

# **BOURNVILLE** ALL-THROUGH SCHOOL

STUDENT  
HANDBOOK

**2024**



PART OF THE FAIRFAX MULTI-ACADEMY TRUST

 **FAIRFAX**  
MULTI-ACADEMY TRUST

## FMAT Core Values



### **EXCELLENCE**

We strive for the highest quality to ensure excellence outcomes and personal achievements.



### **DEDICATION**

We believe there is dignity in hard work and effort.



### **AMBITION**

We aim to be the best that we can be, in all that we do.



### **INTEGRITY**

We believe in openness, honesty and have a real sense of moral purpose.



### **TRADITION**

We believe in good manners, kindness and respect.

The image shows the exterior of a two-story brick building. On the left, a tree trunk is partially covered in red and green ivy. Three white-framed windows are visible on the upper floor. A large, light-colored rectangular sign is mounted on the brick wall, featuring the word 'ELGAR' in large, dark blue capital letters. Below 'ELGAR', the word 'BOURNVILLE' is written in smaller, dark blue capital letters. The ground floor has a large glass entrance with a dark blue frame. In the foreground, there is a lush green lawn and a large, dense bush with many small orange flowers. A low brick wall runs along the edge of the lawn.

ELGAR

BOURNVILLE

**Welcome to Bournville All-Through School**

# CONTENTS

**05**

Principal  
Welcome

**07**

Getting Ready -  
Uniform

**10**

Getting Ready -  
Travel

**12**

The Bournville  
Way

**14**

The School Day

**15**

Key Contacts

**16**

E-Safety

**18**

Rewards

**19**

The Curriculum

**26**

Extra-curricular

**27**

The House  
System

**28**

Transition Work  
Maths

**30**

Transition Work  
Science



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

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

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

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

**MISS M ROONEY**  
**Principal**

## THE TRANSITION TIMELINE

The purpose of this booklet is to provide you with plenty of information to help put your mind at ease for your transition to Bournville School.

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

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

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

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



## Buying the School Uniform

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

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

### Please be aware:

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

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

Uniform Suppliers

You can buy the school uniform from two shops:

#### Clive Mark

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

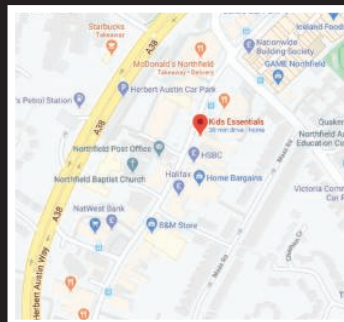
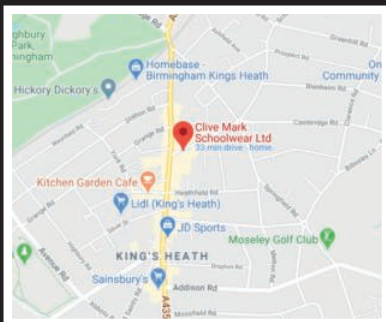
☎ 0121 444 7623 ○ [www.clivemark.co.uk](http://www.clivemark.co.uk)

#### Kids Essentials

762 Bristol Road South, Northfield, Birmingham,

B31 2NN ☎ 0121 477 0736

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



# BOURNVILLE SCHOOL UNIFORM STANDARDS

'We wear uniform to promote a sense of community and in recognition that we are all the same'

## UNIFORM

- Non branded standard black blazer (can be purchased from any shop)
- Bournville pocket badge for blazer (school will provide one free of charge)

## AND/OR

- Navy long sleeved V-neck school jumper (must be branded with school griffin)

## WITH

- Black school skirt (pleated preferred) OR black tailored straight leg trousers (*no leggings, jersey skirts, denim, cord or skintight trousers. Skirts that do not maintain knee length while walking are also not acceptable.*)
- White collared shirt
- Bournville tie
- Plain white, black or grey socks; or plain black or natural tights
- Jewelry: one stud in each ear lobe and one wristwatch only
- No facial piercings
- Make up to be kept natural and subtle,
- Nails are to be a sensible length, we give permission for students to wear one nail polish colour of their liking
- Only natural hair colour and no extreme haircuts
- Black shoes or ankle boots – these should be practical and of a polishable material. Any branding or laces must be black.

## GAMES AND PE KIT (any legacy kit is acceptable)

- School polo shirt – navy/cyclone blue (with logo) OR plain navy blue polo shirt
- Shorts - navy/black
- Unbranded tracksuit bottoms or leggings– navy/black
- Optional sports socks recommended for hygiene reasons
- Sports trainers
- Recommend mouth guards and shin pads to protect against injury
- Black/navy baseball cap for protection from the sun during the summer months
- Water bottle recommended





ELGAR



## Preparing for travelling to school

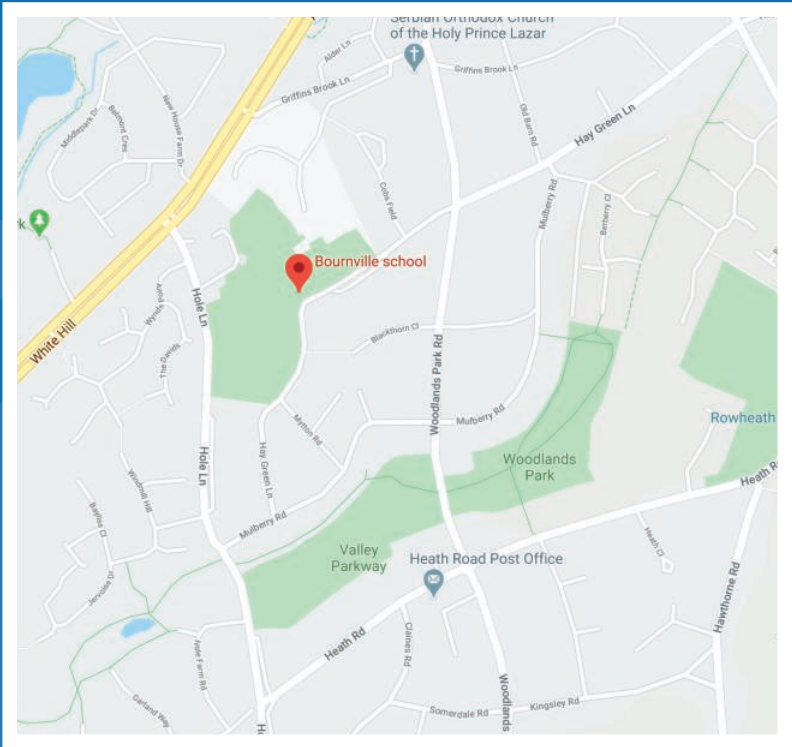
You will need to have an open conversation with your parents/ carers about how you are going to travel to and home from school each day. Whilst you are moving to secondary school, for some of you there will be new ways of travelling to school that you will need to prepare for.

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

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



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





## Our Vision

To develop **articulate, resilient** and **ambitious** students, regardless of background, with the knowledge, attitudes, skills and habits (KASH) to excel in modern Britain.



## Our Values

- Excellence.
- Dedication.
- Ambition.
- Integrity.
- Tradition.

### EXCELLENCE

We strive for the highest quality to ensure excellent outcomes and personal achievements.

### DEDICATION

We believe there is dignity in hard work and effort.

### AMBITION

We aim to be the best that we can be, in all that we do.

### INTEGRITY

We believe in openness, honesty and have a real sense of moral purpose.

### TRADITION

We believe in good manners, courtesy and respect.



## Our Culture

Our **culture** is what you see and feel as you walk around our school.



## Our **Mission**

To **STRIVE**  
for success.

### **S**ELF DISCIPLINE

the ability to control your own behaviour to be more productive, aspiring for excellence.

### **T**OLERANCE

the willingness to accept feelings, habits or beliefs that are different from our own.

### **R**ESILIENCE

to be tough and keep going, even when there are difficult situations or challenges.

### **I**NITIATIVE

to recognise and do the right things before being asked.

### **V**IRTUE

to know right from wrong and habitually demonstrate good character eg. kindness, gratitude and honesty

### **E**MPATHY

to understand and support the thoughts, feelings and perspective of other people.

## Our **Expectations**

 **Ready**

 **Respectful**

 **Safe**



The **vision, values, mission** and **expectations** guide our behaviour and beliefs, influencing the norms and habits of all members of our school community; it's just **'The Bournville School Way'**.

## Differences between Primary and Secondary School

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

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

## How to read your timetable?

Your school day will look like this:

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

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

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

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

	reg	1	2	3	4	Lun	5	Twl
Mon	7TX	7x/Ma2	7x/Sp2	7x/Pe3	7x/Gg2		7x/Se2	
	AZIE21	KJCE24	DXAE25	BCICour	JXBE15		WE E5	
Tue	7TX	7x/Cp1	7x/En2	7x/Ps1	7x/Ma2		7x/Gg2	
	AZIE21	HP K3	ZXI E3	KXIE26	KJCE24		LJO E1	
Wed	7TX	7x/Dr1	7x/En2	7x/Se2	7x/Ar1		7x/Te1	
	AZIE21	KB EHA	ZXI E3	WE E5	LW M33		RT E27	
Thu	7TX	7x/En2	7x/Pe3	7x/Se2	7x/H2		7x/Ma2	
	AZIE21	LXI E2	BCICour	WE E5	LS E6		KJCE24	
Fri	7TX	7x/Mu1	7x/Sp2	7x/En2	7x/Ma2		7x/Se2	
	AZIE21	DT E14	DXAE25	LXI E2	KJCE24		WE E5	



**Miss Poole**  
Assistant Principal



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



**Miss Wheeler**  
DSL



"I am the Designated Safeguarding Lead and make sure that our school looks after our children's mental and physical wellbeing."



**Miss McShane**  
Leader of Year 7, 8 & 9

"I am Head of KS3 and will be monitoring achievement and effort, always ready to reward dedicated students and support those who need it."



**Mr Hutchinson**  
Head of Year 7



"I am the Head of Year 7. My role is to ensure students have academic success as well as feeling safe and providing plenty of opportunities to enjoy school."



**Miss Mills**  
Administration Manager



"My role is to oversee all of the administration at Bournville and deal with all admissions to Bournville School."



### E-Safety Acceptable Use Agreement

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

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

- Keep passwords a secret and change them on a regular basis.
- Only access the network via user authorised accounts and passwords, which must not be given to any other person.

- Only visit sites which are appropriate to work at the time.
- Not forwarding any anonymous messages or chain letters

### Follow the email Code of Conduct ensuring

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





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

## Students should understand that

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



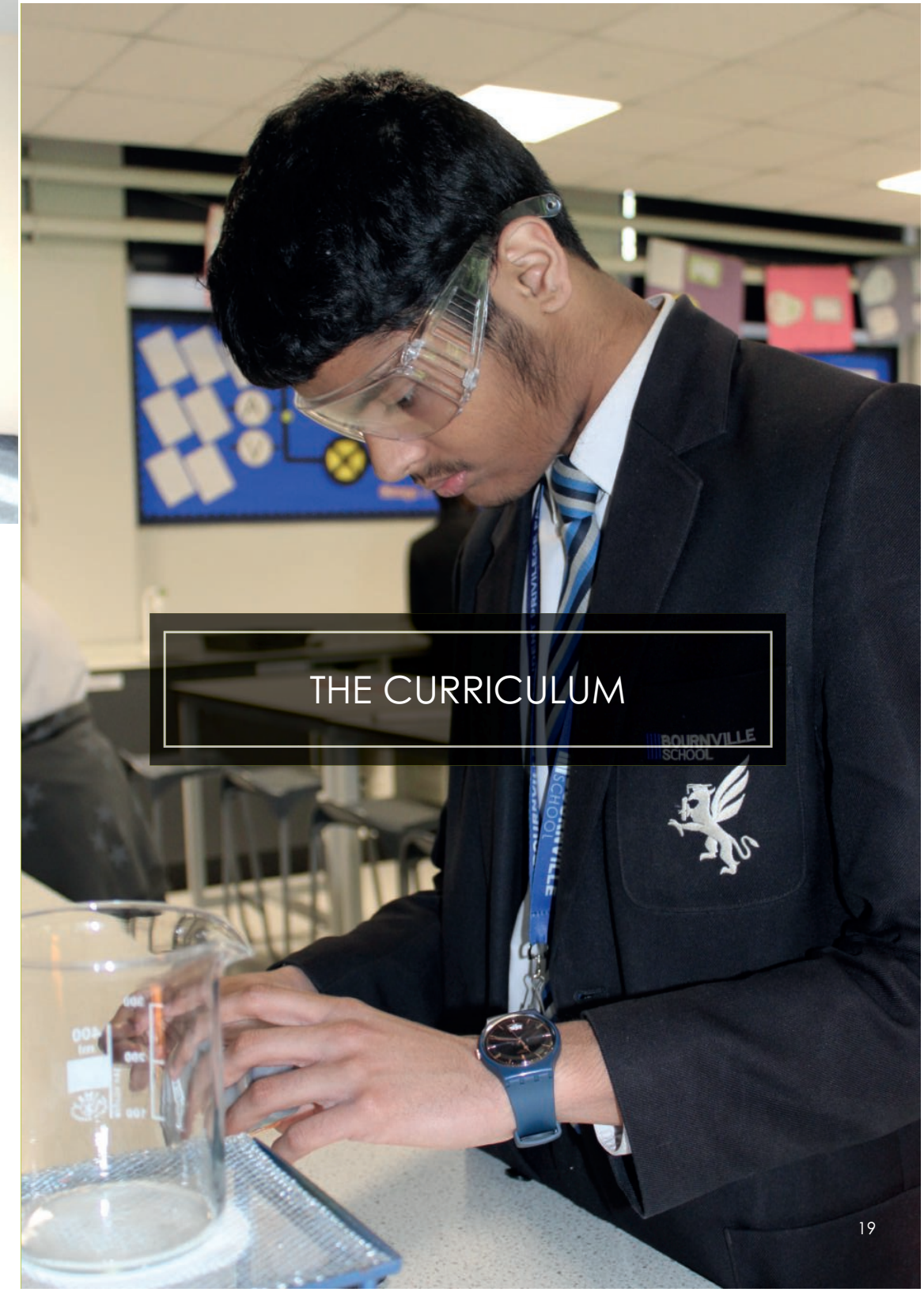
## REWARDS

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

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

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

Please refer to our Behaviour and Discipline Policy for further details, which can be found on the academy website.

A young man with dark hair and a mustache is wearing clear safety goggles and a dark suit with a blue and white striped tie. He is focused on a task in a laboratory setting, with his hands near a large glass beaker on a metal tray. The background shows a classroom or lab environment with a blue bulletin board and various papers. A white text box with a black border is overlaid on the image, containing the text 'THE CURRICULUM'.

## THE CURRICULUM

BOURNVILLE  
SCHOOL



## English Language

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



## Spanish

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

## Geography

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



## History

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

## Mathematics

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

## RS

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

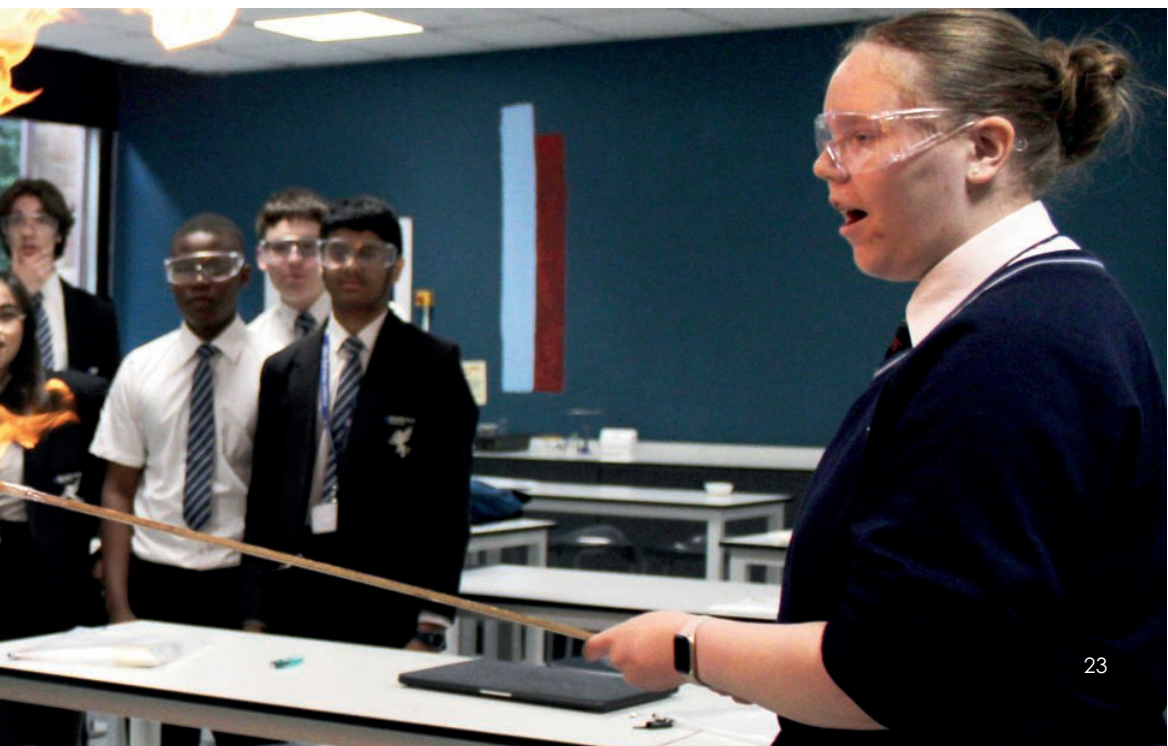


## Science

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

## PE

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





## **Computing**

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

## **PSHE**

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

## **Drama**

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





## **Art**

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

## **Music**

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

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

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

### **Competitions**

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

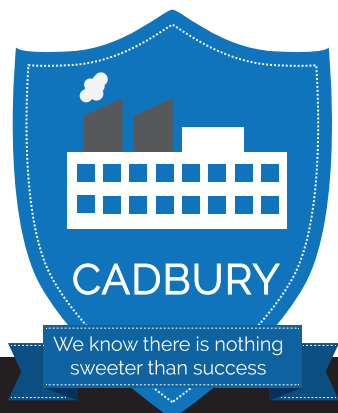
### **Sporting Opportunities at Bournville**

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

### **The Arts at Bournville**

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





## What is the House system?

When you arrive at Bournville you will be put into one of four Houses; Austin, Boulton, Cadbury or Tolkien. This will give you a community to belong to.

Each house will be involved in House competitions throughout the year to build skills in responsibility, leadership and comradery. Your Positive Points will be collated at the end of the year and added to points from the winners of House competitions. The points will decide the winners of the House Cup.

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

## Problem #1 - Reach 100

Here is a grid of 4 boxes.

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

For example:

5	
1	


52 (reading along the 1st row)

19 (reading along the 2nd row)

51 (reading down the left hand column)

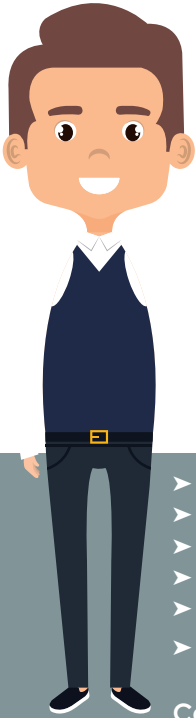
29 (reading down the right hand column)

In this case their sum is 151.

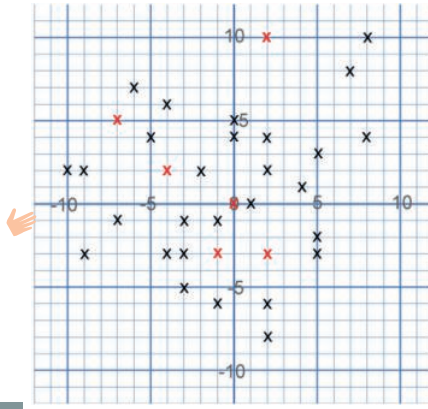
Your challenge is to find four different digits that give four two-digit numbers which add to a total of 100

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

## Problem #2



On the graph below there are 34 marked points.



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

Can you find the ten hidden squares?



## Problem #3

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



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

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

Do you think there are any different answers?

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

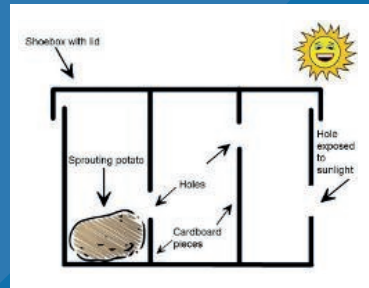
## Crystal Gems

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



## Sticky balloons

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



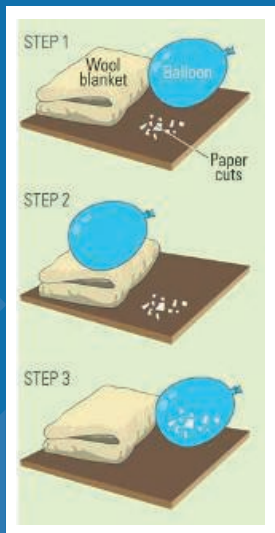
## Baked ice-cream

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



## Shoe Box Maze

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



Please hand your entry to your  
form tutor in September





# **FAIRFAX**

MULTI-ACADEMY TRUST

**EXCELLENCE.**  
**DEDICATION.**  
**AMBITION.**  
**INTEGRITY.**  
**TRADITION.**