



STUDENT PLANNER 2022/2023

SCHOOL READY
WORK READY
LIFE READY

PRINT FOR SCHOOL

Name:

Form:

Form
Tutor:

List of Staff	2
Term Dates	3
Core Values	4
Effort Grades	5
Outstanding Character	6
Personal Development	7-8
Reading Journey	9-15
School Week	16
My Timetable	17-18
My Attendance	19-22
Uniform and Equipment Expectations	23
Computer Access	24
Use of Mobiles, Email and The Internet	25
Staying Safe Online	26
Praise and Rewards	27-29
Student Leadership	30
Conduct	31-32
Conduct Card	33-38
Student Wellbeing Team	39
Menatl Wellbeing	40-46
Safeguarding, Health and Wellbeing	47
Anti-bullying	48-49
Why We Set Home Learning	50
Questioning	51
Home Learning	52
My Progress Explained	53
My Progress Tracker	54-55
My Progress Tracker - Gratitude Journal	56-59
Useful Numbers	60
School Nursing Service	61
Notes	62
Day To Day Diary	63-157
Notes	158
Post 16	159-161
Careers and Enterprise	162
Maps Of The UK	163
Maps Of The World	164-165
Know Your Languages	166-167
The Periodic Table of Elements	168-169
Notes	170-176
Absence Notes	177-178
Permission To Leave Class	179-182
Change To Student Details	183
Traffic Lights	

College Leadership Team

Principal	Mrs C Huddart	Assistant Principal	Mrs C Anyon
Associate Principal	Mr D Bowden	Assistant Principal	Mr B Irving
Associate Principal	Mrs A Saeed	Assistant Principal	Mrs C Malson
Vice Principal	Mr A Arezoo	Assistant Principal	Mr G Middleton
Vice Principal	Miss C Collins	Assistant Principal	Miss D Musgrove
		Assistant Principal	Mr N Plant
		Assistant Principal	Mrs S Proud
		Assistant Principal	Miss L Sheldon
		Assistant Principal	Miss F Winterburn

The Pastoral Team

YEAR 11

Head of Year	Mr Reilly
Student Wellbeing	Mr West

Assistant Principal - Head of Upper School –
Miss Winterburn and Mr Plant

YEAR 10

Head of Year	Mrs Heskett
Student Wellbeing	Mrs Wilson

YEAR 9

Head of Year	Mr Trainer
Student Wellbeing	Ms Gibson

Assistant Principal - Head of Middle School –
Miss Sheldon
Assistant Principal - Deputy Head of Middle School –
Mr Middleton and Mr Irving

YEAR 8

Head of Year	Mr Cousins
Student Wellbeing	Miss Palmowski

YEAR 7

Head of Year	Mrs Robinson
Student Wellbeing	Miss White

Assistant Principal - Head of Lower School –
Mrs Malson

Term Dates 2022-2023



Dates in bold indicate college is closed.

Autumn Term

INSET Day – Thursday 1st September 2022

Year 7 Induction Day – Friday 2nd September 2022 (Year 7 students only)

Autumn half-term 1 – Monday 5th September to Thursday 20th October 2022

INSET Day – Friday 21st October 2022

Half-term holiday – Monday 24th October to Friday 28th October 2022

Autumn half-term 2 – Monday 31st October to Thursday 15th December 2022

INSET Day – Friday 16th December 2022

Christmas holiday – Monday 19th December 2022 to Monday 2nd January 2023

Spring Term

Spring half-term 1 – Tuesday 3rd January to Friday 10th February 2023

INSET Day – Monday 30th January 2023

Half-term holiday – Monday 13th February to Friday 17th February 2023

Spring half-term 2 – Monday 20th February to Friday 31st March 2023

Easter holiday – Monday 3rd April to Friday 14th April 2023

Summer Term

Summer half-term 1 – Monday 17th April to Friday 26th May 2023

May Day – Monday 1st May 2023

Half-term holiday – Monday 29th May to Friday 2nd June 2023

Summer half-term 2 – Monday 5th June to Friday 21st July 2023

INSET Day – Friday 30th June 2023

Summer holiday – Monday 24th July 2023 to Wednesday 31st August 2023



CORE VALUES

At Horizon Community College

Pride Wear full College uniform at all times. Take pride in all you do and actively look to improve your work.	Organisation Bring correct equipment to every lesson. Organise your time and complete homework to the best of your ability.	Engagement Be focussed and attentive in lessons, act on advice and feedback. Seek to discover new things & be prepared to take risks.	Questioning Contribute in every lesson. Ask questions to deepen your knowledge and understanding.	Respect Follow staff instructions the first time & every time. Be honest and polite to others.
Kindness Be considerate and supportive of others. Treat others as you would expect to be treated.	Teamwork Engage with cooperative learning. Take on an active role within the team, readily sharing ideas and information.	Tolerance Value others regardless of sexuality, race, faith gender or disability. Accept the quirks of others.	Independence Demonstrate dedication & commitment. Be self-disciplined and evidence self-direction.	Resilience Persevere and recognise it is alright to make a mistake. Respond well to constructive criticism.

School Ready; Work Ready; Life Ready



EFFORT GRADES

What is expected?

Outstanding

Always demonstrates outstanding effort

- You **always** put outstanding effort into your class work and when completing home learning. You take great pride in the work you produce.
- You **always** arrive on time to lessons and are equipped to learn and **always** bring your exercise books.
- You **always** engage with all work promptly, face the front, follow instructions, and track the speaker.
- You **always** ensure key pieces of work are finished and you always complete your home learning.
- You **always** answer questions in class when asked. You **always** respond to feedback and revisit work to improve it with high levels of effort when asked to.
- You are **always** supportive of your peers and value their effort.

Consistent

Demonstrates consistent positive effort

- You put **consistently** effort into your class work and when completing home learning.
- You **consistently** arrive on time to lessons and are equipped to learn and regularly bring your exercise books.
- You **consistently** engage with your work promptly, face the front, follow instructions, and track the speaker.
- You **consistently** ensure key pieces of work are finished and you regularly complete your home learning.
- You **consistently** answer questions in class when asked and respond to feedback and revisit work to improve it.
- You are **consistently** supportive of your peers and value their effort.

Inconsistent

Sometimes demonstrates a positive effort

- You are inconsistent in the effort you put into your class work and when completing home learning.
- You are sometimes distracted from your work, you usually follow instructions (though not always at the first time of asking) and track the speaker when reminded to; however, you are likely to be inconsistent in these behaviours.
- You are sometimes late for lessons. You may also be inconsistent in terms of being equipped to learn and sometimes forget your exercise book.
- You are likely to ensure some key pieces of work are finished but not all and you complete some of your home learning on time.
- You may answer questions in class when asked but will rarely persevere or show resilience if you are unsure. You sometimes engage with feedback to improve your work but, again, inconsistently.
- You may sometimes be unsupportive of the learning of your peers, and on occasions, you may cause low level disruption.

Unsatisfactory

Rarely demonstrates a positive effort

- Your effort is unsatisfactory. You will generally make little effort in your class work and show little or no pride in your work.
- You may lack focus in class, may often turn around and talk to others and disrupt the learning of others. You may regularly fail to follow instructions on the first time of asking.
- You may often arrive late to lessons. You may often lack the correct equipment or forget your exercise books.
- You are likely to leave key pieces of work unfinished on multiple occasions and have a very poor home learning completion record.
- You may rarely respond to feedback and improve pieces of work when instructed to. You may refuse to answer questions in class and will rarely engage with teacher support to help you respond.
- You may often struggle to respond to the Consequences system and may have been removed from the lesson on occasions. You are often not supportive of your peers.

*Where students are 'Inconsistent' in their effort, they may still meet some aspects of the 'Consistent' criteria; where students are 'Unsatisfactory' in their effort, they may still meet some aspects of the 'Inconsistent' criteria.

School ready; Work ready; Life ready

Outstanding character in the classroom involves...

Having high expectations for yourself

Taking pride in your work and ensuring your books are well looked after and organised

Finishing work and where you don't, taking it home to finish it

Pushing yourself onto challenging work and not staying in your comfort zone

Speaking loudly and clearly using a 'stage voice' when addressing the class



Taking responsibility for your learning

Being fully equipped to learn for every lesson

Arriving on time for all lessons

Tracking the speaker

Asking questions to clarify learning

Bringing your book

Being aware of your strengths and areas for development



Having a growth mindset

Wanting feedback so you can use it to improve

Working hard consistently

Listening to others to learn from them

Supporting your peers and valuing their effort

Answering questions and not being afraid of being wrong



Taking ownership of your learning

Taking your books home so that you can finish work and use them for revision

Responding to feedback

Completing home learning on time and bringing it in

Revising for assessments

Getting on with the 'Do Now' work, in silence as soon as you arrive at your lesson

Health and Wellbeing (inc. RSE) 	Careers and Enterprise 	Cultural Literacy 
Character Building 	Cleaner, Greener Horizon 	Community Action 

Personal development at Horizon Community College extends the curriculum beyond the expected academic, technical and vocational and provides our students with opportunities to develop passion, talent and interests. We believe in providing rich experiences of exceptional quality, in the curriculum and through a full range of extra-curricular activities, that considerably strengthen the character and education of our students. We support learners in developing their character including their resilience, confidence and independence, ensuring they know how to stay physically and mentally healthy throughout. At every stage of our students' journey, we provide an outstanding programme of careers and enterprise, preparing students for further education and next steps, ensuring students are work ready. In turn, students are prepared for life in modern Britain within all subject areas but additionally through an in-depth programme of citizenship and tutor period debate.

The Six Key Areas of Personal Development

Health and Wellbeing including Relationships and Sex Education (RSE)

All students will gain a knowledge and understanding of how to keep themselves both mentally and physically healthy throughout their lives. Students will engage with activities in class and form period that build their skills in first aid as well as developing their understanding of a range of positive relationships.

Careers and Enterprise

All students are provided with an outstanding curriculum of careers and enterprise throughout their journey from Y7-11 at Horizon, ensuring that all are work ready and life ready.

Cultural Literacy

All students are prepared for life in modern day Britain with a clear understanding and appreciation of diversity and cultural differences. At Horizon Community College we drive an inclusive environment for all where students are educated in historical and popular cultural to ensure a successful transition into work and life.



Character Building

All students are provided with opportunities throughout Y7-11 to develop their character with a clear focus on our ten core values: pride, organisation, engagement, questioning, respect, kindness, teamwork, tolerance, independence, resilience.

Cleaner, Greener Horizon Community College

It is our mission to ensure we are reducing our impact upon the Earth through continuing to make Horizon Community College cleaner and greener. Students are educated through curriculum time, form period and Votes for Schools with regards to the impact humans are having on the planet and how to take action.

Community Action

All students are equipped to be responsible, respectful, active citizens who contribute positively to society. Students are given the opportunity to get involved in many of our community projects including fund raising, Christmas hampers and many more.

My Personal Development Pledge - September 2022

It is important that in addition to your timetabled lessons you are taking the opportunities to build knowledge and skills for the wider world. Therefore, please make your personal development pledge for this year:

I pledge to seek out extra-curricular opportunities in the subjects I am most passionate about, which are;

My Pledge Review- February 2023

Since September I have:

Before the end of the year I intend to;

Horizon Library: Read... Discover... Explore

The library includes both fiction and non-fiction sections, as well as sections that link specifically to the subjects you are taught. There is space for you to sit and read and for you to study at a desk or a computer.

Borrowing a library book is easy:

- You can borrow any book from the library for 2 weeks at a time.
- Your book will be stamped with the date that it should be returned by.
- If you have not finished your book by this date, your loan can be extended. You will just need to come to the library and get your loan renewed.
- You need to look after the book you have borrowed. Please keep it in your bag and take care not to get it wet.
- Please come and see the Library Team if you have an issue with a book; we will be happy to help.

Library Opening Times:

The library is open before school, during lunch time and after school for every student.

- Before school (will close 5 minutes prior to your first session)
- Lunch time (will close 5 minutes prior to your lesson starting)
- After school until 4pm (3.30pm on a Friday)



As well as having your 'reading journeys' card signed by your teacher, please note down the books you have read, when you started and finished them and what you would rate them.

What book have you read?	Date you started it?	Date you finished it?	Rating out of 3 (3 = highly recommend)



What book have you read?	Date you started it?	Date you finished it?	Rating out of 3 (3 = highly recommend)

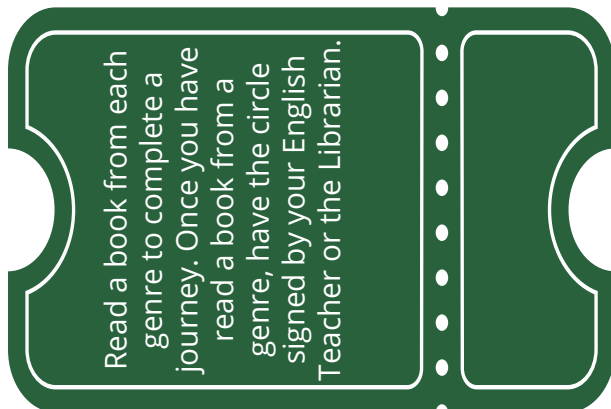


What book have you read?	Date you started it?	Date you finished it?	Rating out of 3 (3 = highly recommend)

READING JOURNEY

Name: _____

Journey number _____

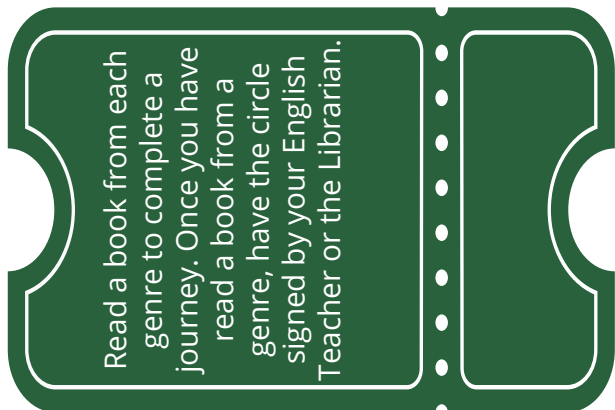


Hand in completed cards
to the Library for prizes.

READING JOURNEY

Name: _____

Journey number _____

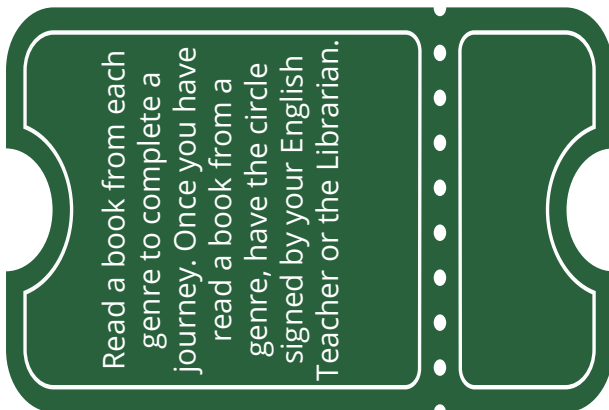


Hand in completed cards
to the Library for prizes.

READING JOURNEY

Name: _____

Journey number _____



Hand in completed cards
to the Library for prizes.

Compulsory School hours

KS4 (10-11) - 32 hours 30 minutes
Official hours:
8:50am - 15:20

	Year 7	Year 8	Year 9	Year 10	Year 11
8:00	BREAKFAST - FREE OPTIONS AVAILABLE				
8:30		Form (All Mark)	Form (All Mark)		
8:50				(All Mark)	(All Mark)
9:05					
9:20	1	1	1	1	1
9:35					
9:55		Break	Break		
10:10					
10:25	2	2	2	2	2
10:40					
11:00	Break			Break	Break
11:15					
11:30					
11:45	3	3	3	3	3
12:00					
12:20	(PM Mark)			(PM Mark)	(PM Mark)
12:35	4	Lunch	Lunch		
12:50		(PM Mark)	(PM Mark)	4	4
13:05	Lunch				
13:25		4	4	Lunch	Lunch
13:40					
13:55					
14:10					
14:25	5	5	5	5	5
14:40					
15:00				Form	Form
15:20	Enrichment/Intervention On a Monday, Wednesday & Thursday			Enrichment/Intervention On a Monday, Wednesday & Thursday	
16:00					



My Timetable

Week One					
	Monday	Tuesday	Wednesday	Thursday	Friday



My Timetable

Week Two

Friday					
Thursday					
Wednesday					
Tuesday					
Monday					

The more regularly you attend school, the better chance you will have in succeeding during your time here at Horizon.

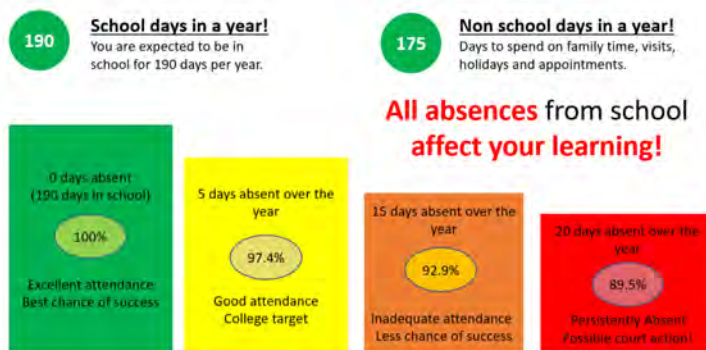
Any day you are absent from College, whether this is due to an illness, medical appointment, going on holiday or any other reason, will lower your attendance and can affect the progress you make at Horizon.

As soon as you have had 3 days absence, the attendance team will notify parents/carers by sending a letter home. Your form tutor /Head of year will support you through the use of a supportive attendance 'check in' – this will allow you to reflect on your attendance, the effect it can have on your studies and what you can do to catch up on any missed work.

Absence

If for any reason you are unable to attend College, please notify a member of the Attendance team as soon as possible. When you phone the College, select the option for 'Attendance' which will direct you to the Attendance Officers. Form Tutors will follow up on any absence with a well-being phone call. If you are aware of any appointments in advance, please notify the College through the School team or via attendance@horizoncc.co.uk by providing a copy of the letter/text/appointment card where possible. You can also access this email address through our college website.

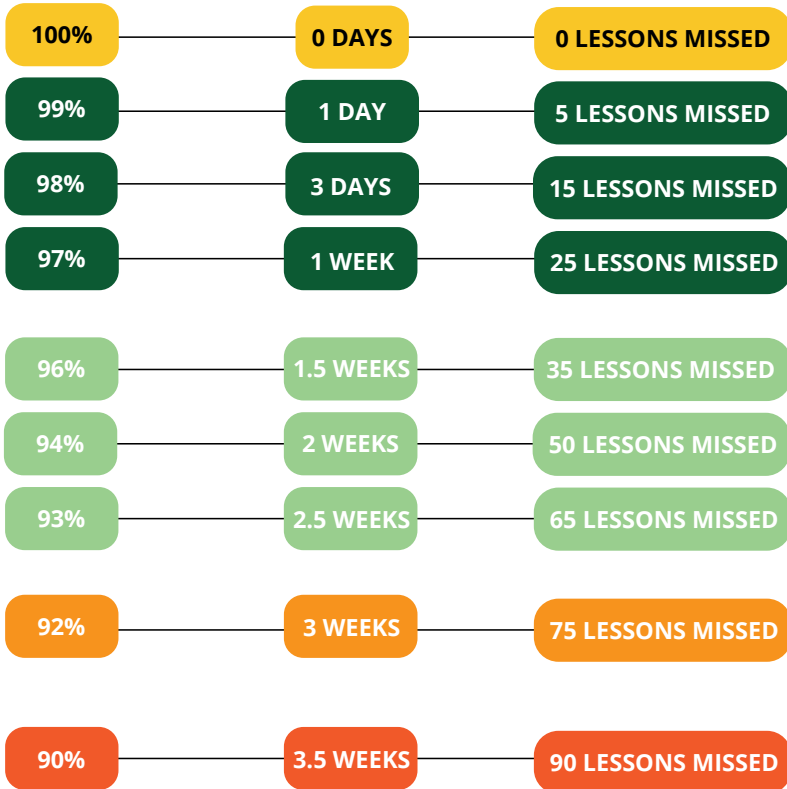
ATTENDANCE – Everyday counts!



ATTENDANCE MATTERS

Our goal is for every student at Horizon Community College to achieve 100% attendance.

SEPTEMBER → JULY



MAXIMISE YOUR POTENTIAL
ATTEND SCHOOL EVERY DAY



Attendance Reward Chart

Each week you achieve 100% attendance you will receive a sticker from your form tutor. Stick it into one of the circles below. Each time you collect a row of 5 stickers, show this at student reception to claim your prize.

100%	100%	100%	100%	PRIZE #1
100%	100%	100%	100%	PRIZE #2
100%	100%	100%	100%	PRIZE #3
100%	100%	100%	100%	PRIZE #4



Attendance Reward Chart

100%	100%	100%	100%	PRIZE #5
100%	100%	100%	100%	PRIZE #6
100%	100%	100%	100%	PRIZE #7
100%	100%	100%	100%	PRIZE #8

SCHOOL READY; WORK READY; LIFE READY



Uniform

Girls:

- College blazer with badge;
- Plain long or short sleeved white shirt with standard button collar, to enable wearing of the College tie, with the top button fastened;
- Plain black, straight leg trousers (any belt must be plain black). No jeans, chinos, leggings, jeggings or any other skinny fitting trouser;
- College skirt; the length of the skirt must not be altered in any way and must sit just above the knee;
- College clip on tie;
- Formal looking, plain black shoes made of leather or material which looks like leather (No trainers, boots, pumps or canvas shoes);
- Plain all black V-necked jumper or long sleeved cardigan;
- Tights must be skin coloured or black. Students **must not** wear leggings instead of tights.

Boys:

- College blazer with badge;
- Plain long or short sleeved white shirt with standard button collar, to enable wearing of the College tie, with the top button fastened;
- Plain black, straight leg trousers (any belt must be plain black). No jeans, chinos or any other skinny fitting trouser;
- College clip on tie;
- Formal looking, plain black shoes made of leather or material which looks like leather (No trainers, boots, pumps or canvas shoes);
- Plain all black V-necked jumper or long sleeved cardigan;

Any make up must be discreet, false eye lashes are not allowed. The Pastoral Team will consider what make up is appropriate. Long nails must be filed down. Acrylic and false nails are not allowed.

Jewellery must be a maximum of one ring and one watch only.

Only one piercing in each ear is acceptable – plain stud earrings only.

No Facial piercings are allowed. This includes clear piercings. Students will be expected to remove and hand in any extra piercings and/or jewellery which will be stored safely until the end of the day.

No extreme haircuts or unnatural colours. No bold hair accessories.

Equipment

At Horizon, it is an expectation that students have a **school bag** (to fit A4 books) and the following equipment to enable them to achieve their best in their studies:

- | | |
|--------------------------------|---|
| • Black pen | • Reading book (Y7 only) |
| • Purple pen | • Scientific Calculator - the Casio FX82 or FX85 model |
| • Pencil | • Sharpener |
| • Ruler | • PE kit |
| • Rubber | • Planner |
| • Coloured pens/pencils | |

See uniform guidance on the website for photos of appropriate footwear.



Computer Access at Horizon

To access the College network, you will be given a Username and Password. It is your responsibility to remember these details and to keep them safe. To support you in doing so complete the details below.

Username: _____

Password hint: _____

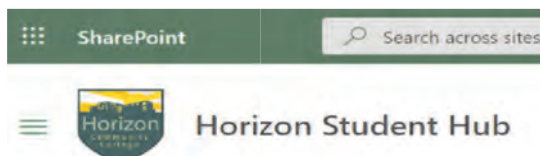
Email address: e.g., username@horizoncc.co.uk

_____ @horizoncc.co.uk

Horizon Student Hub

This is where you will access Apps, Shared files and lots more.

To access go to **<http://www.horizoncc.co.uk>** and click Student hub



Outlook:

Access your emails.



Outlook

OneDrive:

Access your Documents.



OneDrive



Word



Excel



PowerPoint



OneNote



SharePoint



Teams

Teams:

Access
Assignments.

We understand that mobile devices have become a 'must have' item for many young people and acknowledge that mobile devices can be really useful in emergency situations.

However, the use of mobile devices in college is not allowed. If your child decides to bring a mobile device with him/her to college, the following rules must be adhered to:-

- Mobile devices must be switched **OFF** at all times whilst students are on college grounds and remain out of sight throughout the college day
- Mobile devices are the responsibility of the individual student at all times
- Any students found taking images or videos of incidents on their devices will have them confiscated and the images destroyed
- Horizon Community College is **NOT** responsible for the loss, damage or theft of any mobile devices
- Any student who is caught with a mobile device in an exam is immediately referred to the examination board, in accordance with exam board rules. The outcome is likely to be disqualification from the exam.

If a student is found using a mobile device on the premises, it will be confiscated and held at Reception until the end of the school day, when the owner will be welcome to collect it.

Use of Email and the Internet

In today's connected world, the wealth of information and opportunities that technology offers is immense; the positive benefits are an essential part of everyday life and far outweigh the risks. However, with these opportunities come responsibilities and, occasionally, consequences that may not always be positive.

In school we aim to raise awareness linked to online safety so that students:

- can make informed decisions based on accurate information
- are aware of responsibilities linked to their actions when using various forms of technology e.g. the internet, chat rooms, text or e-mail
- know how to report suspicious behaviour on the internet
- know where they can go for support, help and advice, in addition to that offered at home and college.

We recognise that parents and carers may also welcome additional information on online safety so that they are aware of how to keep themselves and their children safe on line. This includes monitoring student access, what age they need to be to access certain social media sites, your duty of care and what constitutes 'acceptable use'.

You therefore may find the following link useful: www.childnet.com/parents-and-carers

Online Safety

Follow the **SMART** rules to help stay safe online.

Safe

S

Stay **safe** online by not sharing your personal information.



Meet

M

Do not **meet** anyone who you have only become friends with online.



Accept

A

Do not **accept** messages and friend requests from people you do not know.



Reliable

R

Not everything online is **reliable**. People online are strangers and you can't always trust everything they say.



Tell

T

Tell an adult you trust if anything happens online that you do not like.



All adults in school will actively seek opportunities to praise students. Students will be rewarded through written or verbal praise, phone calls home, achievement points, awarding of 'Star of the Lesson', positive conduct points, postcards home, rewards trips, stamps and stickers. A celebration assembly takes place four times a year for each year group. All achievement points and positive conduct points will be recorded in the pupil planner. We use the social media platform of 'Twitter' and the College Website to share all celebrations.

Recognition

There are different levels for rewards, depending on your effort and conduct in and outside of lessons:

BRONZE	100 NET points	Certificate given in Form Period. Text message home. Name on website.
SILVER	200 NET points	Certificate in Assembly. Positive postcard home. Name and photo on website.
GOLD	300 NET points	Certificate presented in the Principal's office. Congratulations letter home. Invite to whole college rewards trip. Name and photo on website. Invite to whole college rewards trip.
PLATINUM	450 NET points	Certificate presented in the Principal's office. Parents and students invited to Celebration Evening. Certificate is presented on the evening. Name and photo on website.

Positive Conduct in the Planner

Positive Conduct points can be awarded in both the classroom and also in unstructured times. Every 5 positive conduct points will be logged by a teacher as 5 Conduct achievement points. This will result in students having a ticket submitted into the half term prize draw, with prizes including gift vouchers, Queue-Jump Passes, Breakfast and Pizza Parties.

Gold Pin Badges

Gold pin badges are awarded to students who display an excellent attitude to learning. It is presented to students in the top 10% of their school group following each data collection. It reflects their excellent engagement in the classroom and their commitment to becoming independent learners who are positive role models for others. A letter will also go home to parents/carers to acknowledge the student's successes.

Principal's Award

The Principal's Award is presented termly to one student in each year. School Leadership teams select a student to receive this award. Students are selected based on one of a variety of reasons including being in the top 10% of students gaining the highest number of 'outstanding' effort grades in lessons at a data collection, supporting a school event – showing responsibility, outstanding contribution to the local community or school life, representing the school at a local/national level, enthusiastic participation in enrichment activities.

Star of the lesson

Teachers can award a 'Star of the Lesson' to one pupil per lesson. This is awarded to a student whom the teacher feels have gone above and beyond the required expectation. This can include completion of exceptional home learning. A same-day text goes home to inform parents/carers when their child has received 'Star of the Lesson'. The student is also awarded 5 achievement points.

Proud Thursday

Every Thursday we give students the opportunity to bring work they are proud of to the Proud Thursday table. The member of staff at the table will ask the student why they are proud of their work and will then celebrate their efforts with every attendee receiving a certificate and achievement point. Students may also receive a Proud Thursday sticker or card from their teacher. If this is the case, students should take that piece of work to the Proud Thursday table as above. Each term all names of students attending the table are put into a random name generator with one student being selected to win a prize.

CLT Star Cards

Star cards are handed out in lessons by the College Leadership team (CLT) for outstanding contributions and/or outstanding work. The cards can be exchanged for a reward during lunchtimes at student reception.

Star Student Breakfast

Students who receive Outstanding effort (all subjects) in a data collection are invited to a celebration breakfast with members of the College Leadership team.

Praise and Rewards

Proud Thursday

Every Thursday students can visit the Proud Thursday table in the heartspace to show the leadership team work they are proud of. Parents and teachers can also email work they are proud of to (ProudThursday@Horizoncc.co.uk) to be nominated. Students receive a certificate and a chance to be featured on Twitter.

Achievement Certificates

Students receive achievement points in class which result in a certificate:
Bronze - 100, Silver - 200,
Gold - 300, Platinum - 450.
Students achieving the prestigious Gold and Platinum status will be invited to attend the end of year reward trip.

Principals Award

One student in each year is selected every term to be celebrated for their commitment to learning, high attendance and contribution to wider school community. They are invited to and celebrated in staff briefing and then presented their certificate by the principal.

Achievement Assembly

During the last week of every half term all students will attend an achievement assembly where the hard work, positive attitude and achievements of students will be celebrated.

Attendance Praise

High attendance is rewarded with certificates, letters, home, rewards for 100% attendance and a prize for the highest attending tutor group in each school. All students will attend an attendance celebration assembly each half term.

Positive Conduct Points

Positive conduct points are awarded during lessons, lunch and break time. For every five points achieved, students are entered into a prize draw at the upcoming half term achievement assembly.

Star Student Breakfast

Students who achieve an average 1 for effort after a data collection are invited to a celebration breakfast with members of college leadership.

Gold Pin Badge

The top 10% of students based on their effort scores, are rewarded by being presented a gold pin star badge at a celebration assembly after each data collection.

Praise Postcards

Teachers send praise postcards each week to celebrate the achievements of students.

Star Cards

Cards are handed out in lessons by CLT for outstanding contributions and/or work. The cards can be exchanged during lunchtimes at student reception for a reward.

At Horizon we want to ensure you are work ready and life ready by developing your leadership skills. There are many opportunities to be involved in leadership including:

Student Ambassadors Programme - Students have the opportunity to apply to become a Student Ambassador. These are very important roles within the college requiring students who display excellent character in the classroom and behaviour, as well as commitment to the college core values. The selected ambassadors will work as part of a team, taking responsibility for a variety of roles in and around the college. Examples include fundraising, supporting at whole college events, mentoring and buddying other students, working within a subject area and supporting visitors when in college. All ambassadors are presented with a badge to wear with pride on their blazer.

Form Representative - As a school we want to ensure every student's voice can be carried forward during the school council cycle. Therefore, in each form group we have 2-3 students who volunteer as the form representatives. Each term they take the different opinions from the form discussions to the form representatives meeting with their Head of Year.

Student Council Member - There are 2-4 Student Council members in each year group. These students form the solutions-based team who drive student voice and focus on solutions and actions. The student council members deliver the information from the form representatives' meetings and then as a whole school council, suggest ways in which we can improve.

Peer Mentors - Y11 students have the opportunity to support Y7 students through the form period peer mentoring scheme. Students apply for this role and are linked to a Y7 form for the year. They support through a variety of ways including with friendship support, reading, settling in at the beginning of the year.

Sports Leader - Our Sports Leaders train and work with the PE department to qualify as leaders in sport. This is a national accreditation and develops confident, healthy leaders through sport and physical activity.

Eco School Leader - We are always striving to be the most eco-friendly school possible and have a team of students who work with the Personal Development team in identifying areas for improvement and ways in which to achieve this.

Natural leader - In support of the Eco Committee, our Natural Leaders are focussed on the development of our outdoor space including the school science and kitchen gardens.

Duke of Edinburgh Bronze Award - Launched to Y9 students each year, the DofE Bronze Award provides students with a highly acclaimed, nationally recognised award demonstrating resilience, organisation, leadership and teamwork skills.

Expected behaviour in lessons:

1. You remain silent when the Teacher is talking to the class;
2. You stay on-task;
3. You follow instructions on first request;
4. You do not disturb another student for any reason;
5. You speak to other students and staff in a pleasant way.

If you do not follow any of the behaviour targets or you choose to repeat negative behaviour you have been spoken to about, you will receive a consequence using the system below.

Stage	Action	Result
C1	Verbal warning	Name on the board and you are reminded about choices you have made.
C2	Behaviour point	You are moved seats or your task is modified to help you succeed.
C3	'Parked' to another classroom	Restorative conversation

If you refuse to go to the 'parking room' or fail to arrive at the allocated 'parking room' within 5 minutes of being dismissed by your teacher you will be issued with a **C5 - this is a 1 hour detention**. Refusal to go to a 'parking room' will result in a C5. You will be expected to remain in the 'timeout room' for the remainder of that lesson.

If you display any extreme behaviour, the Teacher will request senior staff support through the 'on-call' system. **Any 'on-calls' will have a minimum sanction of a C5 – this is a 1 hour detention.**

Late to lesson or form period – **1 negative Conduct point in your planner**

Your teacher will log any incidents resulting in a C3 or C5 onto your SIMs record.

Restorative Conversations

Following on from a C3, or an incident around college, you will need to engage in a restorative conversation with your teacher, the subject leader or any other affected parties. The aim of the restorative conversation is to repair relationships, ensuring a purposeful, successful and happy learning environment for all.

Some of the questions you may be asked to consider are:

1. What happened?
2. Who has been affected and how?
3. What needs to happen, moving forwards, to put things right?

Detentions

Although your parent/carer's notice and consent are not required, they will be notified of a detention by phone call or text message as a matter of courtesy. If you miss a detention due to a valid reason, you will be automatically booked into the next available slot.

It is **your** responsibility to attend the detention. Failure to attend the detention with no valid reason will result in escalation of the sanction.

Conduct around college

You will be expected to carry your planner with you at all times and hand it to a member of staff when requested to do so. They may record positive or negative comments depending on your conduct around college. Teachers can also award positive conduct points in the classroom.

Important information - The following situations will result in a C5 consequence:

1. If you **arrive to college without a planner**, you will be issued with a temporary planner. For every three 'no planners' you receive, you will be given a C5 detention.
2. If you **rip any conduct pages** out of your planner
3. If all **conduct pages are removed** from your planner (you will also be expected to buy a new planner).
4. If you **lose your planner** at any point, (you will also be expected to buy a new planner)

In lessons, if you have no planner, the Teacher will inform your form tutor. This will be followed up by the The Pastoral Team.

5 Positive comments = 5 Achievement points

5 Negative comments = C5 detention

Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
C	Showing respect for the building	H	Incorrect uniform
D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons <u>OR</u> No pen, pencil, ruler or rubber in form period



Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
C	Showing respect for the building	H	Incorrect uniform
D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons OR No pen, pencil, ruler or rubber in form period

	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						



Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
C	Showing respect for the building	H	Incorrect uniform
D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons <u>OR</u> No pen, pencil, ruler or rubber in form period

	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						



Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
C	Showing respect for the building	H	Incorrect uniform
D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons <u>OR</u> No pen, pencil, ruler or rubber in form period

	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						



Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
C	Showing respect for the building	H	Incorrect uniform
D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons <u>OR</u> No pen, pencil, ruler or rubber in form period

	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						



Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
C	Showing respect for the building	H	Incorrect uniform
D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons <u>OR</u> No pen, pencil, ruler or rubber in form period

	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						

Positives		Negatives	
Code	Action	Code	Action
A	Going above normal expectations	F	Disruptive behaviour including swearing
B	Helping others	G	Lateness to lessons and form period
C	Showing respect for the building	H	Incorrect uniform
D	Acts of kindness	I	Refusing a reasonable request
E	Being a positive role model	J	No pen in lessons <u>OR</u> No pen, pencil, ruler or rubber in form period

	Positive			Negative		
	Reason	Staff	Date	Reason	Staff	Date
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						
1						
2						
3						
4						
5						

Where do I go if I need support ?

If you have a concern about yourself, a friend or family member make sure you report this to an adult in school.

All staff at Horizon Community college have a responsibility to help safeguard students. However, there are key staff who play a specific role in safeguarding students. These are:

- The Student Wellbeing team
- Mrs Wake - Safeguarding Officer & Deputy Designated Safeguarding Lead
- Mrs Booth - Safeguarding Officer & Deputy Designated Safeguarding Lead
- Mrs Ola Craig – Associate Assistant Principal – Designated safeguarding lead
- Mrs Saeed - Associate Principal & Designated Safeguarding lead
- Mrs Huddart - Principal & Designated Safeguarding lead

Emotional wellbeing is the ability to cope and meet the demands of everyday life. A young person or family can be affected by many factors that can have a negative impact on health and wellbeing. These may include:

Home circumstances and family dynamics

Economic disadvantage

Illness

Caring responsibilities

Bullying

Abuse

Bereavement

The first port of call if you require support with your health and wellbeing is your Form Tutor or the Student wellbeing team. There are many specific interventions that can be accessed to help you.

Email **studentwellbeing@horizoncc.co.uk** to reach out for help and support. This inbox is checked every day.



What's mental wellbeing?

Your mental wellbeing is about **how you're feeling right now, and how well you can cope with daily life.**

Our wellbeing can change from moment to moment, day to day, or month to month. Sometimes it changes because of things that happen to us, and sometimes it changes for no reason at all.

It can affect the way we feel about ourselves, other people, and the things we face in our lives

Remember: we're all different, so what affects your wellbeing may not be the same as somebody else.

Why is my wellbeing important?



Having good wellbeing can help you to:

- Feel and express a range of emotions
- Have confidence and positive self-esteem
- Have good relationships with others
- Enjoy the world around you
- Cope with stress and adapt when things change

Good wellbeing doesn't mean you'll always be happy. It's normal to feel sad, angry or low sometimes.

But if you have poor wellbeing for a long time, you might start to find things more difficult to cope with.



Tips and ideas to improve your wellbeing.



Get Creative

Doing something creative can help **boost** your self-esteem and your relationships. It can also help you feel less stressed, learn something new and express yourself.

You could try:

- Drawing, painting, photography or creative writing
- Singing or playing an instrument
- Dance or drama
- Making something out of old materials

*..... or anything using your imagination and **skill***





Learn something new

This can be a great way of improving your confidence and giving you a sense of achievement.

You could try:

- Cooking or baking something new
- Your own DIY project
- Going to a local library, museum or gallery
- Learning a new sport, language or skill



Be Active

Regular exercise can improve your mood and self-confidence, increase your energy and help you sleep better.

You could try:

- Something small, like a short walk or taking the stairs instead of the lift
- Going for a walk, swim, run or bike ride
- A group activity, like tennis, rounders or football
- Something fun, like having a dance

There are lots of options for you to get your body moving, whatever your ability.

Before you start exercising: if you experience compulsive or addictive feelings about exercise, medication side-effects, or other health problems, it's a good idea to talk to your doctor first.



Eat healthily

This can improve your mood, increase your energy and help you sleep better

You could try:

- Eating a balanced diet (especially if you're vegetarian or vegan), but also making sure you eat enough to give your body energy
- Keeping hydrated
- Avoiding too much sugar and caffeine

Have time out from social media

Putting your phone down and doing something else, even for 10 minutes, can boost your mood and help you feel calmer

Get enough sleep



Getting good sleep, and enough of it, is important for our minds and bodies.

You could try:

- Going to bed at a time that allows you to get enough sleep
- Cutting down on screen time before bed
- Using blue light filter or night mode on your screen in the evening to help you feel sleepy
- Doing something relaxing before bed - like having a bath, reading a book, or listening to an audiobook or calming music



Connect with others

This might be with friends, family or new people. It can help you feel more accepted, share experiences and support each other.

You could try:

- Organising something nice with your friends or family
- Visiting a friend you haven't seen in a while
- Meeting new people by joining a club

Do things you enjoy

Spending time doing something you enjoy can make you feel happier and more relaxed. It's also a good way to have fun, boost relationships with others and even develop a skill.

You could try:

- A hobby, like playing a sport, gaming, baking or cooking
- Spending time with friends or family
- Reading, watching film and gaming



~~£~~mind

Find ways to relax

Relaxing can give you some time out and a chance to feel less stressed, feel peaceful and calm, and clear your mind.

You could try:

- Spending time in nature
- Seeing friends
- Reading, listening to music, gaming or watching a film
- Having a bath or shower
- Relaxation exercises, meditation or religious prayer



Ask for help if you need it

It's normal to want to try and deal with things on your own. But it's always okay to ask for help.

Opening up to people you trust can help you feel less alone and get support even if you're not sure what's wrong.



Who can I talk to?

You're not alone, and you deserve support. There are lots of people you can talk to, like:

- Your parent or carer
- Someone at school you trust, *like a teacher, school nurse or counsellor*
- Childline
childline.org.uk - for a free helpline, email service and online and phone counsellors. Phone: 0800 1111
- The Mix
themix.org.uk - for a free helpline, live chat, email service, telephone counselling service and crisis text line
- YoungMinds
youngminds.org.uk - for a free 24/7 crisis messenger service. Text 'YM' to 85258



Find us online

 mind.org.uk/youngpeople

  @MindCharity

Useful Contacts

The contacts below can help you stay safe and inform you what to do if you are worried about yourself, or someone else.

Student Wellbeing Hub

Bullying

If you are feeling bullied contact;
Childline www.childline.co.uk or 0800 1111 or
NSPCC – www.nspcc.co.uk or 0800 800 5000

Crime

If you have been affected by crime you can be supported by
www.victimsupport.org.uk
You don't have to have reported the crime to the Police to gain this support.

Anxiety, Depression, Negative thoughts

If you want information on how to look after yourself and how you can feel better, the following can help:
Mental Health Support team (MHST) 01226 644801
Mindspace offer sessions in School
www.youngminds.co.uk
www.stem4.org.uk
You can get in touch with Barnsley Child and Adolescent Mental Health Services (CAMHS) by calling 01226 644801 or dropping in to their centre Mon-Fri 9am-5pm at the New Street Health Centre.

Drugs and Alcohol

If you want facts about drugs, where to access advice if you're using drugs and want to stop, visit the Talk to Frank website - www.talktofrank.com.
There is also a confidential online chat and free helpline where you can speak to a trained drugs counsellor by calling 0300 123 6600

Online Safety

For tips on staying safe online visit www.childnet.com or www.safetynetkids.org.uk
If you are upset due to issues online, speak to an adult or contact Childline on 0800 1111

Sexual Exploitation

You may not know you are being sexually exploited. This can happen to boys and girls. If you have concerns for you, or anyone else
BSARCs (Rape and abuse) <http://www.bsarcs.org.uk> 01226320140
Police emergency 999 112, non-emergency 101 or report it online at reportingcrime.uk

Other useful contacts;

School Nursing Service – Call the Single Point of Access (SPA) 01226 774411
Samaritans – 116 123 (Call for free)
Missing people - 116 000 (Call or text for free from mobiles or landlines)
NHS direct - 111
South Yorkshire Fire and Rescue - 0114 2727202
National rail enquiries – 0345 7484950
Meadowhall - 0333 3132000

Horizon Community College is committed to working with students and parents to provide a caring, friendly and safe environment for all our students so they can learn in a secure and supportive environment.

What is bullying?

The Anti-Bullying alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace'*.

Bullying can result in pain and distress to the victim.

Bullying can be:

- Emotional derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racial taunts, graffiti, gestures.
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Repeated verbal name calling, sarcasm, spreading rumours, teasing, abuse and threats, ridiculing an individual.
- Cyber Bullying – all areas of internet such as email and internet misuse. Mobile threats by texts messaging, calls, social media networking sites. Misuse of associated digital technology, e.g. camera and video facilities.

Bullying is not one-off disputes between friends.

What should a student do if he/ she is being bullied, or if he/she thinks someone else is?

Incidents of suspected bullying can be reported to any member of staff, in particular the Student Wellbeing team. Students can also report bullying by completing a **yellow resolve form**.

We also conduct a whole college Student Safety and Wellbeing Survey every term. The findings of these surveys inform our ongoing work to ensure all our students can feel that our college is a safe and enjoyable place to learn and grow. Students can also contact our Student Wellbeing team for support by emailing studentwellbeing@horizoncc.co.uk

These forms can be found in the following areas - Student Reception, Library, Safeguarding & Student Wellbeing office and also on the College Website

Anti-Bullying Portal

Horizon Community College is committed to working with students and parents to provide a caring, friendly and safe environment for all our students so they can learn in a secure and supportive environment.

If you are concerned about bullying or unkindness in school you should discuss this with your form tutor.

You can also complete an online Resolve Form and access anti-bullying resources by scanning the QR code below. You can also access these resources by clicking on the 'Anti Bullying Portal' quick-link on the Horizon Student Hub.





Why We Set Home Learning

The College has a home learning strategy that is designed to help you become a more independent learner. Having good habits of home learning will support you in understanding what you study in lessons and enable you to be successful in all elements of college life.

The key home learning strategy for Horizon is Retrieval Practice – you will use different techniques to revise information from your subject knowledge organisers. Refer to the page “Home Learning: how to revise and remember” for more help on this.

You will be quizzed in lessons on the information you have been set to revise at home – to be successful in these quizzes, it's essential you keep up with your home learning tasks.

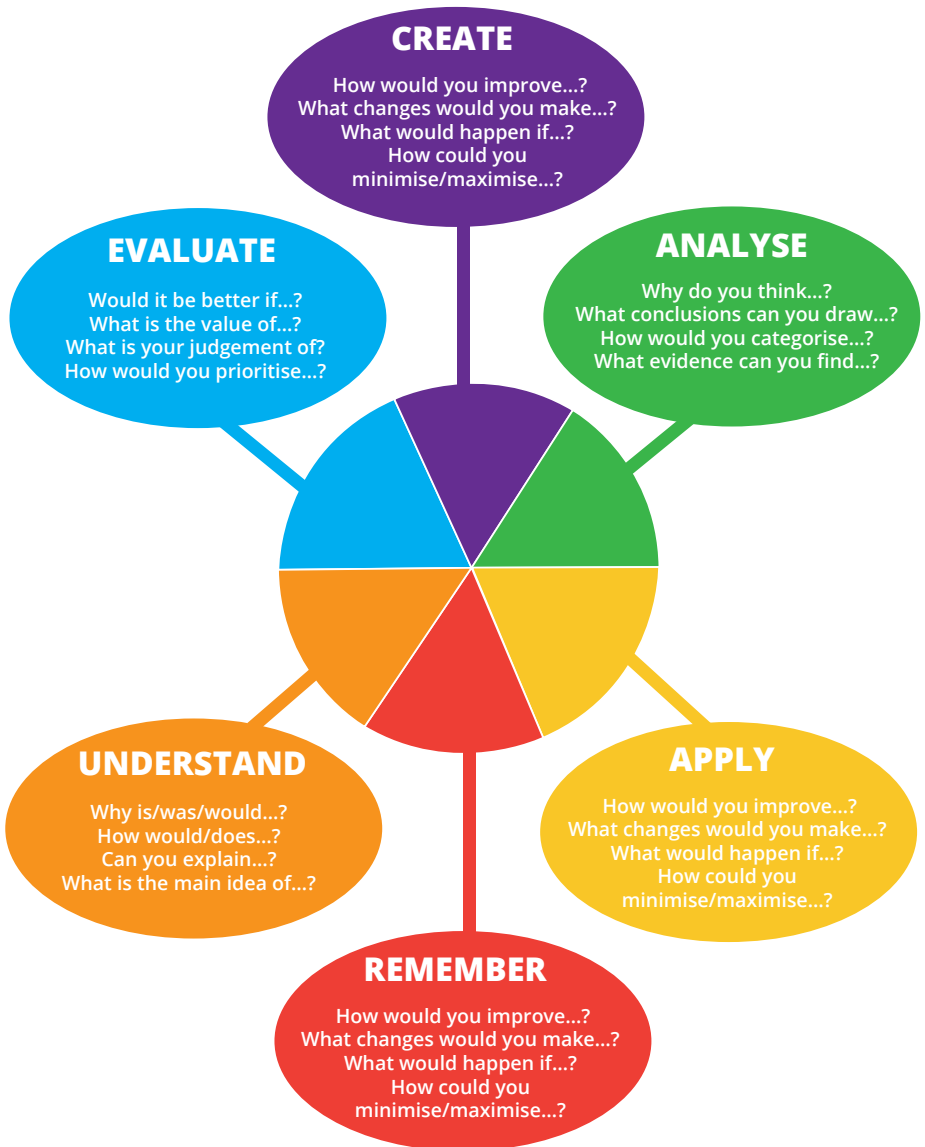
There may be other opportunities for you to supplement your learning or prepare for assessments through the means of:

- Exam-style questions
- Research for project work
- Preparatory reading

Your subject teachers will tell you if there additional pieces of homework for you to complete.

Questioning

Questions are an essential element of learning. Try to contribute in every lesson; ask and answer questions to deepen your knowledge and understanding. Use these question stems which help you to think on multiple levels about your learning.



Home Learning: how to revise and remember!

Every week you will be given sections of your knowledge organisers to revise at home ready for your quizzes in lessons. Use the strategies below to revise in your home learning exercise book.



Brain dump

- Before any revision – write down as much as you can remember about the set topic.
- Check this against the section of the knowledge organiser to be revised.
- Add to your original notes with anything you've forgotten or needs elaborating (in a different colour).

Mind map

- Write the topic to be revised in the centre of a piece of paper.
- List main concepts or facts associated with the central theme – drawing branches to connect these to the centre.
- Elaborate on these elements, drawing off branches which organise their knowledge into sub-sections associated with that topic.
- Try to make connections between branches.

Look cover write check

- Break the information down into key statements and facts.
- Read the statements (look).
- Try to recall from memory without looking (cover).
- Re-write the key statements (write).
- Check your work against the set statements (check).

Self Quizzing

- Read the section of the knowledge organiser to be revised.
- Create a set of questions for which the answers are found in that section.
- Answer the questions without looking at the section to be revised.
- Check and correct answers.

Target Grade

You are given a target grade for each subject. In Y7 – 9, this is the minimum grade you are always expected to be working at. In Y10-11 this is the minimum predicted grade you are expected to achieve at the end of the course. This doesn't mean that you cannot achieve a higher grade than this in your studies: you should always strive to achieve the very best you can in every subject.

Grade

Years 10-11

This is the grade that your teacher believes you will achieve at the end of your Year 11 exams in a subject if you continue to maintain current levels of effort, attitude, attendance and progress. Where appropriate '+' and '-' have been used to indicate how secure your predicted grade is with. A '+' means you are very likely to achieve that grade and potentially could achieve a grade higher if you put extra effort in. A '-' means you are at risk of achieving a grade lower unless efforts improve.

Years 7-9

This is the level at your teacher believes you are currently working at. The levels are:

- Greater depth (GD) means that you are mastering the learning expected for your age and are able to explore ideas in greater detail.
- Age-related (AR) means that you are working at the standards expected for a student in your year group.
- Approaching standard (AS) means that you are yet to work at the standards expected for a student in your year group.

Tracking progress

On the next couple of pages, you will keep a record of your progress throughout the year. In September, you will input the subjects you study, your target for those subjects and set yourself some initial goals. After each data collection, your form tutor will share your grades with you, and you will update this progress tracker. You will also reflect on your previous goals and set yourself some new goals.



When setting goals, you need to make them SMART. This means you are clear in what you are aiming to achieve, how you are going to do that, and you have made sure they are achievable and realistic.



Subject	Target	DC1	DC2	DC3
Example subject	AR or 5	Grade Effort		



Subject	Target	DC1	DC2	DC3



My Progress Tracker – Gratitude Journal



My Progress Tracker – Gratitude journal

Start of the year

Inspirational quote:

Three things I am grateful for:

1.

2.

3.

Three daily affirmations that I will use:

1.

2.

3.





My Progress Tracker – Gratitude journal

DC1

Inspirational quote:

Three things I am grateful for:

1.

2.

3.

Three daily affirmations that I will use:

1.

2.

3.





My Progress Tracker – Gratitude Journal



My Progress Tracker – Gratitude journal

DC2

Inspirational quote:

Three things I am grateful for:

1.

2.

3.

Three daily affirmations that I will use:

1.

2.

3.





My Progress Tracker – Gratitude journal

DC3

Inspirational quote:

Three things I am grateful for:

1.

2.

3.

Three daily affirmations that I will use:

1.

2.

3.





Useful Numbers



If you need help or information, there is always someone on the end of a phone to point you in the right direction. Here are a few helpful numbers:

National Drugs Helpline www.talktofrank.com	0800 77 66 00
Samaritans (lines open 24/7) www.samaritans.org	08457 90 90 90
Childline www.childline.org.uk	0800 1111
Missing People Helpline www.missingpeople.org.uk	0500 700 700
Missing Persons Message Home Service If you have left home, or run away you must let someone know that you are OK. Call this number and leave a confidential message.	0800 700 740
NHS Direct www.nhsdirect.nhs.uk	0845 4647
Get Connected www.getconnected.org.uk Free confidential help for young people	0808 808 4994
South Yorkshire Passenger Transport www.sypte.co.uk	0114 276 7575
South Yorkshire Police www.southyorks.police.uk Dial 999 or 112 <u>only in an emergency where there is danger to life or a crime is in progress.</u>	Otherwise call 0114 220 2020
South Yorkshire Fire & Rescue www.syfire.gov.uk	0114 272 7202
Motorpoint Arena www.motorpointarena.co.uk	0114 256 56 56
Meadowhall Shopping Centre Careline www.meadowhall.co.uk	0845 600 6800
Supertram www.supertram.com	0114 272 82 82
National Rail Enquiries www.nationalrail.co.uk	08457 48 49 50

This colour section must not be reproduced without prior consent of Broadsword UK Limited

School Nursing Service

Would you like confidential advice and support from your school nursing team?

We can help with:

- Stress at home or school
- Body changes/puberty
- Healthy eating/eating disorders.
- Relationships
- Stopping smoking
- Body shape/size
- Worries about others in the family.

What we can offer:

- Weekly drop-in clinics in school
- Confidential one to one appointments
- Signposting and information about other services
- Support for parents and carers to meet your health needs
- Immunisation programmes within school
- Medical care plans/support for young people with healthcare needs
- Safeguarding young people

How to Contact Us

- Just turn up to weekly drop-in clinic in school
- Contact your student support officer
- Post a school nurse contact form in the secure school nurse postbox.



Looking after your physical and emotional health



Horizon Community College



**Student Diary
2022 - 2023**

**August/September****29** Monday

Notes/comments

30 Tuesday

Notes/comments

31 Wednesday

Notes/comments

1 Thursday

Notes/comments

2 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**5** Monday

Notes/comments

6 Tuesday

Notes/comments

7 Wednesday

Notes/comments

8 Thursday

Notes/comments

9 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**12** Monday

Notes/comments

13 Tuesday

Notes/comments

14 Wednesday

Notes/comments

15 Thursday

Notes/comments

16 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**19** Monday

Notes/comments

20 Tuesday

Notes/comments

21 Wednesday

Notes/comments

22 Thursday

Notes/comments

23 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**26** Monday

Notes/comments

27 Tuesday

Notes/comments

28 Wednesday

Notes/comments

29 Thursday

Notes/comments

30 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**3** Monday

Notes/comments

4 Tuesday

Notes/comments

5 Wednesday

Notes/comments

6 Thursday

Notes/comments

7 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**10** Monday

Notes/comments

11 Tuesday

Notes/comments

12 Wednesday

Notes/comments

I3 Thursday

Notes/comments

I4 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**17** Monday

Notes/comments

18 Tuesday

Notes/comments

19 Wednesday

Notes/comments

20 Thursday

Notes/comments

21 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**24** Monday

Notes/comments

25 Tuesday

Notes/comments

26 Wednesday

Notes/comments

27 Thursday

Notes/comments

28 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**October/November****31** Monday

Notes/comments

1 Tuesday

Notes/comments

2 Wednesday

Notes/comments

3 Thursday

Notes/comments

4 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**7** Monday

Notes/comments

8 Tuesday

Notes/comments

9 Wednesday

Notes/comments

10 Thursday

Notes/comments

11 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**14** Monday

Notes/comments

15 Tuesday

Notes/comments

16 Wednesday

Notes/comments

17 Thursday

Notes/comments

18 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**21** Monday

Notes/comments

22 Tuesday

Notes/comments

23 Wednesday

Notes/comments

24 Thursday

Notes/comments

25 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**November/December****28** Monday

Notes/comments

29 Tuesday

Notes/comments

30 Wednesday

Notes/comments

1 Thursday

Notes/comments

2 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**5** Monday

Notes/comments

6 Tuesday

Notes/comments

7 Wednesday

Notes/comments

8 Thursday

Notes/comments

9 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**12** Monday

Notes/comments

13 Tuesday

Notes/comments

14 Wednesday

Notes/comments

I5 Thursday

Notes/comments

I6 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**19** Monday

Notes/comments

20 Tuesday

Notes/comments

21 Wednesday

Notes/comments

22 Thursday

Notes/comments

23 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**26** Monday

Notes/comments

27 Tuesday

Notes/comments

28 Wednesday

Notes/comments

29 Thursday

Notes/comments

30 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders



2 Monday

Notes/comments

3 Tuesday

Notes/comments

4 Wednesday

Notes/comments

5 Thursday

Notes/comments

6 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders



9 Monday

Notes/comments

10 Tuesday

Notes/comments

11 Wednesday

Notes/comments

12 Thursday

Notes/comments

13 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders



16 Monday

Notes/comments

17 Tuesday

Notes/comments

18 Wednesday

Notes/comments

19 Thursday

Notes/comments

20 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders



23 Monday

Notes/comments

24 Tuesday

Notes/comments

25 Wednesday

Notes/comments

26 Thursday

Notes/comments

27 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**January/February****30** Monday

Notes/comments

31 Tuesday

Notes/comments

1 Wednesday

Notes/comments

2 Thursday

Notes/comments

3 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders



6 Monday

Notes/comments

7 Tuesday

Notes/comments

8 Wednesday

Notes/comments

9 Thursday

Notes/comments

10 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**13** Monday

Notes/comments

14 Tuesday

Notes/comments

15 Wednesday

Notes/comments

16 Thursday

Notes/comments

17 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**20** Monday

Notes/comments

21 Tuesday

Notes/comments

22 Wednesday

Notes/comments

23 Thursday

Notes/comments

24 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**February/March****27** Monday

Notes/comments

28 Tuesday

Notes/comments

1 Wednesday

Notes/comments

2 Thursday

Notes/comments

3 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders



6 Monday

Notes/comments

7 Tuesday

Notes/comments

8 Wednesday

Notes/comments

9 Thursday

Notes/comments

10 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**13** Monday

Notes/comments

14 Tuesday

Notes/comments

15 Wednesday

Notes/comments

16 Thursday

Notes/comments

17 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**20** Monday

Notes/comments

21 Tuesday

Notes/comments

22 Wednesday

Notes/comments

23 Thursday

Notes/comments

24 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**27** Monday

Notes/comments

28 Tuesday

Notes/comments

29 Wednesday

Notes/comments

30 Thursday

Notes/comments

31 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**3** Monday

Notes/comments

4 Tuesday

Notes/comments

5 Wednesday

Notes/comments

6 Thursday

Notes/comments

7 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**10** Monday

Notes/comments

11 Tuesday

Notes/comments

12 Wednesday

Notes/comments

I3 Thursday

Notes/comments

I4 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**17** Monday

Notes/comments

18 Tuesday

Notes/comments

19 Wednesday

Notes/comments

20 Thursday

Notes/comments

21 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**24** Monday

Notes/comments

25 Tuesday

Notes/comments

26 Wednesday

Notes/comments

27 Thursday

Notes/comments

28 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**1** Monday

Notes/comments

2 Tuesday

Notes/comments

3 Wednesday

Notes/comments

4 Thursday

Notes/comments

5 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**8** Monday

Notes/comments

9 Tuesday

Notes/comments

10 Wednesday

Notes/comments

11 Thursday

Notes/comments

12 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**15** Monday

Notes/comments

16 Tuesday

Notes/comments

17 Wednesday

Notes/comments

18 Thursday

Notes/comments

19 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**22** Monday

Notes/comments

23 Tuesday

Notes/comments

24 Wednesday

Notes/comments

25 Thursday

Notes/comments

26 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**29** Monday

Notes/comments

30 Tuesday

Notes/comments

31 Wednesday

Notes/comments

1 Thursday

Notes/comments

2 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**5** Monday

Notes/comments

6 Tuesday

Notes/comments

7 Wednesday

Notes/comments

8 Thursday

Notes/comments

9 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**12** Monday

Notes/comments

13 Tuesday

Notes/comments

14 Wednesday

Notes/comments

15 Thursday

Notes/comments

16 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**19** Monday

Notes/comments

20 Tuesday

Notes/comments

21 Wednesday

Notes/comments

22 Thursday

Notes/comments

23 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**26** Monday

Notes/comments

27 Tuesday

Notes/comments

28 Wednesday

Notes/comments

29 Thursday

Notes/comments

30 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**3 Monday**

Notes/comments

4 Tuesday

Notes/comments

5 Wednesday

Notes/comments

6 Thursday

Notes/comments

7 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**10** Monday

Notes/comments

11 Tuesday

Notes/comments

12 Wednesday

Notes/comments

I3 Thursday

Notes/comments

I4 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

**17** Monday

Notes/comments

18 Tuesday

Notes/comments

19 Wednesday

Notes/comments

20 Thursday

Notes/comments

21 Friday

Notes/comments

My cumulative Attendance

My total Achievement points

My total Behaviour points

My net points

Notes & Reminders

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

What can the **Careers Team** do for you?

'Preparing students for a lifetime of employability'



Listen to you and offer advice and guidance



Signpost you to relevant sources of information



Offer you opportunities



Support you in making decisions about your future



Believe in you and your aspirations and show you that anything is possible!

careers@horizoncc.co.uk

Post-16 & Post-18 PATHWAYS

Average gross weekly pay of full-time employees aged 16-64 by highest qualification held March 2020 in England



Level 4 and above = for example, Higher National Certificate or Diploma, Foundation Degree, Degree Apprenticeship or Degree

Level 3 = A level or BTEC National Diploma

Level 2 = 4 GCSEs grade 9 to 4 or BTEC First

College Application Process



Search

Think about the subjects or areas of interest that link to future career paths. What are predicted grades? What are the entry requirements? Search for a course online, speak to the Careers & Enterprise Team or go direct to college websites.



Apply

Applications can be put in from the start of the October in Y11. This can be done via a college website or a paper form. These can be found in prospectus or in the Careers & Enterprise Office.



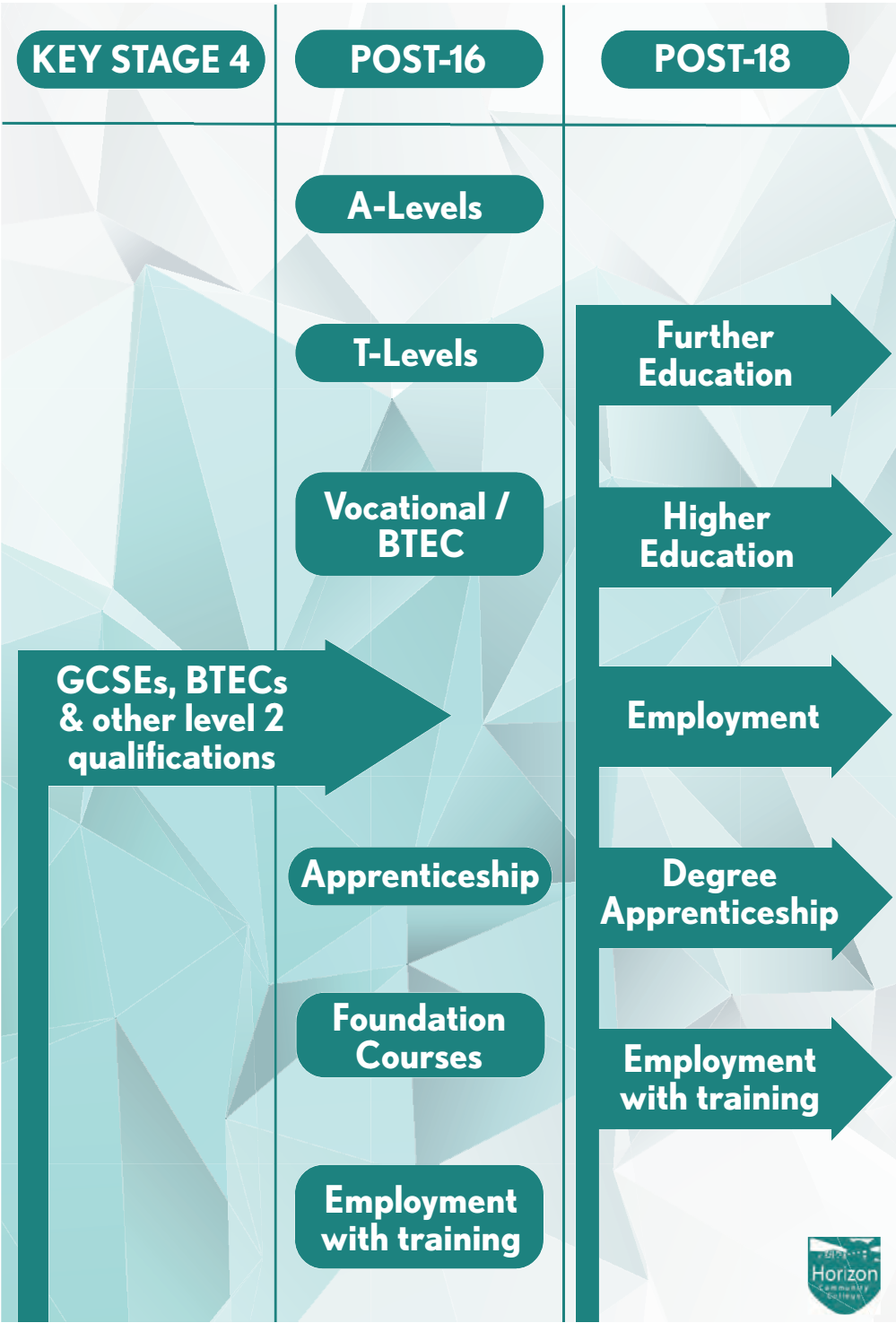
Interview & Offer

Interviews with College tutors from November when invited. After the interview the offer is given, or a more appropriate programme recommended and further taster sessions if required.



Enrolment

Invitation sent out at start of August prior to starting in September subject to results



5 skills all employers are looking for:



Creativity

What is creativity?

Creativity means thinking outside of the box, combining resources in new ways, and coming up with solutions that might not be obvious to others.

Why is creativity important?

Creative ideas can be unconventional and improve your mental health. Activities may include reading, painting, dancing, model making, etc.

3 ways creativity can help you succeed

Being creative = improved mental health
Engaging in creative activities can positively improve your mental health. Activities may include reading, painting, dancing, model making, etc.

Being creative = better problem-solving
A creative person can come up with unique solutions to challenges.

Try coming up with new ideas and solutions to problems.

Being creative = more motivated

There are often multiple ways to accomplish any task. Being creative means questioning existing methods and trying new things.

Try researching a new skill or topic you want to learn more about.



Collaboration

What is collaboration?

Collaboration is about people working together that might not be individuals working within a team to achieve goals.

Why is collaboration important?

Collaboration can help improve performance and create a more successful working environment and leads to more informed and thoughtful decision-making.

3 ways you can be more collaborative

Work in teams more
Working as a group will generate more ideas than working independently.

Try getting to know your team members' strengths before starting an activity so that everyone can succeed.

Engage more

The more you engage in group discussions and team activities, the more you will learn.

Try encouraging other people to engage in group activities and support their ideas when they do.

Be proud

When you, or someone you know, achieves something, like a grade and celebrate it.

Try congratulating one of your family or friends on a personal achievement.



Adaptability

What is adaptability?

Adaptability means being flexible and embracing change. If you can adapt to change, you will be more successful and you will enjoy it more.

Why is adaptability important?

Adaptability is important because things change. People that can adapt are motivated, more resilient, and more creative and more resilient.

3 ways to be more adaptable

Stay positive
People who are adaptable are more likely to succeed. They find challenges exciting and are more willing to push through even when things get hard.

Try to encourage others to try again if they don't succeed.

Be resourceful
Being adaptable means you can take the time to try new things independently of others.

Try challenging yourself to complete a task that is difficult or use a calculator for simple maths.

Build your confidence
If you are adaptable, you will be more confident to take risks, be inquisitive, learn new things and adapt to change.

Try seeing change as an opportunity to work with new people and activities.



Emotional Intelligence

What is emotional intelligence?

Emotional intelligence is the ability to recognise, understand and manage your own emotions, as well as understanding the emotions of others.

Why is emotional intelligence important?

Being emotionally intelligent is about thinking before doing and understanding the emotions of others. It helps you to guide people, and it can help you to be kinder.

3 ways of improving your emotional intelligence

Learn about your strengths and areas for improvement
To improve your emotional intelligence, it is important to understand your own emotions (spoken) and non-verbal (unspoken) communication.

Try learning about different communication techniques.

Think about what makes an impact on you
Look back on your interactions with others, and think about how you responded. Could you be more tolerant, kinder, or more compassionate?

Try to think before you react. How will others respond, or how will you be perceived?

Learn to receive feedback
It is important to learn about how you respond in feedback on your reactions, both positive and constructive.

Try asking people about how you can improve your reactions.



Persuasion

What is persuasion?

Persuasion is convincing others to change their point of view, agree to a commitment, or follow a plan. It is not about bullying, coercing or manipulating someone to do what you want.

Why is persuasion important?

Persuasion can be used to recruit team members and increase productivity. A persuasive person is also able to help a negotiation meeting.

3 ways to improve your persuasion skills

Build your self-confidence
If you are trying to persuade someone else to accept your point of view, you need to learn to have confidence in your own opinions and ideas.

Try to practice your persuasive speeches in advance and contribute to group tasks in lessons.

Work on your people skills
Focus on building trust and rapport with people around you. Respect other people's views and opinions.

Try listening to other people's views before putting your ideas across.

Lead a project independently
In order to lead a project, you need to be organised and communicate your ideas clearly, then put your plan into action.

Try organising an activity in your family's time, then build up from there.

The UK



The World







Know Your Languages



Les Nombres

0	zéro
1	un
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix
11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt
30	trente
40	quarante
50	cinquante
60	soixante
70	soixante-dix
80	quatre-vingts
90	quatre-vingt-dix
100	cent



Les Números

0	cero
1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once
12	doce
13	trece
14	catorce
15	quince
16	dieciséis
17	diecisiete
18	dieciocho
19	diecinueve
20	veinte
30	treinta
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien (ciento)

Days of the week



lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche



lunes
martes
miércoles
jueves
viernes
sábado
domingo

Months



janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre



enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre



Las frases claves

Hello
Goodbye
How are you ?
I'm well, thank you
What is your name ?
My name is..
Please
Thank you

Opinions

I like
I love
I don't like
I hate
because it is
fun
incredible
great
boring
rubbish

Present tense

I have
I am
I do
I go
I play
I eat
I drink
there is

Past tense

I went
I ate
I drank
I played
It was
There was

Future tense

I am going to go
I am going to eat
I am going to drink
It will be
There will be
I would like to go
I would like to eat
I would like to drink
It would be
There would be

Bonjour
Au revoir
Ça va ?
Ça va bien, merci
Comment tu t'appelles ?
Je m'appelle
S'il vous plaît
Merci

J'adore
J'aime
Je n'aime pas
Je déteste
car c'est
amusant
incroyable
génial
ennuyeux
nul

J'ai
Je suis
Je fais
Je vais
Je joue
Je mange
Je bois
Il y a

Je suis allé
J'ai mangé
J'ai bu
J'ai joué
C'était
Il y avait

Je vais aller
Je vais manger
Je vais boire
Ce sera
Il y aura
Je voudrais aller
Je voudrais manger
Je voudrais boire
Ce serait
Il y aurait



Les Números

Hello
Goodbye
How are you ?
I'm well, thank you
What is your name ?
My name is..
Please
Thank you

Opinions

I like
I love
I don't like
I hate
because it is
fun
incredible
great
boring
rubbish

Present tense

I have
I am
I do
I go
I play
I eat
I drink
There is

Past tense

I went
I ate
I drank
I played
It was
There was

Future tense

I am going to go
I am going to eat
I am going to drink
It will be
It will have
I would like to go
I would like to eat
I would like to drink
It would be
There would be

¡Hola!
Adiós
¿Qué tal?
Bien, gracias
¿Cómo te llamas?
Me llamo...
Por favor
Gracias

Me gusta(n)
Me encanta(n)
No me gusta(n)
Odio
porque es
divertido
incrédible
genial
aburrido
nulo

Tengo
Soy / Estoy
Hago
Voy
Juego
Como
Bebo
Hay

Fui
Comí
Bebí
Jugué
Fue
Había

Voy a ir
Voy a comer
Voy a beber
Será
Tendrá
Me gustaría ir
Me gustaría comer
Me gustaría beber
Sería
Habría

The Periodic Table of Elements

1

2

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

1
H
hydrogen
1

7 Li lithium 3	9 Be beryllium 4
23 Na sodium 11	24 Mg magnesium 12

39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77
[223] Fr francium 87	[226] Ra radium 88	[227] Ac* actinium 89	[261] Rf rutherfordium 104	[262] Db dubnium 105	[266] Sg seaborgium 106	[264] Bh bohrium 107	[277] Hs hassium 108	[268] Mt meitnerium 109

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.
Relative atomic masses for Cu and Cl have not been rounded to the nearest whole number.

3

4

5

6

7

0

4
He
helium
2

11
B
boron
5

12
C
carbon
6

14
N
nitrogen
7

16
O
oxygen
8

19
F
fluorine
9

20
Ne
neon
10

27
Al
aluminium
13

28
Si
silicon
14

31
P
phosphorus
15

32
S
sulfur
16

35.5
Cl
chlorine
17

40
Ar
argon
18

59
Ni
nickel
28

63.5
Cu
copper
29

65
Zn
zinc
30

70
Ga
gallium
31

73
Ge
germanium
32

75
As
arsenic
33

79
Se
selenium
34

80
Br
bromine
35

84
Kr
krypton
36

106
Pd
palladium
46

108
Ag
silver
47

112
Cd
cadmium
48

115
In
indium
49

119
Sn
tin
50

122
Sb
antimony
51

128
Te
tellurium
52

127
I
iodine
53

131
Xe
xenon
54

195
Pt
platinum
78

197
Au
gold
79

201
Hg
mercury
80

204
Tl
thallium
81

207
Pb
lead
82

209
Bi
bismuth
83

[209]
Po
polonium
84

[210]
At
astatine
85

[222]
Rn
radon
86

[271]
Ds
darmstadtium
110

[272]
Rg
roentgenium
111

[285]
Cn
copernicium
112

[286]
Nh
nihonium
113

[289]
Fl
flerovium
114

[289]
Mc
moscovium
115

[293]
Lv
livermorium
116

[294]
Ts
tennessine
117

[294]
Og
oganesson
118

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Absence Notes



If a student is required to leave site for an appointment, they will need to show evidence and details of the appointment. It is recommended that these are shown to the relevant school team in advance. The Head of Year and Student wellbeing officer will be on duty at the student entrance each morning, where they can sign the students' planner giving them permission to leave site. Due to safeguarding regulations, no student will be permitted to leave the College site without a signature from a member of the School team in their planner.

Alternatively, you can email the college on attendance@horizoncc.co.uk with the name of the student and the appointment details in advance. The details will then be logged on the college system and the student will be able to sign out and leave at the required time.

The telephone number to report your child's absence is 01226 704230

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____



The telephone number to report your child's absence is 01226 704230

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

My child was/will be absent from (date): _____ to (date): _____
for the following reason: _____

Signed (Parent/Carer): _____

Permission to Leave Class



Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	



Permission to Leave Class

Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	

Permission to Leave Class



Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	



Permission to Leave Class

Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	
Date		Date	
Destination		Destination	
Signature		Signature	

CHANGE TO STUDENT DETAILS



Student Name: _____

Form: _____

Details to be changed: (Please tick)

Name ☐ Address ☐ Telephone ☐ Number ☐ Contact ☐ Other ☐

New Details: (if address or telephone number change, please state which contact to be changed)

Change requested by: _____

Form completed by: _____

Actioned on SIMS by: _____

CHANGE TO STUDENT DETAILS

Student Name: _____

Form: _____

Details to be changed: (Please tick)

Name ☐ Address ☐ Telephone ☐ Number ☐ Contact ☐ Other ☐

New Details: (if address or telephone number change, please state which contact to be changed)

Change requested by: _____

Form completed by: _____

Actioned on SIMS by: _____







PRINTING SCHOOLS

Wipe Board

PRINT FOR SCHOOLS

**PLASTIC
POCKET
HERE**

**Horizon Community College
Dodworth Road
Barnsley
South Yorkshire
S70 6PD**



+44 (01226) 704230



info@horizoncc.co.uk



www.horizoncc.co.uk