



Family Handbook

Updated: April 2022

Headteacher's Introduction

Dear parents/carers,

The welfare and education of your child is of paramount importance to us all at Arena Academy. We believe that a strong partnership between parents/carers and the staff at the school is essential, as it will enable your child to grow and develop into a well educated and outstanding citizen.

The information provided in this document is to enable us to work together to support your child during their journey at Arena Academy. It will inform you as to what our standards and expectations are; what help and support is available to your child; what your child is studying; and how you can support them with their studies.

Most of the information has been provided to you previously, but has now been updated to reflect any changes we have made over the last year. A copy this document can be found on our website, I will notify you if any further updates are made to it.

We introduced a new application called 'SIMS Parent' at the start of the year. This application allows you, as the parent/carer, to receive messages and notifications on many attributes of your child's performance in school. If you have not already registered, please use your SIMS Parent activation code, emailed to you via SIMS. For more information or you need your activation code emailed again, please email Mr Cadman on dcadman@corearena.academy

Please check our school website regularly which will include all the information you may need. <https://www.corearena.academy/>

I hope that this document provides you with the information you need to support to support your child, but if there is any further information you require, please contact the school.

Yours sincerely,



Mr R Mann
Headteacher

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The School day

	Arrival Time	Form Time	Period 1	Period 2/Break		Period 3	Period 4/Lunch		Period 5
Year 7	Student Entrance 8.25-8.35	Form Room 8.35-9.00	Period 1 9.00 - 10.00	Break 1 10.00 - 10.25	Period 2 10.25 - 11.25	Period 3 11.25 - 12.25	Lunch 1 12.25 - 13.10	Period 4 13.10 - 14.10	Period 5 14.10 - 15.10
Year 8			Period 1 9.00 - 10.00	Break 1 10.00 - 10.25	Period 2 10.25 - 11.25	Period 3 11.25 - 12.25	Lunch 1 12.25 - 13.10	Period 4 13.10 - 14.10	Period 5 14.10 - 15.10
Year 9			Period 1 9.00 - 10.00	Period 2 10.00 - 11.00	Break 2 11.00 - 11.25	Period 3 11.25 - 12.25	Period 4 12.25 - 13.25	Lunch 2 13.25 - 14.10	Period 5 14.10 - 15.10
Year 10			Period 1 9.00 - 10.00	Period 2 10.00 - 11.00	Break 2 11.00 - 11.25	Period 3 11.25 - 12.25	Period 4 12.25 - 13.25	Lunch 2 13.25 - 14.10	Period 5 14.10 - 15.10
Year 11			Period 1 9.00 - 10.00	Break 1 10.00 - 10.25	Period 2 10.25 - 11.25	Period 3 11.25 - 12.25	Lunch 1 12.25 - 13.10	Period 4 13.10 - 14.10	Period 5 14.10 - 15.10

Guided Reading Time

For the first 10 minutes of period 5 students are required to engage in Guided Reading Time.(GRT) GRT involves the class teacher reading a pre-arranged age appropriate text/article that is relevant to the topic or lesson that is being delivered.

School Breakfast

School breakfast is available in school from 08:25 – 08:35. Students may purchase Toast, yoghurts, fruit and flavoured water; free squash is available for those who would like a drink there and then. Pupil Premium students have breakfast subsidised and may have breakfast for free. For more information about the food we offer, please click here: <https://www.corearena.academy/school-life/lunch-menus/>.

Attendance to school

Arena Academy is striving to achieve our goal of attendance over 98%. It is our policy that no child's attendance should fall below an acceptable level. You will be aware of the importance of good school attendance in improving a young person's chance of success in life and establishing positive attitudes to life-long learning. There is clear evidence of a link between poor attendance at school and low levels of achievement. Of pupils who have less than 90% attendance, only 35% achieve five or more GCSEs at grade 9-4 (A*-C) including English and maths, but 73% of pupils who have an attendance of 95% or more will achieve this.

Attendance during one school year ...	Equals this number of days absent ...	Which is approximately this many weeks absent ...	And means this number of lessons missed
95	9 days	2 weeks	50 lessons
90	19 days	4 weeks	100 lessons
85	29 days	6 weeks	150 lessons

School attendance is mandatory. This means that the usual rules on school attendance will apply, including:

- Parents' duty to secure that their child attends regularly at school
- Schools' will be recording attendances as normal and follow up absences.
- The availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

If your child is unwell, or for any other reason is unable to attend school, please contact Mrs K Bhamra, Attendance Officer, by emailing kbhamra@corearena.academy or by phoning the school on 0121 729 7310 and selecting the option for Student Absence.

Please use the above contacts and not email other staff as there is no guarantee that they will view their emails and pass messages on by the time that the absences texts are sent out.

If your child(ren) is absent from school, it is your responsibility to contact the school to inform us of the absence and the reasons why. If your child(ren) is/are likely to absent for a prolonged period of time, we will discuss with you the logistics of the absence and ensure you are fully supported throughout the period of absence.

Taking Holidays during term time

It is the expectation that all children are required to be available for school at all times. Taking holidays during term time is not permitted and should you intend to do so, you must make contact Mrs Bhamra, Attendance Officer by emailing kbhamra@corearena.academy.

AUTUMN TERM 2021

Term Starts:

Thursday 2 September 2021

Half Term: Monday 25 October 2021 to Friday 29 October 2021

Term Ends: Friday 17 December 2021

INSET DAYS

Thursday 2 September 2021

Friday 3 September 2021

Friday 3 December 2021

SPRING TERM 2022

Term Starts:

Tuesday 4 January 2022 – Queen’s Jubilee Holiday Friday 18th February 2022

Half Term: Monday 21 February 2022 to Friday 25 February 2022

Term Ends: Friday 8 April 2022

INSET DAYS

Tuesday 4th January 2022

Monday 28th February 2022

SUMMER TERM 2022

Term Starts:

Monday 25 April 2022

Half Term: Monday 30 May 2022 to Friday 3 June 2022

Term Ends: Friday 22 July 2022

INSET DAY

Monday 9th May 2022

Details of Training Days and other important events such as Parents’ Evenings can be found on the Events Calendar on our website:

<https://www.corearena.academy/events/>

Arriving to school

Students should:

- Arrive in good time to ready for the day through the Arena Central entrance or Hub entrance.
- Be smartly dressed (see <https://www.corearena.academy/school-life/uniform-equipment/>)
- Have expected equipment (see page <https://www.corearena.academy/school-life/uniform-equipment/>)
- Ensure their mobile phone is switched off and stored securely and headphones are removed and put away

- Respect the local community and represent Arena Academy in a positive way around the local area

If students arrive after 8.35am, they are late and they should sign in at the Main Reception. Students must sign in at reception using the Inventory system indicating the reason why they are late. Parents / carers will be contacted to ascertain the reason (see Attendance and Punctuality page). Students who are late to school will receive a 30-minute reflection at the end of the day, you will be notified of this reflection. If there is a reason for your child to be late to school, please inform us.

Leaving School

Students will usually be dismissed at 3:10pm unless involved in extra-curricular activities or after school reflections.

When leaving school students should:

- Respect the local community and give a positive impression of themselves and Arena Academy by acting safely and respectfully to all.
- Travel home as quickly as possible and not loiter (especially around the shops in the local area)
- Be safe when crossing roads and use the 'Green Cross Code'.

School uniform

To ensure students are ready for school, and respectful of the uniform expectations in school, they must ensure that:

- Shirts must be tucked in neatly.
- Ties should be worn at a reasonable length to show eight stripes below the knot
- Smart shoes should be worn – no trainers, pumps or boots
- Skirts and trousers must be an appropriate length, colour and fit – not jersey material- Jumpers worn underneath blazers are either the school jumpers or a plain grey V neck jumper.
- Students must wear their blazers when on the school site. In classrooms, if students want to remove their blazers, they may do so at the teacher's discretion.
- Students should not be wearing a hooded top. Instead they should wear a coat if applicable.
- All coats, trainers, hats, and scarves must be removed when entering the school building.

Individual uniform requirements are detailed on our school website <https://www.corearena.academy/school-life/uniform-equipment/> . Support for families in regard to uniform are considered on an individual basis, please contact Claire Kilroy, Deputy Headteacher by emailing ckilroy@corearena.academy.

UNIFORM

- Plain navy blue blazer with an embroidered school badge.
- Light blue shirt/blouse.
- Arena Academy Tie.
- Grey V-neck jumper (optional)
- Grey school trousers or skirt with black tights.
- Black school shoes with plain black socks



- Boys and Girls trousers/shorts.
- Dark Blue PE Socks with suitable PE Trainers.
- Boys top and /or jacket.
- Girls top and/or jacket.
- Socks

Student Planners

Every student at Arena Academy is issued with a Student Planner on their first day in the Autumn Term. The planner is central to their learning and organisation at Arena Academy. You can support your child best by asking for their planner every day and signing it each week. This will enable you to:

- See your child's conduct in every lesson
- Communicate with your child's Form Tutor by writing notes
- Explain any absences
- See what your child has logged in terms of homework that needs to be completed
- Review how many conduct (both positive and negative) points they have received as well as their running attendance figure.

Key Information about your child's planner:

- It is important to make it part of your daily routine to check your child's planner and hold conversations with them about lesson content, conduct, rewards achieved and home learning opportunities.
- It is also vital to ensure you sign your child's planner weekly.
- If students cannot present their planner to their tutor at Tutor Time, they will receive an automatic 30-minute reflection and a daily planner will be issued.

- Replacement planners can be purchased on Parent Pay (see Parent Pay). If you have any concerns in terms of your child(ren)'s planner please contact Miss K Guest – Assistant Headteacher kquest@corearena.academy

SIMS Parent App

SIMS Parent app will allow you, as the parent/carer, to receive messages and notifications on many attributes of your child's performance in school. **SIMS Parent can be downloaded as an app from Google Play or Apple App Store by searching for 'SIMS Parent'.**

Alternatively, you can access the SIMS Parent application on a web browser via this link: www.sims-parent.co.uk. You will need an Invitation Code, which was emailed to you in September. If you do not have this, please contact Mr Cadman on dcadman@corearena.academy The code will enable you to register/activate your account. At the initial sign in stage, you will be required to sign in via your preferred method i.e. Apple ID, Gmail, Outlook email, Facebook, Twitter etc.

Communication – the key staff to contact.

We pride ourselves on our ability to be able to support students and families and go the extra mile to offer that support. If you have a specific concern, you should contact your child's form tutor, Year group coordinator or Head of Year in the first instance. Contact details for staff can be found below:

Heads of Year and Year Group Coordinators		
Year 7	Head of Year 7: Mr A Stephens Year 7_Group Co-Ordinator: Miss Palmer	Astephens@corearena.academy TPalmer@corearena.academy
Year 8	Head of Year 8: Mr Taylor Year 8_Group Co-Ordinator: Miss Kaur	ATaylor@corearena.academy GKaur@corearena.academy
Year 9	Head of Year 9: Miss L Van Deventer Year 9 Group Coordinator: Ms D Campbell-Williams:	Ivandeventer@corearena.academy DCampbell-Williams@corearena.academy
Year 10	Head of Year 10: Mr J Pyatt Year 10 Group Coordinator: Ms Abiona	JPyatt@corearena.academy YAbiona@corearena.academy
Year 11	Head of Year 11: Ms Scott Year 11 Group Coordinator: Mrs N Ahmed	AScott@corearena.academy NAhmed@corearena.academy

Senior Leadership Team		
Headteacher	Mr R Mann	RMann@corearena.academy
Deputy Headteacher (Quality of education)	Mrs S Wain	Swain@corearena.academy
Deputy Headteacher (Pastoral and wellbeing)	Mrs C Kilroy	CKilroy@corearena.academy
Assistant Headteacher (Teaching and Learning/CPD)	Mr K Taylor	KTaylor@corearena.academy
Assistant Headteacher (School Improvement)	Mr M Newman	MNewman@corearena.academy
Assistant Headteacher (Curriculum)	Mr O King	OKing@corearena.academy

Assistant Headteacher (Assessment & Personal Development)	Mr F Khan	FKhan@corearena.academy
Assistant Headteacher (Behaviour & Attitudes)	Ms K Guest	KGuest@corearena.academy

Heads of Department/subject areas		
English	Ms C Hassell	CHassell@CoreArena.academy
Maths	Ms S Coffey	SCoffey@CoreArena.academy
Science	Ms K Curtis	KCurtis@Corearena.academy
Head of MFL	Ms H Brighton	HBrighton@CoreArena.academy
Head of History:	Mr Hart	DHart@corearena.academy
Head of Geography	Miss G Biswas	GBiswas@CoreArena.academy
Head of RE	Miss S Nahar	SNahar@CoreArena.academy
Head of Vocational:	Ms Joyce	KJoyce@CoreArena.academy
Head of PE	Ms Morton:	LMorton@CoreArena.academy
Head of Computing & Business:	Mrs Sandhu	DSandhu@corearena.academy
Head of Visual Art and Design:	Mrs Dhillon	JDhillon@corearena.academy

Other useful contact details		
Attendance	Mrs K Bhamra	KBhamra@corearena.academy
SENDco	Mr D Connor	DConnor@corearena.academy
Safeguarding	Mrs C Kilroy or Mr M Newman	CKilroy@corearena.academy MNewman@corearena.academy
CORE Cares and Parents Evenings	Mr F Khan	FKhan@corearena.academy
Reading	Ms C Hassell	Chassell@corearena.academy

Year 7			
Form	Form Teacher(s) name	Form Room	Email Address
7KRW	Mrs Rowles	15	KRowles@corearena.academy
7HMY	Miss Myers	136	Hmyers@corearena.academy
7RSI	Mr Singh	HUB1	RSingh@corearena.academy
7DSA	Mrs Sandhu	1	DSandhu@corearena.academy
7JLA	Miss Laurent	9	Jlaurent@corearena.academy
7MHA	Miss Harris	137	Mharris@corearena.academy
7MAM	Mrs Bangar and Mr Zahoor	2	RBangar@corearena.academy MZahoor@corearena.academy

Year 8			
Form	Form Teacher(s) name	Form Room	Email Address
8HBR	Mr Hart	22	DHart@corearena.academy
8FTI	Ms Titus-Glover	FR2	FTitusGlover@corearena.academy

8MLO	Mr Lowe	25	MLowe@corearena.academy
8MIS	Miss Bibi	138	SBibi@corearena.academy
8CLY	Mr Levy	139	CLevy@corearena.academy
8NYE	Miss Yesmin	13	Nyesmin@corearena.academy
8DZS	Mr Zs	24	DZs@corearena.academy
8LFR	Ms Freeman and Mrs Coates	17	LFreeman@corearena.academy CCoates@corearena.academy

Year 9

Form	Form Teacher(s) name	Form Room	Email Address
9WCH	Miss Chowdhury	33	WChowdhury@corearena.academy
9HCU	Miss Cusack	11	HCusack@corearena.academy
9FBE	Miss Begum	6	FBegum@corearena.academy
9GSK	Mr Skidmore	10	GSkidmore@corearena.academy
9RCA	Miss Christian-Doherty and Mr Carvalho	8	tchristian-doherty@corearena.academy Rcarvalho@corearena.academy
9LAM	Mr Amos	16	LAmos@corearena.academy
9FEI	Mrs Ellis and Mrs Khatun	14	FEllis@corearena.academy MKhatun@corearena.academy
9HNE	Mrs Noone and Ms Hussain	23	Hives@corearena.academy

Year 10

Form	Form Teacher(s) name	Form Room	Email Address
10HKA	Mr Singh	141	HSingh@corearena.academy
10PCA	Mrs Campbell	7	Pcampbell@corearena.academy
10JDH	Ms Dowe	26	SDowe@corearena.academy
10CHS	Mr A. Taylor	140	Chassell@corearena.academy
10SFE	Miss Fenton	31	SFenton@corearena.academy
10ARA	Mr Rahman	142	ARahman@corearena.academy

Year 11

Form	Form Teacher(s) name	Form Room	Email Address
11LMO	Mrs Morton and Mrs Allen	29	LMorton@corearena.academy
11SCO	Mrs Gogna	30	PGogna@corearena.academy
11SNA	Miss Nahar	5	SNahar@corearena.academy
11LSE	Miss Secker	32	LSecker@corearena.academy
11CFI	Miss Filmer	FR1	CFilmer@corearena.academy
11KJO	Mrs Wall and Mrs Joyce	34	KJoyce@corearena.academy EWall@corearena.academy

Form Rota

Form time is from 8:35 to 9:00am. Every year group has an assembly once a week in the hall. During Form time students take part in a variety of activities as detailed below. In addition, each student will have an individual academic mentoring meeting term. During this meeting, students will discuss their academic progress and any support they require in order to achieve their potential.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Literary Tales – Form Time Reading	Assembly/Academic mentoring	PSHE	PSHE	Conduct Cup Review / Praise Day
Year 8	Conduct Cup Review / Praise Day	Literary Tales – Form Time Reading	Assembly/Academic mentoring	PSHE	PSHE
Year 9	Literary Tales – Form Time Reading	PSHE	PSHE	Assembly/Academic mentoring	Conduct Cup Review / Praise Day
Year 10	Conduct Cup Review / Praise Day	PSHE	PSHE	Literary Tales – Form Time Reading	Assembly/Academic mentoring
Year 11	Assembly/Academic mentoring	Literary Tales – Form Time Reading	PSHE	PSHE	Conduct Cup Review / Praise Day

Please note: there will be planned sessions for all year groups throughout the year for Careers and influential figures from around the world.

Parents Evenings

After the successful implementation of School Cloud last year, parents' evenings will be held virtually, via School Cloud. If you would like to arrange a face-to-face meeting, please contact the Head of Year in the first instance. Dates of the Parents' Evenings are listed below:

Year Group	Date
Years 7-11 Consultation Evening	Thursday 14 th October 2021
Year 11 Parents' Evening	Thursday 13 th January 2022
Year 10 Parents' Evening	Thursday 10 th March 2022
Year 9 Parents' Evening	Thursday 5 th May 2022
Year 7 Parents' Evening	Thursday 16 th June 2022
Year 8 Parents' Evening	Thursday 14 th July 2022

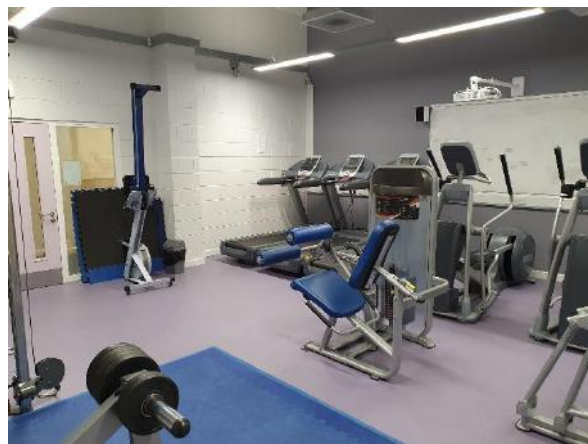
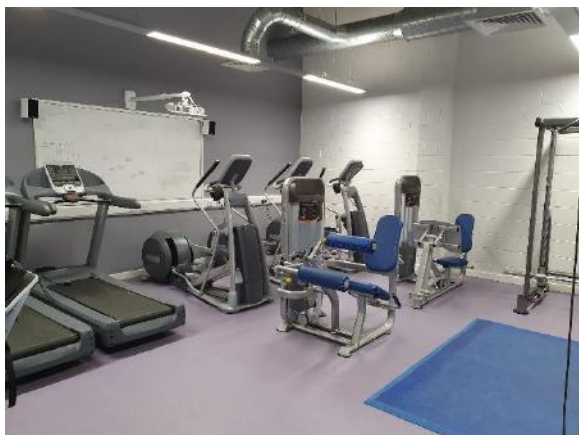
School Learning Resource Centre and Mini Libraries

We are re-instating our library and with the addition of a new computer area we will be able to offer a new Learning Resources Centre. This will enable students to access a quiet area to read and borrow books, and work at a computer to complete work. Around the school we have established additional quiet reading areas where students may sit quietly.



School gym

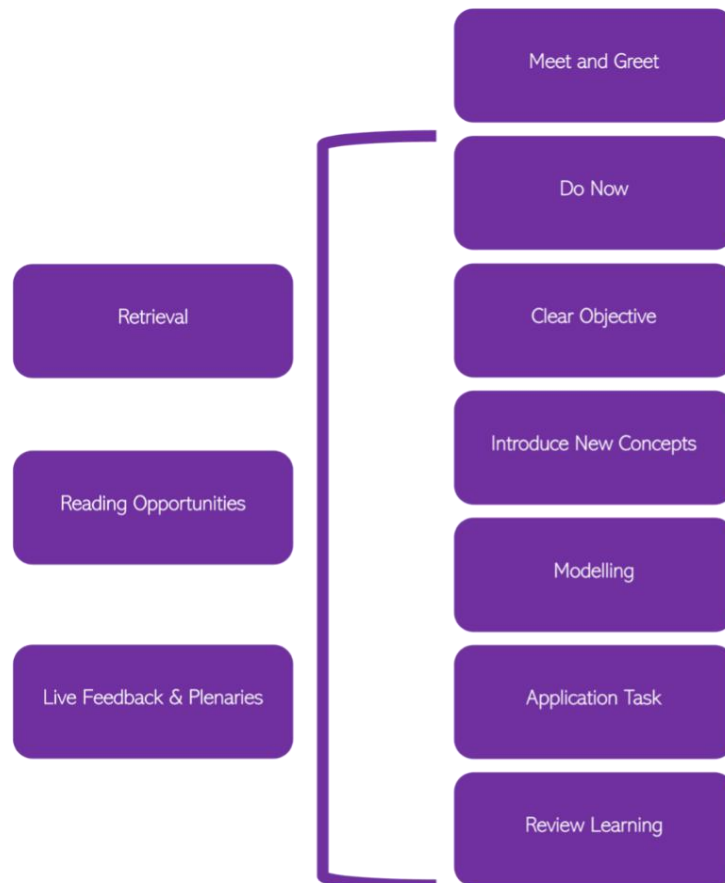
We are very keen to ensure all students live a healthy and active lifestyle. In addition to the many sporting activities we offer, there is also the use of a new gym available to use after school for students. For information on using the gym, students should speak to their PE teacher.



We are also in the process of installing an outdoor gym in the playground. This will be done ready to use in September 2022.

Teaching and Learning

The Arena teaching model has been carefully designed using successful practice in school, alongside current educational research. The model aims to provide students with clear routines and structure to their learning while incorporating techniques that provide students with lifelong learning skills such as independence, curiosity and resilience.



Homework

Our view on homework is that it should stimulate curiosity and encourage students to explore learning independently. We do not always believe that homework should contain a deadline and a consequence if not done, however, we recognise that occasionally there is a need for this approach across subjects. With this in mind, some of the homework your child will be set will be compulsory, and some will be independent study:

- **Compulsory homework** – This will come with a deadline that must be met. Failure to hand this work into the class teacher will result in a reflection.
- **Independent Study** – This is homework that will be set without a deadline. This is additional work that will support the progress of learners beyond the classroom.

Although we have removed deadlines (and consequences) for some of the homework set, our expectation is that all students engage with and complete all homework set for them and we ask for your support to reinforce this message. We will never issue a sanction to a student that finds the homework difficult, however the onus is on the student to seek support from their subject teacher prior to the day of the deadline. We are keen for students to develop independence, ownership of their learning and good study habits that will last with them beyond their school experience. We believe that we can achieve this through a balance of both a compulsory and independent study.

All homework will be set via Microsoft Teams. Each Monday thereafter, every subject will set their homework for the week. Students can access this by logging into Teams using their school account. Within Teams, students have been added to a year group homework page. If your child is struggling with access to Teams it is their responsibility to inform their Head of Year during form time. Alternative arrangements can be made for those students facing barriers to access, this will be addressed on an individual needs basis by their Head of Year.

PSHE Curriculum

At Arena Academy, PSHE (Personal, Social & Health Education) is considered paramount to our students' personal development, health and well-being. PSHE helps students to develop life skills to ensure they are well prepared to respect and contribute to the wider society and life in Britain. High expectations are set for the promotion of tolerance, understanding and appreciation of the diverse communities in which we live.

Arena Academy's PSHE curriculum is designing in conjunction with government guidance and the PSHE Association to ensure our pupils are equipped for success during their teenage years and later in life. Our bespoke PSHE curriculum provides age appropriate and sensitive support for our pupils to allow them to explore and learn about themselves and the society that they are part of.

For further information please see this link to the area of the school website for PSHE and RSE: <https://www.corearena.academy/subjects/pshe-rse/>

	WB	Year 7	Year 8	Year 9	Year 10	Year 11
Health and wellbeing HT1	6th Sept		What is PSHE	What is PSHE	What is PSHE	What is PSHE
	13th sept	What is PSHE	Drug use	Friendships	Managing change	Handling Judgement
	20th sept	Managing emotions	Energy Drinks	Behaviours	Coping strategies	Ambition
	4th Oct	Transition	Addiction	Gangs	Understanding Mental	Self - efficacy
	27th sept	Black History	Black History	Black History	Black History	Black History
	11th Oct	Friendships	Risks and consequences	Kife crime	Warning signs	Self concept
	18th Oct	Study skills	Influences	Drug use	Support	Stress
Living in the wider world HT2	1st Nov	First Aid	Social norms	Risks	Stigma	Online content
	8th Nov	Enterprising	Equality	Transferable skills	Budgeting	Future planning
	15th Nov	Anti Bullying	Anti Bullying	Anti Bullying	Anti Bullying	Anti Bullying
	22nd Nov	Equality	Stereotypes	Strengths	Data	REVISION
	29th Nov	Stereotypes	Employment	Managing feelings	Gambling	REVISION
	6th Dec	Aspirations	Aspirations	Employment	Gambling and Debt	SMART Targets
	12th Dec	Career choices	Work patterns	Aspirations	Illegal financial activities	Post 16 and career pathway
Relationships HT3	3rd Jan	Bassline	Bassline	Bassline	Bassline	Bassline
	10th Jan	diversity	stereotyping	Wellbeing	Relationships	Intimacy
	17th Jan	bullying	prejudice-based language	Relationships	Diversity in attraction	STI's
	24th Jan	stereotyping	diversity	Marriage	Online relationships	Unwanted attention
	31st Jan	gender identity	gender identity	gender identity	gender identity	gender identity
	7th Feb	prejudice-based language	peer influence	Breakdown in relationships	Coercion	Sexual images
	14th Feb	inclusion	harmful social norms	Families	Abuse	Readiness for Sex
Health and wellbeing HT4	28th Feb	Physical and mental health	Physical and mental health	Physical and mental health	Physical and mental health	Physical and mental health
	7th Mar	Lifestyle choices	Lifestyle choices	Lifestyle choices	Lifestyle choices	Healthy lifestyle choices
	14th Mar	Alcohol and tobacco	Emotions	Healthy coping strategies	Drugs and alcohol	Managing risk
	21st Mar	Puberty	Digital resilience	Body image	Addictions	Cancers
	28th Mar	Unwanted contact	Unhealthy coping	Health choices	Role models	Body alterations
	4th Apr	FGM	Healthy coping strategies	Responsibility for health	Gang culture	Vaccinations
Relationships HT3	3rd Jan	Bassline	Bassline	Bassline	Bassline	Bassline
	10th Jan	diversity	stereotyping	Wellbeing	Relationships	Intimacy
	17th Jan	bullying	prejudice-based language	Relationships	Diversity in attraction	STI's
	24th Jan	stereotyping	diversity	Marriage	Online relationships	Unwanted attention
	31st Jan	gender identity	gender identity	gender identity	gender identity	gender identity
	7th Feb	prejudice-based language	peer influence	Breakdown in relationships	Coercion	Sexual images
	14th Feb	inclusion	harmful social norms	Families	Abuse	Readiness for Sex
Health and wellbeing HT4	28th Feb	Physical and mental health	Physical and mental health	Physical and mental health	Physical and mental health	Physical and mental health
	7th Mar	Lifestyle choices	Lifestyle choices	Lifestyle choices	Lifestyle choices	Healthy lifestyle choices
	14th Mar	Alcohol and tobacco	Emotions	Healthy coping strategies	Drugs and alcohol	Managing risk
	21st Mar	Puberty	Digital resilience	Body image	Addictions	Cancers
	28th Mar	Unwanted contact	Unhealthy coping	Health choices	Role models	Body alterations
	4th Apr	FGM	Healthy coping strategies	Responsibility for health	Gang culture	Vaccinations

Student Council and Student Leadership

The student council meets once every half-term to discuss ongoing issues and forthcoming events. Each form is represented by two members. Following year group council meetings, the whole school council meets to decide the plan of action moving forwards. Students are encouraged to raise any idea or concern through their form group representatives.

There are numerous leadership opportunities for students to apply for throughout the year such as subject ambassadors, anti-bullying committee and UNICEF ambassadors. Students should speak to their Head of Year and Head of Subjects to see what further opportunities are available.

Extra Curricular Activities

As part of our Enrichment Programme, we invite all students to attend a variety of after-school activities and clubs. Reflecting our four values – Collaboration, Opportunity, Respect and Excellence – the programme provides students with a range of new experiences, with activities designed to broaden their horizons, and ensure the well-rounded development of our students.

These include clubs dedicated to chess, coding, creative arts, and various sports, and are open to all students in Years 7-10 (unless otherwise stated).

To attend, students should register their interest by signing up with the relevant member of staff.

Clubs start immediately after the school day, and run on various days of the week, on a rotating two-week timetable.

Catering

Our Catering supplier is Mellors. Mellors are an award winning family business that was established in 1840 as a local bakery, and is now the first choice caterer for schools and colleges.

To add funds to our ParentPay system, please click this link:

<https://www.parentpay.com/public/client/security/>

In addition to the menus below sandwiches, baguettes, fruit, cookies, cakes and drinks will all be available. Cold food will also be available at break time. We will often survey our students to get their feedback about the food we offer and change/adapt accordingly. Our three-week menu is given below:

Week 1	Monday 	Tuesday	Wednesday	Thursday	Friday 
Main Dish	Vegetarian Sausage, Red Onion Gravy And Champ Mash Potato	Beef Lasagne With Crusty Garlic And Herb Bread	Roast Turkey or Quorn Crispy Roast Potatoes And Gravy	Chicken Curry Pilau Rice And Cucumber Raita	Crispy Battered Fish With Chunky Chips
Vegetarian Main Dish	Sweet Potato And Squash Stew With Pea And Mint Couscous 	Quorn And Vegetable Lasagne With Crusty Garlic And Herb Bread	Cheesy Potato And Leek Pie Served With Crispy Roast Potatoes	Aubergine And Chickpea Dhansak, Pilau Rice And Cucumber Raita 	Falafel In A Wholemeal Pitta, Crunchy Slaw And Chunky Chips
Accompaniments 	Roasted Root Vegetables Green Beans Oven Baked Diced Potato	Crisp Mixed Salad Corn Of The Cob Oven Baked Wedges	Steamed Carrots Broccoli Chips	Green Beans Oven Baked Wedges	Garden Peas Crisp Mixed Salad Chips
Street Food	Mac & cheese Garlic bread	Chicken Burger/ Cheese Beef Burger	Sweet Chilli Chicken/Quorn Filled Folded Naan Bread	Chicken wings, Rice & coleslaw	Hot dog with Onions Jumbo fishfingers
Hot Handheld	Roasted Vegetable Pizza	Hot Meatball Sub Hot Wrap Of The Day (H)	Hot Panini Meat & Veggie Hot Wrap Of The Day (H)	BBQ Chicken Pizza Cheese & Tomato pizza Hot Wrap Of The Day (H)	Variety of Pizzas Hot Wrap Of The Day (H)
Jacket Potato	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Main Dish	MAC & cheese with Garlic bread & salad	Burger Day served with Fries & BBQ Baked beans	Roast chicken, sage and onion stuffing and gravy served with creamy mash potato	Chicken biryani, homemade naan bread and chilli and coriander chutney	Crispy battered fish goujons with chunky chips
Vegetarian Main Dish	Quorn Pasta Bake with garlic bread & salad	Piri piri Quorn fillet with lemon couscous homemade tomato salsa	Vegetable and bean stew with a cheesy cobbler top and creamy mash potato	Squash and chickpea Balti with pilau rice	Mexican Quorn burrito with homemade guacamole and salsa
Accompaniments 	Carrots Side Salad Garlic bread	Green beans Roasted courgettes Oven baked wedges	Roasted root vegetables Sweetcorn carrots	Crisp mixed salad Garden peas Oven baked diced potato.	Crushed minted peas. Corn on the cob chips
Street Food	Vegetable chow main	Chicken gyros in A pitta bread, tzatziki and Greek salad	BBQ chicken pasta bake	Tandoori chicken wings with herby Diced Potato	Cajun chicken leg served with spiced rice
Handheld	Cheese & Tomato pizza	Chicken Tikka Wrap	Panini pizzas	Sweet chilli chicken wrap	Pepperoni pizza
Jacket potatoes	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad

Week 3	Monday 	Tuesday	Wednesday	Thursday	Friday
Main Dish	Vegetable tikka masala with pilau rice and cucumber raita	Creamy chicken and leek pie with a golden pastry top served with mash potatoes	Chicken or pork Sausage gravy with creamy Mash	Chicken kormas, rice, naan bread	Crispy battered fish served with chunky chips
Vegetarian Main Dish	Cheese & tomato Quiche Salad	Tomato & basil cheesy Pasta Bake	Vegetarian toad in the hole with gravy and creamy mash	Spiced vegetable & Quorn Jambalaya	Roasted Mediterranean vegetable
Accompaniments	Roasted Mediterranean vegetables Steamed broccoli	Spring greens Carrot batons Seasonal vegetables	Cauliflower cheese Green cabbage	Green beans Crisp mixed salad	Garden peas Crisp mixed salad
Street Food	Tuna pasta bake	Crispy chicken with sweet chilli Noodles	Tandoori chicken burgers with Bombay potatoes and cucumber raita	BBQ Chicken tacos,	Chicken shawarma, salad, houmous and Khobez bread 
Handheld	Cheese & Tomato pizza	Hot Panini	Sausage roll Cheese & onion pasty	Pepperoni pizza	Fish finger butty
Jacket potato	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad	Cheese Beans Coleslaw Tuna Mayo served with salad

Please note: To encourage a healthy mindset and lifestyle, we do not allow any sugary fizzy drinks at school. We encourage our students to drink water throughout the day. We have water dispensers available throughout the school.

No child will ever be refused food, there will always be food available at lunch, however, whilst Mellor's make every effort to ensure all students have access to the full offer available there are, occasionally, times where this may not be the case e.g., at the very end of service.

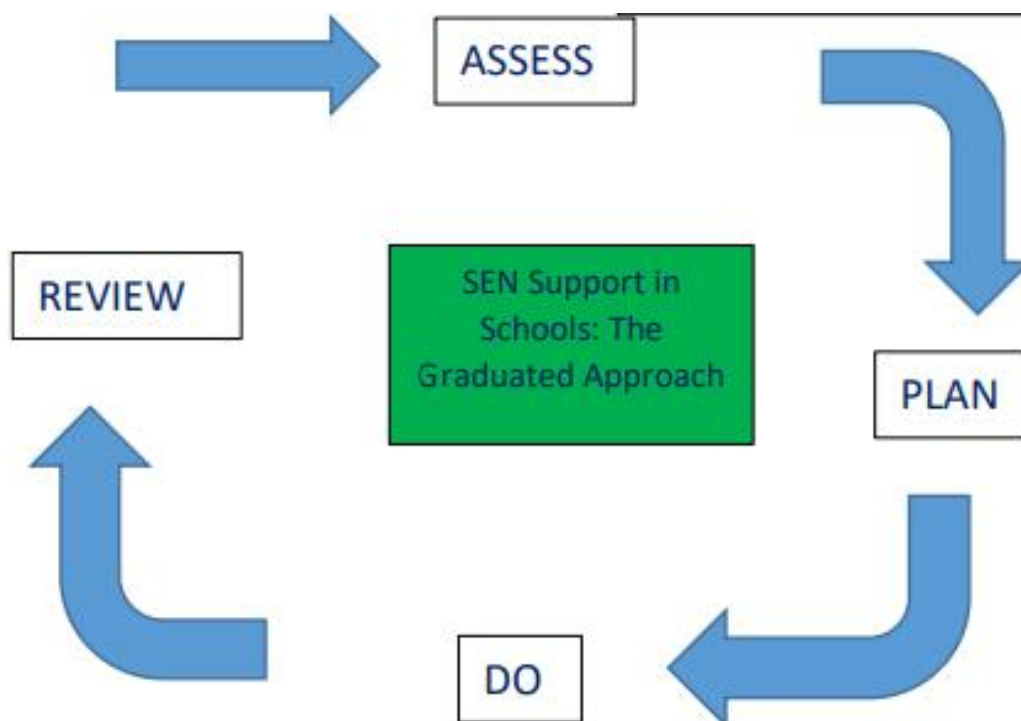
If your child does not have sufficient credit to purchase food Mellor's will ensure, they are given food, however the Head of Year or Year Group Co-Ordinator may contact you to discuss any arrears accrued.

Special Educational Needs

At Arena Academy, we ensure each student with SEND gets the support they need. Class teachers are responsible for the progress of all students in their class, including those with SEND. Heads of Department monitor the attainment and progress of all students within a subject area and the Head of Year monitors progress and attainment for a particular year group. High quality teaching, with scaffolding to support students' needs, is the first response for students who may have SEN.

Where there is a concern regarding pupil progress, additional assessments will be carried out by the SEND department, which may include referrals to external agencies.

When a student is identified as having SEND, we use the four-stage process to ensure provision is put in place. This is known as the 'Graduated Approach' as outlined in the current Code of Practice.



Provision for different types of SEND

The first step to support students with Special Educational Needs and Disabilities is to provide quality first teaching which targets a student's area of difficulty through scaffolding, to support learning. In many cases, classroom support from the teacher and quality first teaching ensures students are able to make the expected levels of progress. If however, despite personalised support and quality first teaching, a student continues to make less than expected progress, the SEND team will assess whether the student may have a Special Educational Need. Any student identified as having a Special Educational Need will have a particular need within at least 1 of the four broad areas of need below.

Type of need and examples
<p><u>Cognition and learning</u></p> <p>This is when a student may have difficulties with literacy or numeracy. They may have a specific learning difficulty such as dyslexia or dyscalculia.</p>
<p><u>Communication and Interaction</u></p> <p>This is when a student may have difficulty communicating with others. They may struggle with expressive or receptive language, or may have ASD (Autistic Spectrum Disorder)</p>
<p><u>Social, Emotional and Mental Health Difficulties</u></p> <p>This includes a range of difficulties, which may be evident by anxious or emotional behaviour.</p>
<p><u>Sensory or Physical Needs</u></p> <p>This may be when a student has a disability which hinders them from accessing the facilities provided. This may include a visual, hearing, or physical impairment.</p>

If you have a concern regarding any aspect of Special Educational Needs provision for your child at Arena Academy, your first contact should be the SENDCo, Mr Connor (DConnor@CoreArena.Academy). If you continue to be concerned, you can contact Mr Newman (MNewman@CoreArena.Academy), who will work with you and look in detail at your concerns.

Support for Students and families

We do not underestimate how difficult recent times been for us all and we all will have been touched in some way by the coronavirus pandemic. We recognise the need to focus on pupils' emotional wellbeing as well as their return to learning.

Support is available in school and your child may wish to speak to their Form Tutor, Head of Year and Year Coordinator in the first instance.

Parents may wish to seek support for themselves from the following support agencies:


Childline	0800 1111
Pause (Forward Thinking Birmingham)	www.forwardthinkingbirmingham.org.uk
Young Minds	https://youngminds.org.uk/
Papyrus (Suicide Prevention Charity)	0800 0684141 https://papyrus-uk.org/
CEOP Internet Safety	https://www.ceop.police.uk/safety-centre/
Chathealth – Birmingham and Sandwell All young people in Birmingham and Sandwell aged 11-19 can receive confidential support on physical and emotional wellbeing and hot teenage topics such as bullying and sexual health by sending a brief text message	07480 635485 – Birmingham & Sandwell
Kooth: A free, safe and anonymous online support for young people (11-19 years plus) available at all times at www.kooth.com . It includes accessing online counselling support. Monday-Friday: noon-10pm. Saturday and Sunday: 6pm – 10pm.	www.kooth.com
The BBC also has an excellent resource on protecting your mental health	www.bbc.co.uk/news/health-51873799
The Trussell Trust Foodbanks. We have links with these foodbanks and can issue vouchers to families who might need them.	https://www.trusselltrust

Climate for Learning – Behaviour expectations

In order to support students and staff in school and also to ensure the strict safety guidelines are adhered to, balanced with the need for all students to learn in an environment conducive to learning, we have briefed all staff on the key elements of the behaviour policy and how it will be implemented. Our Behaviour culture is underpinned by our 'code of conduct' following 3 principles of **Ready, Respectful, Safe**:

Our Code of Conduct

READY	<ol style="list-style-type: none">1. We always wear correct and smart uniform at all times2. We always have the right equipment for learning3. We always attend school and all lessons on time and follow our lesson routines4. We make the most of all opportunities for learning5. We always give 100% towards academic achievement
RESPECTFUL	<ol style="list-style-type: none">1. We speak and act respectfully to all, representing our school positively2. We use good manners, listen and speak politely at all times3. We keep the Academy tidy and litter free, only eating/drinking in certain spaces.4. We always follow all instructions 'first time; every time.'5. We show respect for Academy property and others' property in the school community.
SAFE	<ol style="list-style-type: none">1. We are always in the right place, doing the right thing at the right time2. We always walk quietly, calmly and purposefully3. We respect each other's personal space4. Our mobile phones are not seen or heard on site5. We report any concerns to an adult to resolve them together



Disruption in classrooms

Such is the importance of education and especially considering how much learning time has been lost due to the pandemic, now more than ever, we must protect the rights of students to access lessons that are completely free of disruption. No student has the right to purposefully disrupt the learning, life chances and dreams of another and as such, poor behaviour will not be tolerated. Classrooms will be highly-focussed, ensuring that teachers can teach and students can learn.

If a student is disrupting the learning of others, they will be given a verbal warning (stage 1). If the disruption continues, the student will be moved a reset desk and carry on with their work in silence within the classroom so that they can RESET their behaviour (Stage 2). If the disruption continues, the student will be given a 30 minute reflection and remain in the internal reset desk (stage 3). If the disruption continues, the student will be moved to an external reset desk in another classroom and given a 60 minute reflection (stage 4). If the disruption still continues, the student will be moved to the RRS (Ready Respectful Safe) room for that lesson and be required to work in silence. They will also be given a 2-hour reflection.

Please note that students will be excluded from school immediately, for a fixed term, if they refuse to engage fully in the RRS room, refuse to leave a classroom or defy or are rude to a member of staff. Following a fixed-term exclusion, the student will return to the RRS for 5 periods.

Please see our sanctions flowchart below:

Sanctions Flowchart

Stage	Disruption type	How to deal with it	
1	Any behaviour that slows the pace of the learning without completely ruining the lesson. Off task, distracting others, talking over the teacher, talking across the classroom, leaving seat without permission	<ul style="list-style-type: none"> - Simple direction – explain what they are doing wrong and what you want them to do. - Positive reinforcement – praise pupils who are well-behaved - Nonverbal messages – e.g. fingers to lips; move and stand next to the pupil, be seen looking.. - Use Microscript (in private if possible) – e.g. “I’ve noticed that you are not being...”, “I need you to...”, “Do you remember when...”, “Thank you for listening” 	Verbal Warning
2	Repeated Disruption	<p>Internal Reset Desk- Move the student to the reset desk to give them an opportunity to reflect on their behaviour and correct it.</p> <ul style="list-style-type: none"> - Inform the student, that they could be given a 30 minute reflection if disruption continues. - <i>Key Tip: Share desire to have the student moved back to their seat and off the reset desk.</i> 	Internal Reset Desk
3	Behaviour affecting learning significantly	<ul style="list-style-type: none"> - 30 minute reflection – Issue the student with a 30-minute reflection and record this on SIMS clearly explaining the reason why. - Restorative – meet with the pupil during the reflection for a restorative conversation. 	30 minute reflection
4	Serious disruption making it impossible for learning to take place	<p>External Reset Desk - Press the oncall button for the student to be removed from the lesson and placed in another classroom on the reset desk. (the student must take work with them and be escorted by the Year Coordinator).</p> <ul style="list-style-type: none"> - 60 minute reflection – Issue the student with a 60-minute reflection and record this on SIMS clearly explaining the reason why. - Restorative – meet with the student during the reflection for a restorative conversation. - <i>Key Tip: Share desire to have the student back in lesson</i> 	External Reset Desk & 1 hour reflection
5	Continued disruptive behaviour on external reset desk	<p>-RRS Room - Press the on-call button for the student to be removed from the lesson and taken to RRS room by the Year Group Coordinator. This can only be used when all the strategies above have been exhausted. Oncall can be used, at any stage, when the safety of pupils is compromised.</p> <ul style="list-style-type: none"> - Year Coordinator to issue 2 hour reflection and record on SIMS clearly explaining the reason why. 	Removal to RRS and 2 hour reflection

The HOD will monitor all behaviour in their department and advise and support staff, liaising with the AHT(Behaviour & Attitudes) appropriately

Classroom Sanctions Flow Chart

1

Given a **verbal warning**

2

Moved to an **internal 'Reset Desk'**

Reflections will follow beyond this point

3

Remain on internal **'Reset Desk' & 30 minutes reflection**

4

Moved to an external **'Reset Desk' & 60 minutes reflection**

5

Moved to RRS room **& 2 hours reflection**

Reflections

These have replaced what was previously known as detentions, they will allow the student to reflect on their behaviour or any other reason for the reflection. Staff who have issued the reflection will spend time with the student on restorative practices.

- **Same day reflections** for 30/60 minutes issued up to 2.10pm, text messages will be sent home to parents/carers for information by 2.45pm
- Reflections issued after 2.10pm (Period 5) will be for the next day. Text messages will be sent to parents/carers at the end of the next school day.
- 2-hour Reflections – **Tuesday** and **Thursdays** Parents/Carers will be informed in advance.
- Reflections will commence at 3:15pm.

Restorative work will be completed within the room. The staff member who has issued the reflection will meet with the student for a restorative conversation.

Withdrawal from a lesson to the RRS Room

Students can be withdrawn from lessons if they have breached the code of conduct and the staff member has exhausted the sanctions within the classroom, this can also occur if there is a serious one-off breach. In this case, students are taken to the RRS Room for the remainder of the lesson or possibly longer depending on the incident. Students who are placed in the RRS room will complete schoolwork and Parents will be informed.

Rewards and Praise

Rewarding students is important to us and all members of the Academy encourage positive behaviour and reward students on a daily basis. Students in all year groups who are showing behaviour that is above and beyond will be rewarded with 'CORE points'. Please see below for our Rewards and Praise flowcharts.

Rewards Flowchart – For behaviour **above and beyond** (1 of 2)

Reward type	How to achieve this reward	Other Information
CORE Points	<p>Examples include:</p> <p>COLLABORATION Working well with others COLLABORATION Supporting the teacher throughout the lesson OPPORTUNITY Trying hard in your work RESPECT Positive attitude / enthusiasm RESPECT Respectful behaviour RESPECT Caring for others and the school environment EXCELLENCE Excellent progress made in your work EXCELLENCE Excellent presentation of work EXCELLENCE Excellent participation</p>	CORE points will be recorded on SIMS by the classroom teacher.
Text message home	Receiving CORE points	Postcards and phone calls home will be recorded on SIMS by the form tutor or the pastoral team. Form tutor to call at least once every half-term
Postcards	Displaying positive behaviour and a positive attitude towards learning on a consistent basis.	
Phone call home		
Very Important Pupil (VIP)	<p>Nomination from a staff member (one per staff member per week) for going above and beyond the school's expectations.</p> <p>Recipients will be entered into a half-termly raffle, within their year group, for a chance to win a voucher.</p>	<p>Winning prize (per year group) = £20 voucher Runner-Up prize (per year group) = £10 voucher</p> <p>Recipient with the most VIP at the end of half-term will be invited for a hot chocolate with the Headteacher.</p>
CORE Shop	Receiving CORE points.	<p>There will be five different items to purchase all decided by the year council. The more expensive items will cost the most CORE points. Tiers will be set at 10 points, 25 points, 50 points, 100 points, 200 points.</p> <p>Items purchased will not affect a student's CORE points running total.</p>

Rewards Flowchart – For behaviour **above and beyond** (2 of 2)

Reward type	How to achieve this reward	Other Information
Arena Award	<p>Nomination from a staff member for applying any of the CORE points consistently.</p> <p>For achieving 100 CORE Points = Bronze For achieving 150 CORE Points = Silver For achieving 200 CORE Points = Gold For achieving 250 CORE Points = Platinum</p>	<ul style="list-style-type: none"> - Positive text message sent home. - Certificate – four to collect throughout year - Name and picture featured in Parent newsletter.
Hot Chocolate with the Headteacher	Nomination from a staff member for exceptional behaviour.	<ul style="list-style-type: none"> - Positive phone call made home. - Name and picture displayed on screens around school. - Meet with the Headteacher on Friday with a hot chocolate and treats.
Headteacher Award	Nomination from a staff member for exceptional behaviours that act as a role model for others.	<ul style="list-style-type: none"> - Positive phone call made home from the Headteacher. - Name and picture displayed on screens. - Name and picture featured in Parent newsletter. - Certificate with £5 voucher
CEO Award	<p>Collaboration- for completing a project or event with students from other CORE Schools</p> <p>Opportunity- for contributing positively to society on a community project outside school</p> <p>Respect- for exemplary acts/work of caring, sensitivity and kindness</p> <p>Excellence- for exceptional work in any context</p>	<ul style="list-style-type: none"> - Certificate signed by CEO – Mr Packer. - Name and picture displayed on screens. - Name and picture featured in Parent newsletter.

Anti Bullying

At Arena Academy we believe that all forms of bullying are unacceptable and should not be tolerated. We want all children to be and feel safe from bullying and all forms of discrimination. We want everyone who works with children to take bullying seriously and know how to resolve it positively.

As bullying happens at all levels of society we seek to empower our students to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat others in the same way. The flowchart below details how our staff will deal with any incidents of bullying.

SAY NO TO BULLYING

Meet the Anti-Bullying committee...



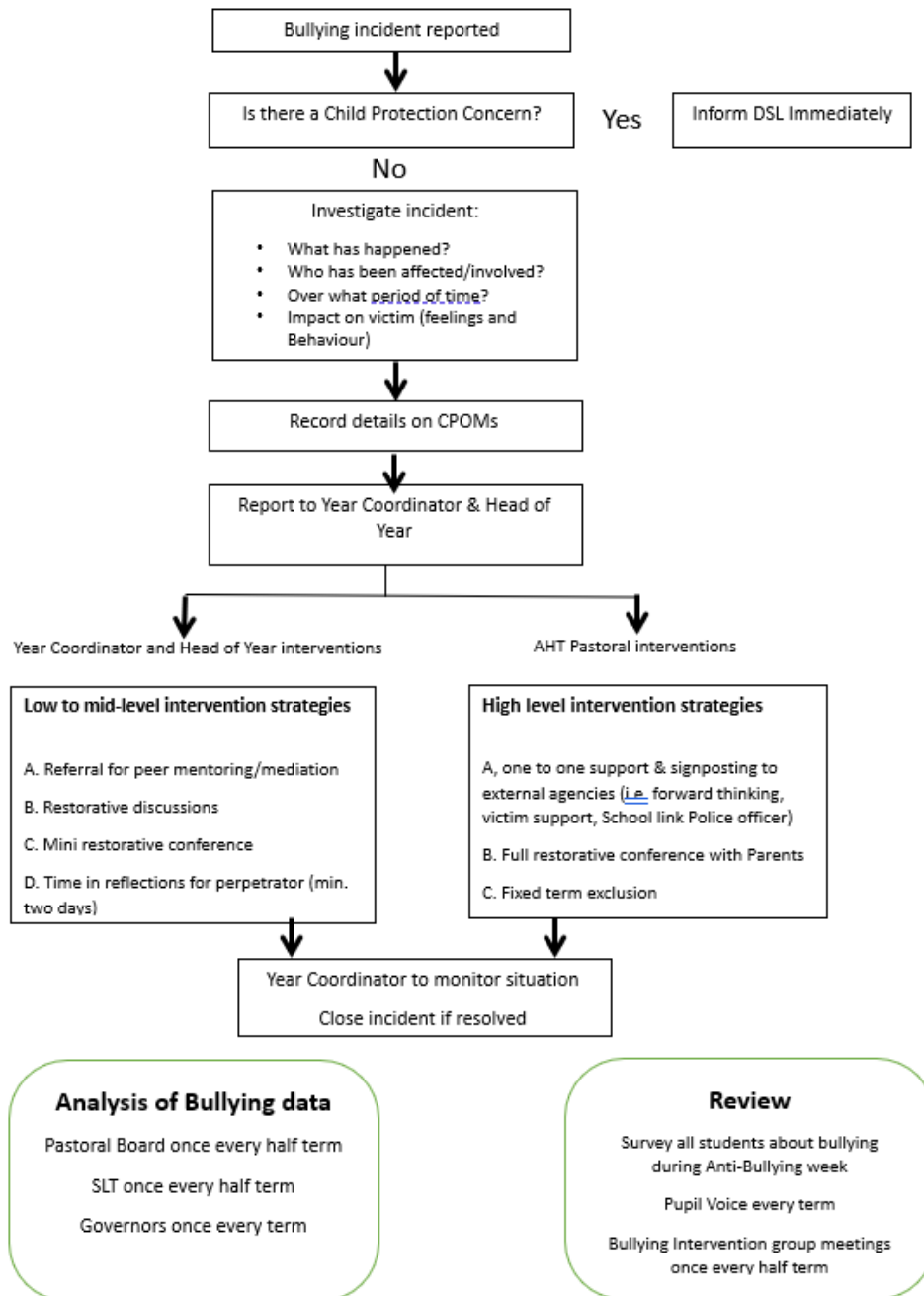
<p>From Year 8: Elizabeth Fowler Iman Yesmin Lauren McCall</p>	<p>From Year 9: Raheim Osmani Faith Maycock Amayah Green</p>
<p>From Year 10: Faith Sinclair Parina Dhiman Libbie Cadman</p>	<p>From Year 11: Kusshi Singh Zara Ashley Gracia Amedegnato</p>

Where can I go for help if I am being bullied?



The minimum sanction for bullying is time in RRS !!

Procedure for responding to incidents of Bullying



Our students have created an Anti-bullying charter that is signed by every student in a form class and displayed in the form room:



ARENA
ACADEMY

ANTI-BULLYING CHARTER

1. We believe bullying should always be dealt with seriously.
 2. We believe everyone should know that bullying behaviour is unacceptable.
 3. We believe that all students should feel safe and happy both within school and in the wider community.
 4. We believe our school should be free of all types of bullying.
 5. We believe that all members of the school have a responsibility to report incidents of bullying if they witness them., whether in school or online.
 6. We believe that all members of our school community should respect each other and value their differences.
-



DELIVERING A CORE EDUCATION

Whisper

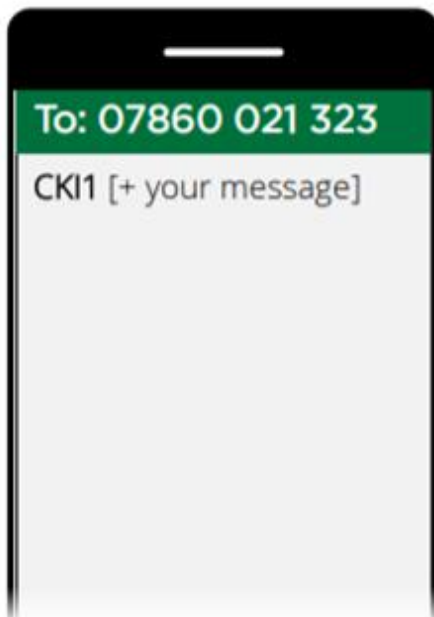
This is an anonymous service that lets students/parents/carers report a problem at school or at home. Whether it be bullying, cyber bullying, issues at home or concerns about other fellow students. The service consists of a website button / link that launches an online dialogue-box to capture information or details for anyone who needs to report issues to the school. To report a problem click the link:

<https://swgfl.org.uk/whisper/cki1> or text 07860 021323

PROBLEM?

Whisper it!

If you have a problem or concern in school or at home, you can report it to a member of staff anonymously.



When To Report...

You or a friend are being bullied

You are concerned for a student's welfare

A student, member of staff, or parent has behaved inappropriately

You need to talk to someone about a problem

Suggestion for changes or improvements in school

Report via SMS or visit:

<https://swgfl.org.uk/whisper/cki1/>

Invisible Mobile Phone Policy

Invisible Mobile Phone Policy September 2021 – Key Changes

From September there will be an Invisible Mobile Phone Policy in school, this means from when you enter the school site until you leave your mobile phone (and electronic devices including headphones) must NOT be seen  or heard. 

 It is your responsibility to make sure your mobile phone is in your bag and switched off before you get to school and not removed until you leave the school site.

If you have your phone out in school it will be confiscated by a member of staff and further sanctions may be issued so please be **ready to learn** when you enter school, **respectful** of the new policy and ensure you keep your phone **safe**.

Mobile Phones September 2021

Curriculum

For a full list of what your child will be taught at Arena Academy, please click here: [Curriculum - Arena Academy \(corearena.academy\)](http://corearena.academy)

Your child studies the following subjects:

	Year 7	Year 8	Year 9	Year 10	Year 11
	Periods per week	Periods per week	Periods per week	Periods per week	Periods per week
English	4	4	4	English	4
Mathematics	4	4	4	Mathematics	4
Science	4	4	4	Science	4
History	2	2	2	Option A	3
Geography	2	2	2	Option B	3
RE	1	1	1	Option C	3
French	2	2	2	PE	3
PE	1	1	1	French/ ITSkills/PE*	1
IT	1	1	1		1
Art	1	1	1		
Perf Arts	1	1	1		
DT	1	1	1		
Core Cares	1	1	1		
Total	25	25	25		25

- Students do either 3 periods of French, PE or IT skills or some students do qualifications in both PE and French doing 2 periods of each

CORE Cares

As part of our commitment to delivering a CORE Education, we provide students with an entitlement offer called CORE Cares. A guarantee to all of our students, the CORE Cares programme provides students with as many life experiences and opportunities as possible.

Each term every Year 7, 8 and 9 student will select a new activity to participate in during Wednesday afternoons. Clubs are allocated on a first-come-first-served basis, and launched via School Cloud. Activities students are able to choose may include:

- Starting a Band
- Festival of Food
- Film Club
- School Pantomime
- Computer Animation
- Swimming
- Trampolining

- Dance
- Badminton
- Cricket
- Much more

Setting of students

Year 7 – 210 students

Students are placed into two bands X and Y – there is no difference between the two bands. Students are placed in ability sets in English, Mathematics, Science and French – there are four sets in each band. For all other subjects they are taught in mixed ability sets, again there are no differences between the mixed ability classes.

Year 8 – 240 students

Your child will be placed in band X, Y or Z. There are no differences between the bands. In English, Mathematics, Science and French they will be placed in ability sets. There are 3 sets in each of the bands. All other subjects will be taught in mixed ability classes; again there are no differences between the mixed ability classes.

Year 9 – 240 students

Your child will be placed in a band X, Y or Z. There are no differences between the bands. In English, Mathematics and Science they will all be taught each subject at the same time enabling us to set them into ability groups from 1 – 9. This will enable us to teach the pupils at the most appropriate levels of challenge. In French they will be set within their band. There are 3 sets in each band. All other subjects will be taught in mixed ability classes, and again there are no differences between the mixed ability classes.

Years 10 and 11 – 180 pupils in each year group

In English, Mathematics and Science they will all be taught each subject at the same time enabling us to set them into ability groups from 1 – 8. Students may be in different sets for each of the three core subjects. Students have chosen their options and are being taught in mixed ability classes. In addition students all participate in core PE.

Curriculum Intent and Content

All students were given a booklet in the Autumn Term outlining for each subject the content that they will study this year. Details of the curriculum that your child will receive can also be found on our website: Curriculum - Arena Academy (corearena.academy)

If you have any queries regarding the curriculum please contact Mrs Wain by emailing swain@corearena.academy

School Map and location of rooms and offices

You can see below a map of our three floors that show locations of all classrooms and offices. For an interactive 360 tour of our school building, please click this link: [Virtual Tour - Arena Academy \(corearena.academy\)](https://corearena.academy)

Lower Floor



ARENA
ACADEMY



Ground Floor

Key - Computer Room 



Upper Floor

Key - Computer Room

