ATL score in each subject. This is a judgement from the teacher that considers how well your child is meeting our "business like, business led" behaviours. Where students are not meeting expectations, the concern codes will identify a specific area to improve.

### **ATL Score**

- 6 - Excellent
- 5 - Very Good
- 4 - Good
- 3 - Requires Improvement
- 2 - Unsatisfactory
- 1 - Inadequate

### **Concern Codes**

- BEH - The teacher is concerned about the learner's behaviour.
- ENG - The teacher is concerned about the learner's engagement.
- ATT - The teacher is concerned about the learner's attendance.
- CLA - The teacher is concerned about the learner's classwork.
- HOM - The teacher is concerned about the learner's homework.
- CDM - The teacher is concerned that the learner has missed coursework deadlines.

### **Setting of groups**

Setting of groups by ability is currently done in English, Maths and Science in Key Stage 4. This policy is, however, fluid and will respond to the needs of the students as they develop. Final decisions on sets rest with the Head of Department.

### **Tier of entry decisions**

In Science and Maths, the exam specification allows students to sit either higher or foundation tier examination papers. Broadly speaking, students who sit a foundation paper will be aiming to secure a grade 4 or below; those sitting higher paper will be aiming to achieve a grade 5 or above. The content of each paper is specifically aimed at ensuring success for the appropriate student.

Decisions about whether a student will sit higher or foundation paper are made once final year 11 mock examinations have been completed. In every case, the choice of tier is made based on securing the highest grade possible for a student. Changes can be made in the final weeks of year 11 if they are deemed necessary.

Students' examination entry slips will indicate whether H/F tier has been confirmed. These slips are released by the exams team in good time for revision to begin. It is not however the academy's policy to notify parents of any changes to the tier of entry in writing. Instead, changes will be discussed individually with each student and the reasons for this made clear for onward communication with parents. The final decision on the tier of entry rests with the relevant Head of Department.

### **Autumn Term COVID-19 Teaching and Learning Arrangements**

Central government have been very clear in their guidance to schools regarding September opening that students should still be able to access a full and varied curriculum and we are very clear that students will still complete the same number of qualifications. We will work with subject teachers, students and parents to ensure that any gaps in knowledge are identified quickly and targeted intervention sessions are available where necessary to support students.

We are awaiting further guidance from the awarding bodies and examination boards regarding the proposed early entry for Year 10 students for GCSE English Literature, however the indication from

the Government is that schools should modify teaching schedules for students to be examined when they are in Year 11 as opposed to when they are in Year 10. We will review this at October half term before making a final decision.

Whilst students will still access the full and varied curriculum, we envisage that we will be running blended learning for Key Stage 5 students for the foreseeable future. This consists of some onsite learning and some remote learning. This allows us to reduce the number of students in the building and maintain social distancing as much as possible. As a guide, onsite learning will still cover 80% of the lessons for each subject, with 20% conducted online. For example, an A-Level student will have 5 lessons per week per subject with one of these lessons being taken online.

### **Contingency Planning**

Parents will be aware that the Government are implementing localised lockdowns across the country, like that seen in the local city of Leicester, if there are localised outbreaks of COVID-19. Similarly, the Government have issued warnings about potential second waves of COVID-19 as the weather changes during the autumn months. Therefore, it is prudent that we have contingency plans in place should there be need for further school closures and remote working.

During the first few weeks of term, all students will be trained on the Academy's IT systems to ensure online platforms are familiar and easy to access from home should the need arise. Similarly, we will establish a draft online timetable which will mirror that of the normal Academy timetable and can be rolled out at short notice to allow staff and students to move teaching and learning online.

We are also continuing to develop home working arrangements for students who may need to self-isolate as a result of Test and Trace or because they have shown symptoms of COVID-19. These arrangements will be communicated on a case-by-case basis to anyone who is affected.

With this in mind, we need to ensure that we have a good understanding of the technology students have access to at home. If you are concerned that your child would be disadvantaged during any further school closures because they do not have access to a computer and/or the internet at home, please let us know by emailing [solihull.info@wmgacademy.org.uk](mailto:solihull.info@wmgacademy.org.uk).



## Engineering and Business Engagement

Within our KS4 and KS5 programme, and particularly on the Engineering courses, students will interact with a range of companies each year across a range of engineering sectors at a local and national level. Through these business partners students will interact with artefacts, drawings and other materials to support their learning and enhance their understanding,

Students will regularly be involved in events designed to recruit new students into a range of engineering professions and will be provided with information about career opportunities into these professions (Students are *not* privileged or given automatic access to interviews or selection processes).

There will be opportunities for students to see the employer's operations on site – this could be work experience placements or structured site visits. Throughout the year there is prominent recognition in media articles relating to the students interaction with employers through the academy.

### Business Partners





As an Academy we are proud of the number of business partners that work with our students throughout their time with us. As a University Technical College, we commit to the principle that engineering is best taught in partnership between teachers at the academy and professional engineers from industry. The way in which this is done will vary, from company visits to academy-based seminars and from special projects to employer-led presentations.





Below are some of the companies we have worked with over the last few years and those organisations who have made commitments to improving student outcomes over the coming academic year. If you have any questions about the extent to which our business partners engage with us, or if you feel that business partner engagement can be improved or developed in any way, please speak to Mrs Rebecca Archer, Student Destinations and Business Engagement Manager.

Please bear in mind the following approaches to business engagement whilst at the academy.

- Every time an employee of a business partner is in the academy, you have an opportunity to impress them with your personal appearance, enthusiasm and interest. Some of our most successful degree apprenticeship applicants made themselves visible to our partners very early during their time with us - it can work for you too.
- Key signs of successful engagement with business partners include punctuality to presentations and seminars and the confidence to ask questions - don't be shy and work with us if you want us to support you in self-confidence.
- Our business partners lead us in our curriculum and approach to business behaviours. Please feel free to ask them about their approach to learning and successful behaviours in their business.

**Our Business Partners (subject to Covid-19 pandemic capacity)**

	<p>Headquartered in the UK, Meggitt PLC is a global engineering group specialising in extreme environment components and smart sub-systems for aerospace, defence and energy markets. Some 11,000 people are employed across manufacturing facilities in Asia, Europe and North America and regional bases in Brazil, India and the Middle East.</p> <p>Meggitt's have been involved since their first Year 12 interactive day in December 2016. The company plans to take on apprentices from the academy and give an insight into working in the braking systems/aeronautical field.</p>
	<p>Rolls-Royce is a pre-eminent engineering company focused on world-class power and propulsion systems. The Rolls-Royce Group is organised into five customer-facing businesses: Civil Aerospace, Defence Aerospace, Power Systems, Marine and Nuclear. They are one of the world's leading producers of aero engines for large civil aircraft and corporate jets.</p> <p>Rolls-Royce is represented on the Academy's Trust Board by Stuart Baker, who has been involved with WMG Academy Solihull as Chair of Governors since we opened in September 2016.</p>
	<p>Jaguar Land Rover Automotive PLC is the holding company of Jaguar Land Rover Limited, a British multinational automotive company with its headquarters in Whitley, Coventry, United Kingdom. The principal activity of Jaguar Land Rover is the design, development, manufacture and sale of vehicles bearing the Jaguar and Land Rover marques. Both marques have long and complex histories prior to their merger, going back to the 1940s.</p> <p>JLR is represented on the Academy's Trust Board by Dave Williams, who has been involved with WMG Academy Coventry as Chair of Governors since October 2019.</p>
	<p>National Grid is an international electricity and gas company based in the UK and north eastern US. We play a vital role in connecting millions of people safely, reliably and efficiently to the energy they use.</p>

	<p>Squires Gear and Engineering Ltd has been established as the market leader in its field since 1985, specialising in suspension, braking, steering components and various fasteners. From product design and development, bespoke components through to high volume production, Squires Gear meet your requirements with Quality, Value and Delivery being our main priority.</p> <p>Squires Gears have been involved since their first Y12 interactive day in December 2016. The company plans to take on apprentices from the academy and give an insight into working in the braking systems/aeronautical field.</p>
	<p>Sarginsons is the most technically sophisticated aluminium diecaster in the UK. At the forefront of aluminium diecasting for 80 years, we're one of the few European companies to offer low pressure diecasting, sandcasting and gravity diecasting in a single foundry.</p> <p>Anthony Evans was the force behind Sarginsons' involvement in the academy. This very special organisation has provided work for our students, inspirational input in our metallurgy programmes and has also provided the opportunities for students to cast their projects and engage in destructive testing.</p>
	<p>Cummins Inc. designs, manufactures, sells and services diesel and alternative fuel engines from 2.8 to 95 litres, diesel and alternative-fuelled electrical generator sets from 2.5 to 3,500 kW, as well as related components and technology.</p> <p>Cummins have been a partner since our first year of operation and have been vital in supporting our students in engineering design. The company works with mainly KS5 students in engineering design commissions and sets this in a broad general engineering context.</p>
	<p>The Bosch Group is a leading global supplier of technology and services. It employs roughly 402,000 associates worldwide (as of December 31, 2017). Its operations are divided into four business sectors: Mobility Solutions, Industrial Technology, Consumer Goods, and Energy and Building Technology.</p> <p>Our current contact is Barrie Flemming and is responsible for continued involvement of Bosch within the academy. Bosch is supporting us in the development of our new GCSE electronics course and have been a partner since 2017.</p>



WMG is an academic department of the University of Warwick and has a global reputation in the co-operation of manufacturing companies with high-quality academic research.

Our work with WMG has been varied, with a wide variety of Warwick academic staff delivering lectures to our students on innovative design, manufacturing planning and business development. This support has been crucial in supporting Sixth Form study in particular.

Founded by Professor Lord Bhattacharyya, WMG has supported the Academy throughout design, conception and opening and continues to share its name with us today!

## Examinations

### Internal Examinations

Internal examinations take place at the following points of the academic year for each year group:

- Year 10 - July
- Year 11 – December and March
- Year 12 - July
- Year 13 - December

For Years 11 and 13, these will be run as we would the formal examinations. Years 10 and 12 mock examinations are run to simulate formal examinations.

### External Examinations

External examinations take place in November, January, May and June. This is subject to change to allow for the implications of COVID-19 and the cancellation of the summer 2020 examination series.

Students are given a timetable of the examinations that they have been entered for in January. Two copies of these timetables are sent home and a parental signature is required to confirm the entries are correct. The second copy is for the student to keep as a record. At this time students will also receive a booklet outlining the examination process and the rules they must abide during examinations.

Students will receive a further copy of their examination timetable in April and again a parental signature will be required.

Information regarding the day-to-day arrangements during the examination period will be communicated to parents prior to exams commencing.

Results days take place in August at which time students may collect their results from the Academy. Arrangements for results days will be communicated to parents before the end of the Summer term.

Results for any external Year 10 exams will not be released until the first day in September of Year 11.

## Use of Technology

WMG Academy operates a fully up to date Microsoft Windows Network, with protected access to the internet. Students can store work in a number of secure locations, both on and off site.

### Computers

- Computers are up to date
- They are controlled centrally by the IT team
- Access is via a secure log-in ID and password
- Email addresses are provided by the Academy
- Students must agree to the acceptable usage policy in order to access and use IT equipment belonging to the Academy

### Academy Software

All Academy computers have access to the following major titles: -

- Microsoft Office 365 online and offline (MS Word, Excel, Powerpoint etc)
- Google Office online (Google Docs, Sheets, Slides etc)
- 2D Design – 2D Engineering CAD
- Solidworks – 3D Engineering CAD

### Home Software

The following software titles are licensed by the Academy for students to use at home while they are on roll: -

- Microsoft Office 365 online and offline (MS Word, Excel, Powerpoint etc)
- Google Office online (Google Docs, Sheets, Slides etc)
- 2D Design – 2D Engineering CAD
- Solidworks – 3D Engineering CAD

### Computer Storage

Students can store computer based work in the following secure locations: -

- Academy computer network (on site access only)
- Google Drive – on site and off site secure access

NB. USB Storage devices are NOT permitted. It should be noted that the majority of 'lost' work is as a result of loss or failure of a USB memory device. By using, the cloud based software provided both within the Academy and accessible remotely, students should never lose work or need USB storage devices.

### Internet Access

- Internet access is provided to all students
- The internet connection is monitored by industry standard devices, designed to protect internet users
- Reports on unusual student internet activity is made available daily to the academy safeguarding team

### **Bring Your Own Device**

- Students are actively encouraged to bring their own computer device for use during lessons in the academy
- Students' own computers and phone device, may be connected to the Academy Wi-Fi for Internet Access

### **Back-Up**

- The Academy internal computer network is backed up twice per day
- Back-ups are consolidated daily and stored off-site
- Google cloud-based storage are secure and resilient

## Autumn Term Dress Code, Equipment and PPE

From the autumn term, students will be expected to wear their full business-dress attire. The full dress code can be found in enrolment packs or on request from [solihull.info@wmgacademy.org.uk](mailto:solihull.info@wmgacademy.org.uk). This includes the WMG Academy tie. No PE or sports kit will be required during the first week of term and students will be informed on what they need to bring for any sports activities going forward.

From Monday 7<sup>th</sup> September, we plan to re-introduce practical work into the curriculum, albeit it on a gradual and restricted basis. We've always provided PPE for students to use, however this is of course on the basis that this is shared use. From September 2020, we wanted to give you the opportunity to buy PPE for personal use, reducing the sharing of equipment and therefore the contact between learners. Personal PPE can be stored in student's lockers.

Some students like to do this and find it a good investment, particularly if they pursue engineering and science interests either beyond the school hours or after they leave us. Shared use PPE will continue to be available to students and disposable gloves and earplugs will be available for all students where appropriate.

- **Goggles** - These will be available for purchase on ParentPay and can be stored in bags or lockers. Our team of technicians have sourced products which meet the required CLEAPPS or national safety standards. Please visit ParentPay for more details.
- **Science/Engineering Overalls** - There are no specific standards for these garments, but for ease of use we use white overalls for Science and blue overalls for Engineering. Overalls can be stored in student lockers.
- **Engineering Boots** – These must have reinforced toe caps. The suppliers above often have these items in stock. Please bear in mind that boots require the CE mark and/or appropriate British or European standard e.g. EN345-1 S1P. Boots can be stored in student lockers and students must change into them in the Engineering Hall cloakroom. Boots will only be permitted to be worn once the student has presented them to the technicians, who will check for the required standard and log them on a database.
- **Suggested Suppliers:**
  - [www.astleys.co.uk](http://www.astleys.co.uk)
  - [www.rapidonline.com](http://www.rapidonline.com)
  - [www.uk.rs-online.com](http://www.uk.rs-online.com)
  - [www.screwfix.com](http://www.screwfix.com)
  - [www.thesafetysupplycompany.co.uk](http://www.thesafetysupplycompany.co.uk)
- **WMG Academy Shop** – Whilst boots and overalls will need to be student-specific, one-size-fits-all items, such as Academy ties, goggles, student lockers, stationary kits and lanyards can be purchased online at the WMG Academy Shop. Click [here](#) for more information.



## **Pastoral Care & Safeguarding**

The WMG Academy has a small pastoral care team to support students across all year groups. This is made up of the following staff:

- Matt Brady: Associate Principal and Lead for Key Stage 4
- Jason Young: Assistant Principal and Lead for Key Stage 5
- Caroline Hickman: Director of Inclusion
- David Crosbie: Pastoral Lead for Key Stage 4
- Debbie Brown: Pastoral Lead for Key Stage 5
- Cheryl Badham: Behaviour and Pastoral Lead

The work undertaken by the pastoral care team includes behaviour support, social and emotional support, attendance support and safeguarding.

### **Social and Emotional Support**

The academy has a high quality early intervention system in place, with the relevant support put in place at the earliest opportunity. This support can include:

- Tutor support
- Allocation of a staff mentor
- Allocation of a student mentor
- Referral to an external agency
- Referral to the trust counsellor

The aim of this intervention is to ensure that students are well supported throughout their time at the academy, and they are given the opportunity to excel academically. As a small academy, the staff and pastoral team have the ability to get to know the students well, and can build positive and trusting relationships. The academy asks that for all pastoral issues the tutor is the first point of contact with the parents and the relevant key stage lead as appropriate.

### **Attendance**

The WMG academy has a target attendance of 95% for all students, and we will inform parent's at all available opportunities of their child's progress. To help support in the monitoring of attendance the WMG academy works with an external agency called CSAWS. CSAWS provide attendance support and guidance, and help the academy undertake a range of attendance intervention strategies including the following:

- Parental letters
- Parental phone calls
- Parental meetings
- Fixed penalty notices

The academy asks that all absence phone calls are reported by 9.00am each morning, and will notify parents by 9.30am via text if their child has not received any marks. In cases of persistent absence, the academy may request medical evidence of a child's illness. The tutors at the academy will support students with poor attendance, to help improve this and ensure learning time is not continually lost.

There are additional procedures at the end of this booklet regarding attendance due to COVID-19 and the need to self-isolate.

## **Safeguarding**

The WMG academy prides itself on our early intervention for all safeguarding issues. All staff at the academy are safeguarding trained with specific training on Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and PREVENT & CHANNEL (Anti-terrorism) being given to all staff at the academy. The following staff are trained as designated safeguarding leads:

- Caroline Hickman: Director of Inclusion (Designated Safeguarding Lead)
- Matt Brady: Associate Principal and Lead for Key Stage 4
- Jason Young: Assistant Principal and Lead for Key Stage 5
- David Crosbie: Pastoral Lead for Key Stage 4
- Debbie Brown: Pastoral Lead for Key Stage 5
- Cheryl Badham: Behaviour and Pastoral Lead

All safeguarding concerns at the academy are recorded via a secure electronic system called CPOMS, which helps the academy deal with issues in a timely and accurate manner. In the case of a concern being raised about a student, the academy may need to call the relevant local authority children's services, and will inform parents of this in most cases.

## **Counselling**

WMG's counselling service is an academy based service bringing counselling to young people in a place that is familiar, safe and secure. If young people are able to receive emotional support from a professional, they will have more opportunity to fulfil their potential.

Counselling is an opportunity to talk in confidence about things that are of concern with a counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change, loss and distressing or traumatic events.

Counsellors are trained to listen without judging and to help young people sort out their thoughts and feelings about whatever is concerning them.

Parents can support their child whilst receiving counselling by showing an acceptance of counselling as a normal and useful activity, and to show an interest if their child wishes to talk about it, but not to press them if they do not. We acknowledge that this is not an easy task, and it is quite natural for parents to feel anxious about what is being said in the sessions. It is always our hope that talking with a counsellor will lead to greater openness with parents and families, you may need to allow a little time for this to happen.

Referrals may be made through the academy pastoral system, via the appropriate Pastoral Lead, Senior Leadership and Designated Safeguarding Leads.

Counselling may last for a few sessions or for a longer term. It is reviewed regularly by the counsellor and the young person. Usually, a small, private room is made available in the Academy during the day. Sessions last up to fifty minutes (depending on the circumstances), and appointment times can be varied so that time is not always lost from the same subject.

Counselling sessions are treated confidentially. Counselling is a time when it is ok to talk about concerns without fear of them being discussed elsewhere. We encourage the student to discuss the counselling work with parents/carer, but they will not always want to. This can be hard for parents/carers to accept at times, but ensuring confidentiality is crucial for establishing trust so that young people feel confident to speak openly and freely about what is concerning them.

However, if a young person appears to be at risk of significant harm it may be appropriate to seek help from other agencies to keep them safe. The counsellor would aim to discuss this first with the student concerned followed by a discussion with a parent/carer in the majority of cases.

All counsellors receive supervision of their work with young people to ensure the quality of their practice and this is confidential.

If a young person requests counselling and is able to understand what is involved in the process then they have the right to choose for themselves. Parents and carers may not deny them this right. We would however, prefer to have your support for the work and are happy to talk with you about any concerns you may have about the counselling.

The decision of whether a young person takes up the offer of counselling is entirely theirs, as it is voluntary for young people just as it would be for an adult.

## Pupil Premium

### What is the Pupil Premium Grant?

The Pupil Premium is a special additional grant/funding allocated to us to support the learning of pupils in Years 10-11 who:

- Are eligible for Free School Meals
- Have received free school meals at some point in the last six years
- Have been looked after in care continuously for more than six months,
- Have been Looked After for 1 day or more.
- Have been adopted from care (either left care under a Special Guardianship Order on or after 30<sup>th</sup> December 2005 or left care under a Residence Order on or after 14<sup>th</sup> October 1991).
- Have at least one parent currently serving or have served in the regular Armed Forces in the last 3 years or pupils with a parent that has died whilst serving in the regular Armed Forces.

### What is the present funding for 2020-2021?

- £955 for every eligible secondary aged pupil.
- £2,345 for every eligible Looked After pupil.
- £2,345 for every eligible pupil that has been adopted from care.
- £310 for every eligible pupil that has been flagged as a Service child since 2011.

### Aims

To rapidly improve the outcomes of our disadvantaged learners during Key Stage 4 by a persistent and relentless focus on meeting their academic needs, improving their social capital and supporting them academically, financially and emotionally so that they may reach their full potential and allow them to access their aspirational next steps.

All staff at the academy have a shared belief that every pupil, regardless of background, has the right to a high-quality education that enables them to reach their full potential.

All staff have the responsibility for ensuring that disadvantaged learners have access to the highest quality of teaching and learning, and a rich curriculum that enables every learner, regardless of social economic background, to achieve success. This is achieved through classroom practice and the delivery of good/outstanding lessons for raising pupil premium attainment.

Furthermore, we aim to fill the potential gap in social capital that other students benefit from, in that we provide opportunities for our disadvantaged students to experience activities beyond the academic opportunities in the academy and ensure that they are open to the world around them. We also ensure positive mental health & resilience is promoted across the academy and students have access to specialised support if needed.

We would like to encourage parents of students who are eligible to receive free school meals to consider doing so - you can find out if your child is eligible for free school meals here:-

[www.gov.uk/apply-free-school-meals](http://www.gov.uk/apply-free-school-meals)

### How is WMG Academy Using Pupil Premium?

WMG Academy uses the pupil premium funding to improve educational outcomes for its most vulnerable children and thereby enable them to develop to their potential. For some pupils, this will

represent more of a challenge than for others and this is taken into account when planning strategies to improve achievement. For every child eligible for the pupil premium, other factors which may statistically affect their potential achievement are also taken into account to ensure that those most in need have the necessary support.

**Examples of activities/resources which the academy uses to support vulnerable children include:**

- Extended opening times before and after school creates an environment for additional study within the academy
- Academic mentoring from peer students and teaching staff
- Extra-curricular provision such as enrichment activities and educational visits
- Revision after-school and holiday sessions
- Priority access to careers advice to provide high quality and regular careers information, advice and guidance.
- Intensive interventions when required that may involve a range of different staff and outside agencies
- Individual tracking of progress towards targets
- Special education needs assessment where required i.e. Educational Psychologist
- Financial support in widening participation such as the Duke of Edinburgh
- Textbooks and revision materials to ensure pupils' have the best resources
- Travel allowance where barriers to accessing the academy are identified
- Pupil uniform and resources such as art supplies and equipment
- Personal interview with an allocated mentor to assess learning needs and barriers to learning
- Extra staffing in English and Maths to allow sessions to be offered where appropriate

## Special Educational Needs

### Access Arrangements – WMG Academy for Young Engineers

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment.

These procedures are designed to help students with genuine needs to access exams. The awarding of Access Arrangements is governed by strict regulations as set out by the JCQ (Joint Council for Qualifications), see:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

### Who can get exam access arrangements?

Exam arrangements can only be granted if they are a student's 'normal way of working' and the candidate has a history of need. Any arrangements made must reflect the support that the candidate has had in the past few years, alongside their assessment test results.

### How is a young person identified as needing Access Arrangements?

Teachers, parents or student concerns on potential difficulties with exams generally identify students. The teaching staff plan reasonable adjustments for students and provide evidence for the SENCo who determines what would be the most appropriate arrangement, if any. Some of these arrangements require a specialist formal assessment before they can be granted.

Before an application for access arrangements takes place there has to be clear evidence to support the application. A practice of normal way of working within the school would have to be followed, with evidence collected from teachers through classwork, mock exams and class tests. If an application is to take place due to medical reasons, evidence needs to be provided through a medical professional.

### Student Support and SEN Information

The SEND Code of Practice states:

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.

Some aims of our policy and practice in relation to special educational need and disability in this school are:

- As a 14-19 Academy, to support students to become more independent in their learning as they approach adult life, in line with our unique 'business-like, business-led' ethos.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with SEN engage in the activities of the school alongside learners who do not have SEN.
- To use our best endeavours to secure special educational provision for learners for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and interaction,
  - Cognition and learning,

- Social, mental and emotional health,
- Sensory/physical.
- To support learners with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of learners.

**What kinds of special educational need does WMG Academy make provision for?**

WMG Academy is a University Technology College (14-19). We have provision to meet the needs of students with moderate and specific cognition and learning difficulties, learners with communication and interaction difficulties (including students with Autism Spectrum Conditions), young people experiencing social, emotional, and mental health difficulties and learners with sensory and/or physical difficulties.

It should be noted, however, that WMG Academy does not have enhanced or specialist provision for any specific area of special educational need.

**Who should I contact if I have concerns about my child's progress at school?**

In the first instance, if you are concerned about your child, please contact his/her form tutor. Our telephone number is 02476 464 661. Alternatively, email [info@wmgacademy.org.uk](mailto:info@wmgacademy.org.uk) marked with your child's name and staff tutor in the subject box.

Your child's teacher or tutor can consult the SENCO at any point and will discuss with you whether a referral is appropriate.

## Behaviour Management

### Positive Rewards

At the Academy, we work towards promoting positive behaviours and as such, we recognise those students who continuously achieve this status through Reward Certificates – reward trips and prizes. Rewards assemblies are carried out half-termly.

- **Double Platinum** - 400+ positive points: Executive Principal congratulatory letter home and offsite social event with WMG Chair of Governors.
- **Platinum** - 200+ positive points: Associate Principal congratulatory letter home, certificate and in-house social event - High Tea.
- **Gold** - 100+ positive points: HOKS4 congratulatory letter home, certificate.
- **Silver** - 50+ positive points: HOKS4 phone call home, certificate.
- **Bronze** - 25+ positive points: certificate and Tutor phone call home.

### Behaviour Sanctions in Lessons

- B1: First warning – conversation with student
- B2: Second warning – moved away from other students
- B3: Third warning – removal from the lesson (Lead Teacher) & 20 minute after school detention
- B4: Fourth warning or major disruption – removal from the lesson, involve senior staff & 30 minute after school detention
- B5: Safety violation – isolation/exclusion

### WMG Academy Rules

1. **Ready to learn:** mobile phones switched off and in bags; ear phones out of sight; equipment and books on the table.
2. **On time:** a detention will be issued for 5 minutes or more late to lesson.
3. **Listen silently when someone speaks:** be respectful and tolerant towards others.
4. **Follow instructions** straight away.
5. **Participate in lessons:** respect the Academy ethos of “business like, business led”, respectful, courteous, and use appropriate language.
6. **Always try** your best and encourage each other.

### Behaviour Issues and Sanctions

- **Punctuality**
  - We expect students to model the best business-like behaviours, therefore punctuality to lessons is a basic expectation. Where students are late to a lesson by 5 minutes or more they will be issued with an instant 20-minute detention at the end of the day.
- **Dress Code**
  - No coats/hoodies in the academy (removed on the door and stored in lockers). If worn in the academy the item maybe confiscated and parents/guardian contacted to arrange collection of the item.
  - Trainers are not permitted in the academy. Students without shoes will be given a pair of safety boots to wear whilst in the academy.
  - The Workshop area has open access; the academy will not be responsible for items that are stored here. It is at their own risk that students bring these items into the academy.



- Tie - If a student is without a tie, they will be sent to reception so they can buy or borrow a tie for the day.
- Skirts – students with skirts that do not meet the academy’s standards will be referred to the relevant Pastoral Lead and parents/guardian contacted to rectify the issue.
- Business jacket – students without a jacket will be referred to the relevant Pastoral Lead and parents/guardian contacted to rectify the issue.
- **Mobile Phones**
  - If a student is using a phone in a lesson, without permission, it will be confiscated and handed into reception for collection at the end of the day.
  - If a student refuses to hand over the phone, they will be sanctioned and parents informed.
  - Students who persistently use phones or devices to disturb learning or cause issues will lose the right to bring them into the Academy and will be required to leave them at reception.
  - Where mobile phones have needed to be confiscated and collected at the end of the day on multiple occasions, the phone will not be returned to the student and will need to be collected in person by the parent/guardian.
- An additional, COVID specific addendum to the Behaviour Policy can be found in Appendix 5.

## Dress code

### Years 10 and 11

#### Male students:

- Business suit in black, dark grey or navy or tailored separates, i.e. jacket in black or dark grey with trousers.
- Non-patterned collared white shirt with WMGA tie.
- Black formal business type shoes (plain black upper and sole with no logos) made of either leather or man-made leather type material.
- Optional plain black, dark grey or navy V-neck jumper in winter months under a blazer (no round neck jumpers, sports/fashion sweatshirts with logos permitted).

#### Female students:

- Tailored business suit in black, dark grey or navy, with trousers or tailored knee length skirt. No leggings or tight skirts of any description.
- Non-patterned white, light or navy tailored blouse.
- Black formal business type shoes (plain black upper and sole with no logos) made of either leather or man-made leather type material. Shoes need to be enclosed and not be high heeled.
- Non-patterned natural tan or black tights may be worn with a skirt.
- Optional plain black, dark grey or navy V-neck jumper in winter months under blazer (no round neck jumpers, sports/fashion sweatshirts with logos permitted).

### Years 12 and 13

#### Male students:

- Business suit in black, dark grey or dark blue (feint pinstripe permitted) or tailored separates, i.e., jacket in black or dark grey with trousers.
- Collared business-style shirt with no bold patterns with a business style tie.
- Black or brown formal business-type shoes (plain upper and sole with no logos) made of either leather or man-made leather type material.
- Optional plain coloured V-neck jumper in winter months under blazer (no sports/fashion sweatshirts with logos permitted).

#### Female students:

- Business/work-style dress in a plain colour i.e. black, dark grey or navy, at least knee length.
- Business suit in black, dark grey or navy (feint pinstripe permitted) or tailored separates i.e. jacket in black, dark grey or navy with trousers or skirt. No leggings of any description.
- Plain tailored blouse with no patterns, colours or logos.
- Natural tan or black tights that are not patterned may be worn with a skirt.
- Black or brown formal business type shoes (plain upper and sole with no logos) made of either leather or man-made leather type material. Shoes need to be enclosed and not be high heeled.

## All Year Groups

**WMG Academy lanyard should be worn at all times.** Please note that students are expected to wear their lanyards correctly with the picture fully displayed. If students are found to deface their lanyards deliberately they might be requested to pay a £5 charge for the replacement.

All outdoor coats and jackets should be removed inside the academy and stored in a locker. Hoodies and sports tops are banned from the Academy site.

### Hair, Jewellery & Make-up:

- Hairstyles should be neat and in harmony with a professional business-style appearance.
- Hairstyles should not be excessive or extreme, e.g. they should not:
  - Be closely shaved or have decoratively shaved patterns on the scalp;
  - Have an unnatural hair colour, i.e. green/red/blue/pink/purple etc.
  - If unsure, parents/carers should seek guidance from the Academy about the suitability of a hair style BEFORE a visit to the hairdresser.
- The only jewellery permitted in the Academy is a discreet wristwatch and one pair of plain small earlobe studs. (Jewellery worn in other body piercings is not permitted for health and safety reasons and invisible piercing retainers should be used as appropriate).
- No other jewellery should be worn including rings, wristbands or bracelets.
- Students should have no visible tattoos.
- Make-up (including nail varnish, foundation, lipstick, blusher, eye-shadow etc.) should be natural and in harmony with a professional business-style appearance.

## Appendix 1 - Procedure for Self-Isolation – COVID-19

WMG Academy Trust has adopted the Government guidance on self-isolation for staff and students. In this procedure, 'you' refers to either students or employees of WMG Academy Trust. Self-isolation is the practice of staying at home because you have, or might have, coronavirus (COVID-19). This is to help stop the virus spreading to other people.

### Staff and students should self-isolate if:

- They have the following symptoms - **a high temperature, a new continuous cough or change to your sense of taste and smell.**
- They are waiting for a coronavirus test result.
- They have tested positive for coronavirus-this means you have coronavirus.
- They live with someone who has symptoms, is waiting for a test result or has tested positive.
- They have symptoms of coronavirus you usually need to self-isolate for at least 7 days
- They live with someone who has symptoms, you'll usually need to self-isolate for 14 days.

**If you are self-isolating, you and anybody you live with must not leave your home. Parents should inform the WMG academy through the student absence procedures that their child is now self-isolating. Staff should inform their line manager of staff absence immediately.**

This means self-isolating staff and students should:

- not go to work, school or public places and should work from home
- not go on public transport or use taxis
- not go out to get food and medicine – order it online or by phone, or ask someone to bring it to your home
- not have visitors in your home, including friends and family – except for people providing essential care not go out to exercise – exercise at home or in your garden, if you have one

### Testing

Staff and students should have a test if they have symptoms. This can be accessed by clicking [here](#). **If you test positive then you must inform WMG Academy Trust immediately.** There is separate advice if you're told by NHS Test and Trace that you've been in contact with a person with coronavirus.

## Appendix 2 - Procedure for Dealing with Staff and Students Displaying Symptoms Onsite

WMG Academy Trust has adopted the Government advice on COVID processes. If a member of staff or a student, whilst in the WMG Academy buildings, exhibits COVID-19 symptoms, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus (COVID-19) infection guidance, which is available [here](#). The symptoms include:

- A new or continuous cough;
- A high temperature (38°C or above);
- A change in their normal taste or smell senses.

If a student is awaiting collection, they should be moved; if possible, to Meeting Room 1 where they can be isolated behind a closed door, the windows should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the toilet while waiting to be collected, they should use the disabled toilet on the ground floor. The Facilities Manager should be informed and the toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE (gloves, masks and apron) should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained, and this is available in the designated room. There are designated first aiders who should deal with this situation.

Student and parents should be given a copy of Appendix 2 when they leave, which gives further guidance on self-isolation. Copies will be available in the designated room.

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

If a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.

The Facilities Manager should be informed so that the affected area can be cleaned and disinfected using standard cleaning products before being used by anyone else.

### **Appendix 3 - Procedure for Confirmed Cases of COVID-19 at WMG Academy**

The following process will be followed at WMG Academy Trust in the event of a confirmed case of coronavirus.

When a student or staff member develops symptoms compatible with coronavirus (COVID-19), they should be sent home with advice to self-isolate for 7 days and arrange to have a test to see if they have COVID-19.

Tests can be arranged through the website [NHS.UK](https://www.nhs.uk) to or by contacting NHS 111 via telephone if they do not have internet access. Their fellow household members should self-isolate for 14 days. All staff and students who are attending WMG Academy will have access to a test if they display symptoms of coronavirus (COVID-19), and are encouraged to get tested in this scenario.

When a student or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.

Where the student or staff member tests positive, the rest of their class or group within WMG Academy should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the student or staff member they live with in that group subsequently develops symptoms.

As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.



## Appendix 4 - Google Classroom for Students and Parents at Home

This document includes general guidance for Students who are working from home and Parents who wish to receive updates via Google Classroom, with respect to their child's work.

### Students

WMG Academy uses Google Classroom exclusively for the setting of coursework and homework. All students should be familiar with the use of Google Classroom, but different PC configurations may mean that it is slightly different when at home, to the usual classroom PC or Laptop.

Here is a shortcut method to logging into Google Apps from any PC.

1. Open a Browser
  - a. The preference is to use Google Chrome
  - b. Other browsers will work fine, but may limit some functions
  - c. Google Chrome can be easily loaded by searching 'download google chrome'
2. Navigate to [www.google.co.uk](http://www.google.co.uk)
3. Click on the circular icon in the top right of the browser and log in using your Academy email address and password. 
4. Once logged in, use the nine squares to access the Google Apps available to you. 

### Parents

Parents CANNOT log directly into Google Classroom. They receive an email from Google with a regular update as to the work being set and a student's progress. When Google Classroom was configured, earlier this year, you would have received an email from Google asking you if you wish to receive these updates. If you have a Gmail Account, you can elect to receive daily updates, other email addresses can only receive weekly.

If you are not receiving these, please email [g.jacklin@wmgacademy.org.uk](mailto:g.jacklin@wmgacademy.org.uk) with: -

1. Your child's name (First and Last Name)
2. Their date of birth
3. The email address you wish to use to receive updates

We will then update our records and you will receive a new email from Google asking you to confirm you wish to receive these updates.

## Appendix 5 - Student Behaviour Expectations

### 1. Introduction

- 1.1 The WMG Academy is obligated to follow all government guidance related to COVID-19 and ensure the concept of social distancing, procedures related to hygiene, being alert and staying safe are applied at all times.
- 1.2 To ensure the safety of learners, staff and wider family networks, all rules must be followed from the time learners arrive at the academy to the time they return home.
- 1.3 It is hoped that learners have an appreciation and the maturity to recognise the severity of the current situation and act responsibly. Any behaviour that increases the risk of infection or creates undue distress will be considered as a sanctionable behaviour. The academy will decide, based on the evidence related to the incident, if guidance, re-education or the application of sanctions is appropriate to mitigate any risk that may be presented by a learner's behaviour.
- 1.4 This policy is in addition to the existing Behaviour Policy and defines behaviours in relation to COVID-19 and keeping people safe.

### 2. Sanctions

- 2.1 The sanction of isolation or exclusion will be considered regardless of the explained intent by the learner, e.g. if, when a learner is asked to explain their behaviour, and is justified by the learner as a 'joke'.
- 2.2 Learners who demonstrate any of the behaviours below may be isolated from other learners to ensure that people are kept safe:
  - Coughing in the direction of another learner with the intent to spread infection or cause fear of infection.
  - Bullying behaviour regarding COVID-19 towards another learner.
  - Throwing of any object at another learner with the intent to spread infection or cause fear of infection.
  - Deliberate repeated movements out of the designated areas the learners have been given to work within.
  - Repeated refusal to follow a reasonable request to wash hands or sanitise hands/equipment.
  - Refusal to take reasonable precautions to prevent unnecessary contact or close proximity with others.
  - Refusal to follow reasonable requests to follow the rules and procedures that have been brought in by WMG Academy to protect learners, staff and families.
- 2.3 Fixed term or permanent exclusions will be considered for the following behaviours:
  - Spitting at another learner with intent to spread infection or cause fear of infection.
  - Racial or verbal abuse with a COVID-19 aspect to it.
  - Wiping of any body part on another learner with the intent to spread infection or fear.
  - Threatening behaviour towards a member of staff and not respecting personal space.
  - Having specific intent and acting in a way that causes distress to other learners or staff in relation to COVID-19.
  - Consistently and persistently refusing to co-operate with the rules and procedures that have been brought in by the academy to protect learners, staff and families.