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Headteacher & CEO of Broadway Academy, The Broadway, Birmingham B20 3DP

Our Children, Our Community, Believe it can be done!

Headteacher and CEO's 'Thought for the week'

Dear Parents and Students,

During these unprecedented times I would like to pay tribute to you all for pulling together as a team, overcoming some logistical and practical challenges that we have faced to safeguard and support our students and their families. During times of adversity most people rally together for the greater good. The Broadway community has done just that and set up a Virtual Academy with the vast majority of students accessing work daily on line. Hundreds of phone calls are also being made to support all our students and their families. Staff have been working tirelessly to prepare excellent resources, support students' pastoral needs and ensure safeguarding remains a priority.

I have had many reports of excellent work being completed by students and many, many parents who have been very appreciative of the support they have received - thank you for the encouragement. Students with SEN and those who receive Free School Meals have been given additional support. Vouchers, that can be redeemed in supermarkets, have been sent to over 400 Broadway families who are eligible to receive them.

I know that many of you have been and will be affected by COVID 19 and our thoughts, prayers and sympathy are with you and your families at this very difficult time. Close to home, my own sister who is a front line NHS Nurse has been very ill with the virus. She is very keen to get back to work and to help those that are ill in hospital. It is wonderful to be part of the countrywide Thursday night appreciative clapping on doorsteps for NHS workers. We should also applaud our teachers.

I believe that the country and many people will be evaluating their priorities and values at this time. More than ever the purpose of education at Broadway continues to be the development of good character. Broadway values, that we have been working on as a community for the past ten years, are the bedrock of our school and inform all our decision making. Whilst we will all be experiencing a wide range of emotions at times, we must remain hopeful and optimistic for the future. Things will get better!

Easter holidays and closure of IT networks.

The school and on line learning will be closed for critical IT maintenance from **Monday April 6th until Monday 13th April**. We are moving our IT network from Birmingham City Council Grid for Learning (who are closing all their IT systems for all Birmingham Schools in June) to London Grid for Learning. In order to minimise disruption to students and their families this critical and essential work will take place during the first week of the Easter Holiday.

I hope that despite the difficulties we can take something of hope for the future from the Easter message and from the new life that we can observe during spring time. This month of April is said to derive its name from the Latin verb *aperio*, which signifies to open, because all the buds are now opening. Lambs are being born, flowers are bursting out of their bulbs and blossom is appearing on the trees.

Our Children, Our Community, Believe it can be done!

Kindest regards

Ron Skelton

Coronavirus

Health campaign

A UK wide campaign has been launched to provide clear advice on how to slow the spread of Coronavirus. Please help to support the campaign which promotes basic hygiene practices, such as regularly washing hands and always sneezing into a tissue, to stem the spread of viruses.

Travel to affected regions

If any families or children are planning to travel to China or other countries in South East Asia during the forthcoming half term period, please refer to the latest travel advice issued by Public Health England and the Foreign Office. This can be found at:

<https://www.gov.uk/guidance/travel-advice-novel-coronavirus>

<https://www.gov.uk/foreign-travel-advice/china>

<https://www.gov.uk/government/news/wuhan-novel-coronavirus-and-avian-flu-advice-for-travel-to-china>

Latest information and advice can also be found at:

<https://www.gov.uk/coronavirus>

You can follow the latest advice and updates on the Department for Health and Social Care social media feeds as follows:

<https://twitter.com/DHSCgovuk/status/1223888531262726144>

<https://www.facebook.com/DHSCgovuk/videos/194227541968649/>

https://www.linkedin.com/posts/dhsc_coronavirus-coronavirusoutbreak-coronavirusuk-activity-6629655670331318273-Djpu

CORONAVIRUS: PUBLIC INFORMATION

The Government and NHS are well prepared to deal with this virus.

You can help too.

Germs can live on some surfaces for hours.

To protect yourself and others:

- Always carry tissues with you and use them to catch your cough or sneeze.
- Bin the tissue, and to kill the germs, wash your hands with soap and water, or use a sanitiser gel.
- If you have arrived back from China within 14 days follow the specific advice for returning travellers.

This is the best way to slow the spread of almost any germs, including Coronavirus.

[Find out more at gov.uk/coronavirus](https://www.gov.uk/coronavirus)

Maths

Umaer Hudah in Year 11 achieved a gold certificate in the UK Intermediate Maths Challenge, also qualifying for a further, harder Maths challenge (The Pink Kangaroo) in the process.

English

Year 11 visit The Globe in London

Early in March, 60 Year 11 students were taken to watch a performance of Macbeth at The Globe in London. This was an excellent opportunity for students to revise the play, but also to experience theatre in a unique setting. These students had been selected to attend for free as a reward for their hard work and commitment.

Before watching the performance, students had their lunch in the sunshine along the Thames. Upon entering the venue, students were glad to be sat high in the galleries, allowing them a great view of the stage. They also enjoyed looking down upon the 'groundlings' who were standing in the pit!

The performance itself was engaging and dynamic. It helped students to imagine what it might have been like to watch Shakespeare's plays in the 16th and 17th centuries without a reliance on modern technology.

We hope that students enjoyed the experience and that they will continue to revisit Shakespeare and his work throughout their lives!

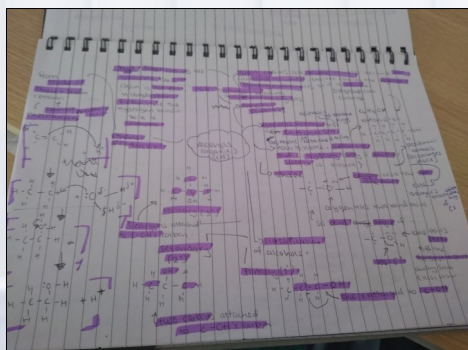


Deep T&L

During these uncertain and challenging times, it is really pleasing to see how the Broadway community have come together and responded to the closure of school in an effort to continue with teaching and learning. Teachers across the academy have spent a lot of time and effort in providing work for pupils using our online virtual platform and the school website. In a very short space of time, staff have had to upskill themselves in this relatively new way of 'virtual or distant teaching'. And the time spent, largely, has not gone to waste. A vast proportion of our pupils have embraced the value of 'responsibility' and engaged in self-study to complete much of the work that has been provided. There have been some examples of excellent work uploaded by students and we hope that this will continue for as long as the school remains closed.

Well done to Team Broadway for an outstanding response to a difficult situation. Please stay safe, in good health and sound mind while we all work from home.

Virtual learning - Science



2.10 EXERCISE 1 - Alcohols

- Write equations to show the production of ethanol by
 - fermentation of glucose

$$C_6H_{12}O_6 \longrightarrow 2C_2H_5OH + 2CO_2$$
 - hydration of ethene

$$C_2H_4 + H_2O \longrightarrow C_2H_5OH$$

Give the conditions needed for each process and state the relative advantages and disadvantages of each process.

 - Fermentation $\rightarrow$ yeast and warm conditions = low energy process/uses renewable materials and uses simple equipment but is slow/produces impure ethanol and needs batch production.
 - Hydration $\rightarrow$ needs phosphoric acid and high temp and pressure = fast process/continuous process and gives pure ethanol but uses non-renewable sources/high energy process.
- Identify the organic product or products formed by the dehydration of
 - ethanol = alkene (ethene)
 - butan-1-ol = alkene (but-1-ene)
 - butan-2-ol = alkene (but-2-ene)
 - dimethylpropan-1-ol =
- Give the names and structures of all eight alcohols with the formula $C_4H_{10}O$. State in each case whether they are primary, secondary or tertiary alcohols.

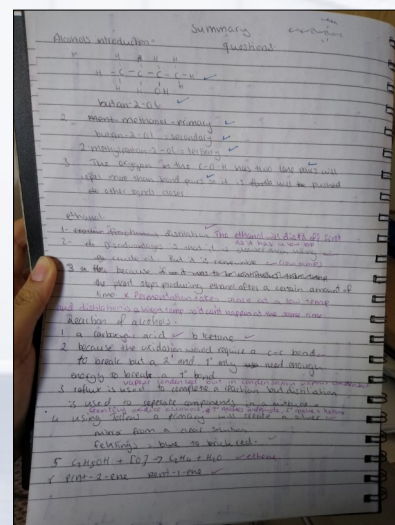
pent-1-ol

pent-2-ol

pent-3-ol

2-methylbutan-1-ol

Pentan-1-ol / Pentan-2-ol / pentan-3-ol / 2-methylbutan-1-ol / 2-methylbutan-2-ol / 3-methylbutan-1-ol / 3-methylbutan-2-ol / 2,2-dimethylpropanol



Pastoral and Special Needs teams

Believe it can be done! The pastoral and special needs teams are making over 1200 home telephone phone calls a week so that Broadway students continue to get the very best care possible. The teams are going "above and beyond" helping in whatever way they can. This maybe a friendly chat, helping with access to IT, sharing tips and suggestions, signposting to other agencies, a motivational talk or helping them with schoolwork issues. School counsellors, mentors and agencies such as Malachi are working over the phone to support our students and ensure they continue to get the very best care possible. They are a fantastic group of staff and we are hugely grateful for their work in these difficult times.

Thank you Team Broadway!!!

Meet Kevin Caines - Broadway Academy's new Outdoor Education Co-ordinator

Some of you will already have noticed Kevin around school - he started his role after half term and his role primarily entails working on building on what is already a comprehensive programme of outdoor education at Broadway Academy, which already includes Hillwalking, the Duke of Edinburgh Award and Bushcraft.



Kevin previously worked with Cadburys 6th Form and this included the marketing, launch and training of the participants involved in the Silver and Gold Duke of Edinburgh Award Scheme.

Prior to this he was employed in the adventure retail sector as a Senior Sales Consultant at Cotswold Outdoors as the Expedition Specialist member of sales team, where he was responsible for giving specialist advice and guidance to members of the public and school/scout groups with regard to personal and team equipment needed for expeditions both within the U.K and overseas.

In addition, Kevin worked as a free-lance expedition leader for World Challenge Expeditions. This exciting role has involved leading groups of up to 25 school aged students on self-sufficient expeditions (4 weeks) to many countries that include Borneo, Tanzania, Kenya, Zambia, Botswana, Mongolia, Ecuador, Galapagos Islands, Venezuela, Malaysia, Morocco, Madagascar, Peru and Nepal, Vietnam, Cambodia and Laos. These expeditions involved an element of project work that focuses upon some aspect of community/social mobility and often include building schools, irrigation systems and/or makeshift surgeries.

He also has 25 years of exemplary service in the British Army where he progressed to the rank of Colour Sergeant, which is broadly equivalent to Team Leader in industry or Concession Manager within the retail sector. As you might expect from such a long and varied career within the Forces, his remit included many roles: Infantry Soldier, Class One Regimental Medical Assistant, Paramedic/ Practice Nurse/ Practice Manger, Unit Environmental Health Inspector, Regimental Recruiting SNCO, Military Intelligence Officer and Family Welfare.

Kevin places a huge importance on the development of the whole student and not just academic performance. He firmly believes that learning should not be confined to the classroom and that experiential learning, through activities such as sports, outdoor education, music and the arts can teach young people the skills and competencies that provide them with the confidence, patience and inspiration to achieve whatever they chose to undertake throughout their lives. He is passionate about giving students every opportunity to develop and reach their full potential.

LAMDA success!

Many students in Years 7 and 8 are celebrating excellent results in their LAMDA qualifications. LAMDA (the London Academy of Music and Dramatic Art) "believe in the transformative power of the dramatic arts and the value to society of creativity, innovation and authentic, confident communication". At Broadway Academy, we believe this too, and so our students in Years 7 and 8 are given the opportunity to take a LAMDA qualification (Entry Level, Grade 3 or Grade 4) in Speaking Verse and Prose. Our students approached preparing for this challenging qualification with gusto, learning to recite poetry and extracts from novels by heart. This year, a large number of students in Years 7 and 8 have even been awarded a Merit or Distinction for their performances - a brilliant achievement! Well done to every student who took their LAMDA exam this year; we are very proud of your hard work.



Grade 4 (Year 8)

Distinction:

Mohammed E, Yusuf A, Amisha B, Tania K, Barkhad G

Merit:

Sameerah S, Ayman A, Tadiwa B, Daneen G, Hawa I, Zara M, Giorgia A, Rifat C, Jannatul F, Sara I, Unaysah K, Muhammad I M, Atika R, Samia S, Zubair T, Fadela A, Sanna A, Tabassum D, Farjana H, Anisa F, Mahboba I, Muskaan K, Kabir M, Rasdia R, Aaliyah S, Sara A, Jordan B, Bilal S, Abida F, Sumayah M, Zunairah S, Fatima H, Arfin M, Laiba Z

Grade 3 (Year 7)

Distinction:

Hazera H, Freedom M, Ayshah M, Inayah I, Yusra R, Farhadul I, Saniya S, Zara S

Merit:

Affan A, Sabir A, Yasmin A, Mu'aawiyah B, Amima G, Gabriel I, Nafiz K, Ammaarah M, Wendy O O, Zoya R, Aisha S, Samina Z, Riyadh A, Mahfuz A, Amaan I, Riana A, Syeda M A, Aaisha I, Abdullah K, Samihah S, Munira T, Ashraf F, Adrita A, Khaliq M, Mahamed A S, Nada A, Anieela A, Abdiwahab M F, Syeda F, Lashvini P, Sumayyah R, Mohammed A, Zoya A, Aleena K, Beatrice S, Neeha S, Safaa K, Mahnoor A, Reema K, Aryan M, Muhammed U, Sarah B, Yara G, Zaynah J, Sameer K, Hamdiyah N, Basmalla S, Mohammed S, Umarah B, Aamirah K, Mohammed M, Wisdom I, Mohammad T.

Hillwalking in the Malvern Hills - a Year 7 and 8 Experience



A little bit of background information ...

Ever since 2016, Broadway Academy has been seeking to develop pupils' experience of the great outdoors by giving them all the opportunity to go on a hillwalking experience. Recent expeditions include year 7 and 8 pupils going to the Malvern Hills and Cannock Chase. As a school we feel that some students brought up in the heart of the city can really miss out on experiencing the beauty of the countryside so the trips are organised to allow pupils to experience this, whilst also developing team building skills and building on the school's value of respect, through respecting the environment as pupils should "take only

pictures and leave only footprints."

The article below was written by Kevin Caines, our Outdoor Education Co-ordinator.

Hillwalking 2020

Last month there were two groups of around 70 year 7 pupils, taking part in hillwalking in the Malvern Hills, supported by Broadway Academy staff members and Adventure Plus instructors.

This is one of the first adventurous activities that pupils take part in at the Academy and for some pupils this was also their first time outside Birmingham.

I observed a mixture of emotions from the students. On the coach there was excitement and apprehension and this was the same when they started the walk. However, when we walked up the first of the four hills there was a visible split. Half of the team took on the first hill with vigour and enthusiasm and the other half were quite apprehensive and complained that they could not make it! Encouragement by the adults and also by some of their peers helped them on their way.

We stopped on the top of each hill to let the teams regroup and for some to catch their breath and all of the students were taken aback by the views; we were very lucky with the weather, as it was clear and bright! We could see the River Severn and all the way to the Black Mountains in Wales.

We all had lunch on the four hill and the mood of some of the student changed when they realised what they had achieved. We returned back to the transport and used the same trail we had walked up. You could see the students who found the trek challenging on the way up work much harder on the way back to keep up with their peers - I was very impressed. On the coach back to school all the students were talking to each other about how much they enjoyed themselves and what they had achieved.

Getting the Academy 'virtually' running as normal.

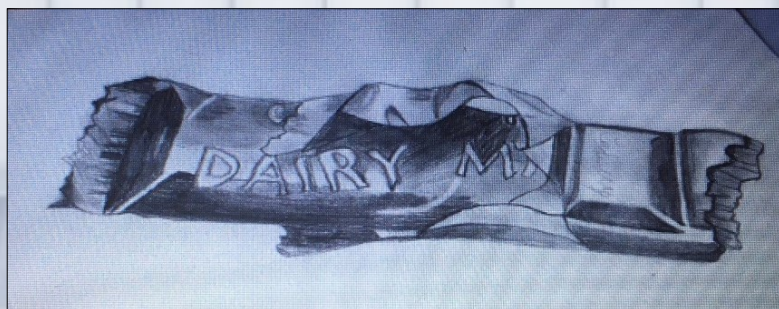
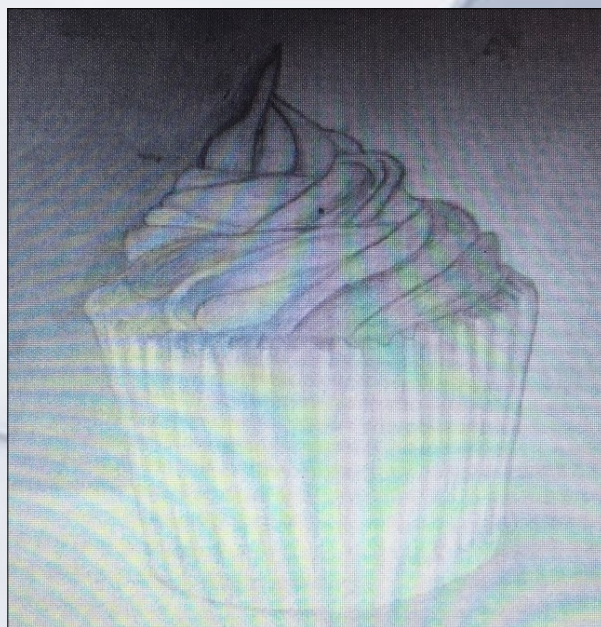
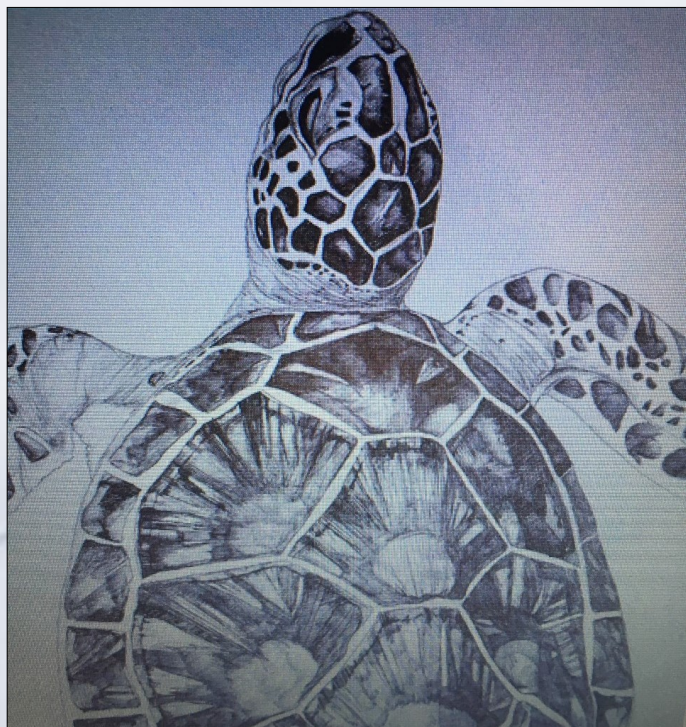
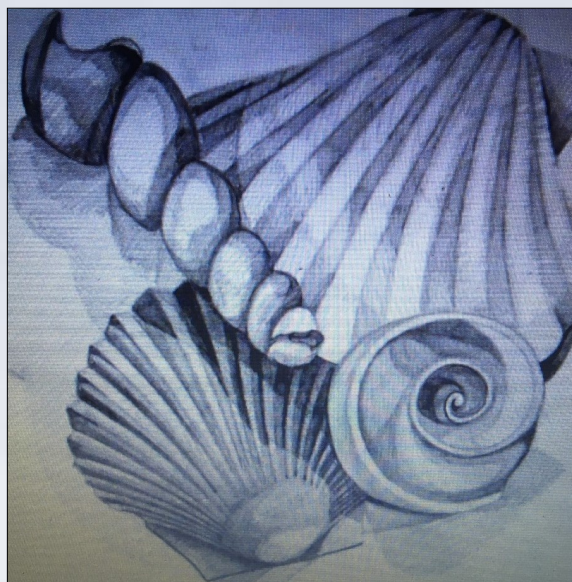
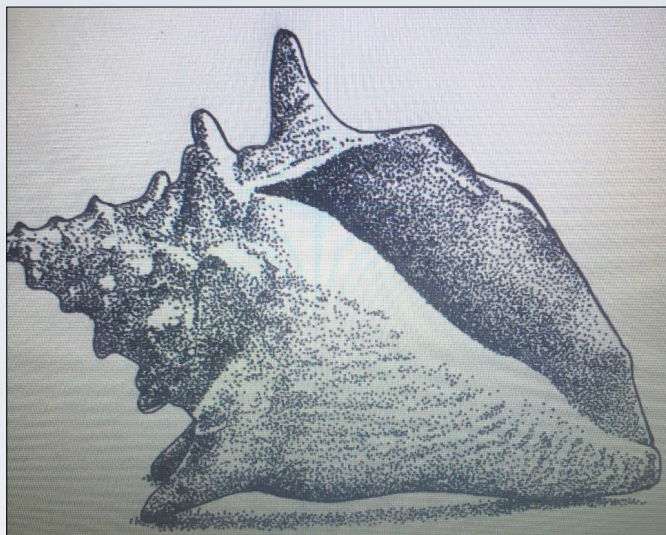
Our main priority was ensuring that the learning process could continue. To do this we have all had to embrace online learning and new ways of communicating, sharing and learning. The progress that everyone has made has been monumental and is still continuing to push what Broadway can deliver to its community as a 'Virtual Academy'.

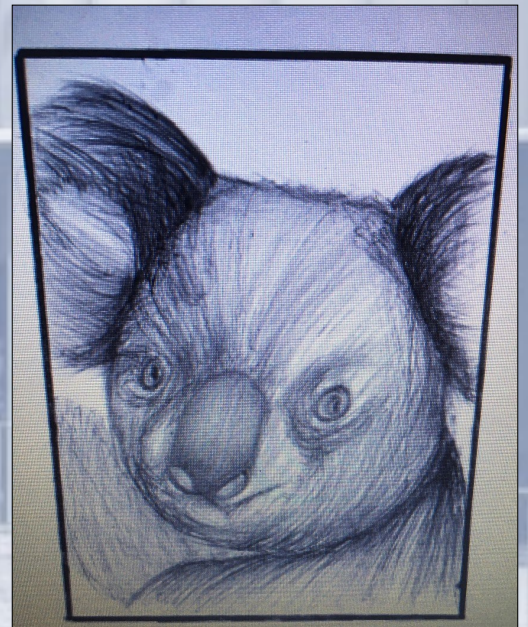
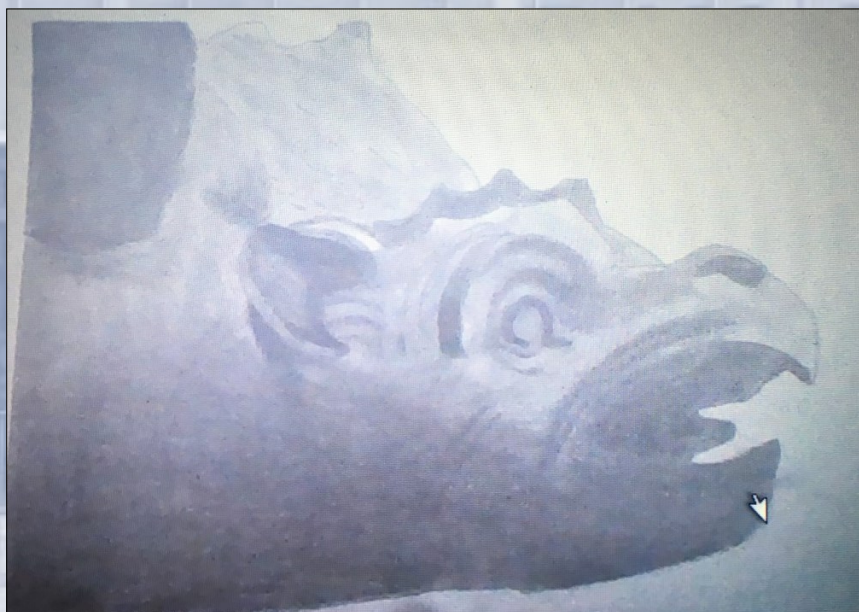
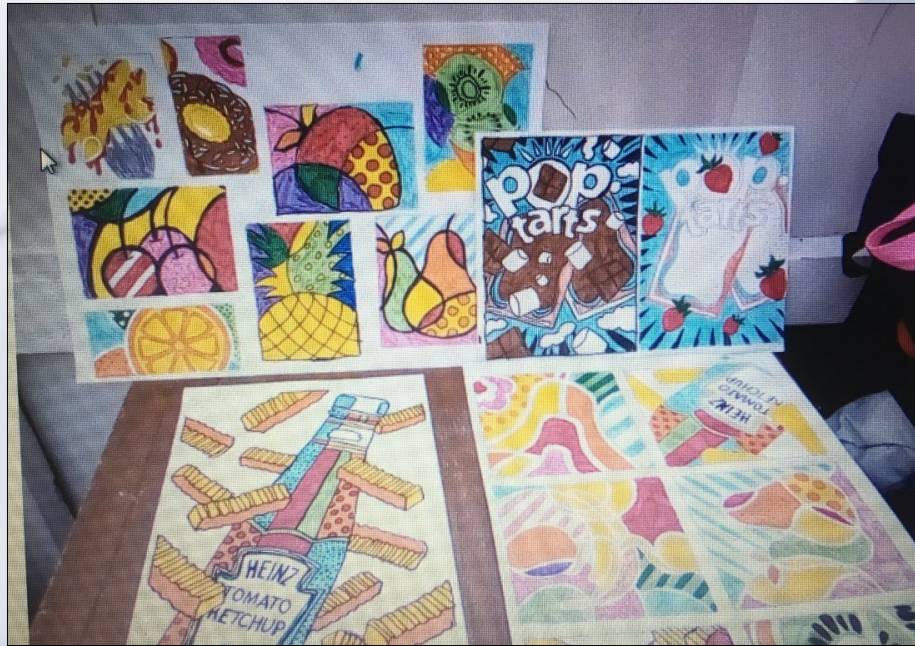
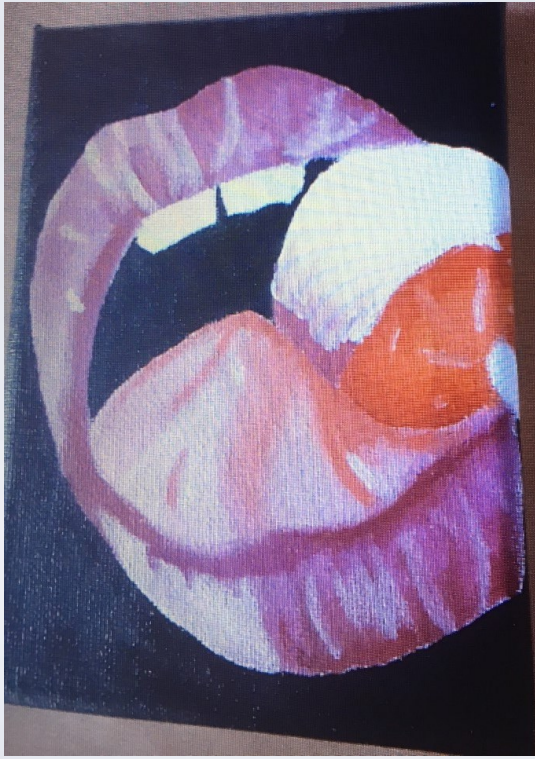
Using the FROG learning platform teachers are now sharing varied and challenging work to students in all subjects. Students can access all of their files from home as well as message staff with questions, send in assignments and fully engage with online learning.

Lessons have included online workout packages for PE, links to other platforms like Mathswatch, quizzes, interactive worksheets and even music seminars where students share ideas and hear them played back to them. All of this under the watchful eye of our pastoral staff who are still working hard to ensure that everyone is accessing what they need, in order to get the best out of their learning.

Setting up these systems always has hiccups along the way and training staff and students has been a unique challenge during the current circumstances. To counter this we have created many video links to help both students and staff navigate FROG and get the very best from this experience. Many of these videos are available on our main page to support users, but please ask if there is anything that is proving difficult! Our dedicated team of technicians are here to help.

We enter the holidays expecting to continue as a Virtual Academy for the summer term and are confident that we are providing the very best opportunity for our students and community to learn and grow. If there are any questions about accessing or using the Virtual Academy please contact us at itclosure@broadway-academy.co.uk









Aston Neighbourhood Police Team

Broadway Police Office
Broadway Academy
The Broadway
Perry Barr
Birmingham
B20 3DP

Switchboard: 101
Tel. Ext: 8416310
Please ask for: Pc Joe Cahill
Direct Telephone:
Facsimile:
Email: j.cahill@west-midlands.pnn.police.uk
Crimestoppers: 0800 555 111

To All Tesco valued customers
**AGGRESSIVE BEGGING OUTSIDE THIS STORE TO GET
MONEY FOR DRUGS**

Date: 12th January 2020

Dear Tesco Customer

Please stop encouraging Aggressive begging outside this store!!

In 2017 after leaflet dropping imploring generous Tesco customers to stop giving to imposters pretending to be homeless, aggressive begging was almost eradicated within three months and for this I humbly thank you.

However following a change of management and police staff, aggressive begging has now reached epidemic proportions and once again the elderly and vulnerable are afraid to visit.

You the customers are very generous but I have to say **you are being
taken advantage of!!!!**

None of the regular beggars are homeless and some can earn up to £260 a day conning customers into believing they have no food to eat. If a genuine homeless person is identified Tesco Staff will feed and direct them to organisations that will help but genuine homeless beggars are rare in this area.

I am grateful to shoppers who have provided statements and we are now issuing CPN Warnings which when breached will result in Community Protection Orders being issued and enforced. This is why your help is so crucial.

Your money is funding this aggressive begging and local drug dealers !!!!!

Together we can put a stop to this.

WHILE YOU KEEP GIVING THEY WILL STAY

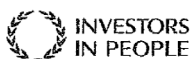
IF YOU DO WANT TO HELP THE GENUINE HOMELESS- Please, donate to a charity which helps the homeless. Ring SHELTER on 0300 3301234 to donate over the phone or write with your donation to:

SHELTER SUPPORT HELPDESK (there are countless other worthwhile charities too)

Freepost SE3319
88 Old Street
London
EC1V 9HV

Or Donate to TESCO's Community Food Bank

Thank you again for your help in this matter. Pc Joe Cahill. Aston Neighbourhood Policing.



Serving our communities, protecting them from harm
www.west-midlands.police.uk

*Calls may be monitored and/or recorded for security, quality control or training purposes

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



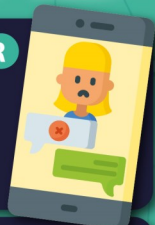
The Diana Award definition of bullying is "repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Cyberbullying is bullying which takes place online. It can involve anything from sending messages to posting offensive comments to uploading and sharing private or embarrassing photos. It is classed as an indirect form of bullying when compared to verbal or physical bullying, given it usually takes place through a digital device. However, for those experiencing bullying behaviour, the consequences can be just as serious and have far reaching effects.



What schools need to know about CYBERBULLYING

3 KEY ASPECTS OF BULLYING BEHAVIOUR

There are three key aspects of bullying behaviour, namely that it is repetitive, negative and intentional. These behaviours apply both offline and online. Cyberbullying can almost heighten these behaviours, particularly with access to the internet available 24/7 and the different ways in which those displaying bullying behaviour online can target others. The fact that they can also easily hide their identity online can make cyberbullying much more difficult to stop.



DIFFERENT DEVICES & CHANNELS

Cyberbullying can take place over any device connected to the internet which allows for two-way communication. This includes mobile phones, tablets, computers and even games consoles as it becomes more and more common for players to chat to other players whilst playing online. From a snapshot of 1,400 students surveyed by the Diana Award in 2018, 33% of young people admitted to have experienced bullying on social media, 11% via text message and 12% whilst online gaming.



WHAT LEADS TO CYBERBULLYING

There is never any justification for cyberbullying and those who display bullying behaviour need to be held to account for their actions. Nonetheless, it can be useful to try and understand some of the factors that may lead young people into bullying behaviour. For example, family issues, personal difficulties and a lack of positive reinforcement may push some young children into bullying others as a form of coping mechanism. Similarly, those exhibiting bullying behaviour may blame their targets for provoking their behaviour in the first place or engage in bullying behaviour as a call for attention if they lack social skills or understanding. Others may view their position as dominant which makes themselves less vulnerable to being bullied or they replicate behaviour they have experienced themselves in the past.



SIGNS AND SYMPTOMS

Cyberbullying can affect anyone, at any time, at any place. The impacts of cyberbullying can be long-lasting and leave people feeling scared, anxious and lonely. Some of the more obvious signs that those experiencing bullying behaviour might show include weight loss, crying, mood changes, depression and regularly avoiding school. Other symptoms, which might be less obvious to spot and would be difficult to pick up on in isolation, may include changes in body language like hunched shoulders, walking slower or an inability to make eye-contact. In extreme cases, those experiencing bullying behaviour may have unexplained marks or scars which could be evidence of self-harm.



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Safety®

#WakeUpWednesday



Tips For School Staff



TAKE A WHOLE SCHOOL APPROACH

In taking a whole approach towards cyberbullying, schools can cultivate a culture that relies on positivity and behaviour that is emulated by ALL members of the school community including staff, support staff, senior leaders, governors and parents and carers.



BUILD CONFIDENCE IN DEALING WITH INCIDENTS

This can be achieved by having clear knowledge of what constitutes bullying behaviour, having clear sanctions and courses of action and continually updating your knowledge of safety procedures regarding online and offline incidents.



USE CHILDREN AND YOUNG PEOPLE AS A RESOURCE

Ensure you understand what is influencing the behaviour of young people in your community. If schools know what their students are engaging with, it can be easier to develop and implement relevant and effective tactics / strategies to counter cyberbullying issues.



UNDERSTAND THE CAUSES OF BULLYING

As previously mentioned, sometimes those who are behind the bullying are in need of support just as much as those who are being targeted. In better understanding the cause of the issue, schools can better position themselves to tackle the problem and also adequately support both those displaying and experiencing the bullying behaviour. Taking a proactive approach means that schools can gear themselves to tackle issues specific to their school environment, rather than treating each case the same.



ENSURE ALL STAFF KNOW THEIR ROLES AND RESPONSIBILITIES

All staff have a role to play in educating and supporting children who are affected by cyberbullying, not just those responsible for safeguarding or online safety. Regular training, continuous professional development and clear school policies can help to empower staff in effectively managing any cyberbullying issues and in providing a united staff front on zero tolerance to all bullying behaviour.



In collaboration with



Ask For Help



For further support, advice or guidance to support you students at school, or to sign up to The Diana Award's free Anti-Bullying Ambassadors training events, head to www.antibullyingpro.com



www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 13.11.2019

What children need to know about

ONLINE BULLYING



What is online bullying?

ONLINE BULLYING – ALSO KNOWN AS CYBERBULLYING – IS BULLYING THAT TAKES PLACE ON THE INTERNET OR VIA ELECTRONIC DEVICES AND MOBILE PHONES. IT CAN INCLUDE:

1. SENDING SOMEONE MEAN OR THREATENING EMAILS, DIRECT MESSAGES OR TEXT MESSAGES
2. HACKING INTO SOMEONE'S ONLINE ACCOUNT
3. BEING RUDE OR MEAN TO SOMEONE WHEN PLAYING ONLINE GAMES
4. POSTING PRIVATE OR EMBARRASSING PHOTOS ONLINE OR SENDING THEM TO OTHERS
5. CREATING FAKE SOCIAL MEDIA ACCOUNTS THAT MOCK SOMEONE OR TRICK THEM
6. EXCLUDING SOMEONE FROM AN ONLINE CONVERSATION OR BLOCKING THEM FOR NO REASON



BE KIND ONLINE

BEFORE PRESSING 'SEND' ON COMMENTS, ASK YOURSELF THESE 3 QUESTIONS...

1. WHY AM I POSTING THIS?
2. WOULD I SAY THIS IN REAL LIFE?
3. HOW WOULD I FEEL IF SOMEBODY SAID THIS TO ME?



**National
Online
Safety**

#WakeUpWednesday



Why does it happen?

GOING ONLINE MAKES IT EASIER FOR PEOPLE TO SAY AND DO THINGS THEY PROBABLY WOULDN'T DO FACE TO FACE. ONLINE BULLIES DON'T GET TO SEE THEIR VICTIMS' REACTIONS IN REAL LIFE, SO THIS CAN COOON THEM FROM THE REAL DAMAGE THAT THEY ARE DOING. QUITE OFTEN, PEOPLE BULLY BECAUSE THEY ARE GOING THROUGH SOMETHING DIFFICULT THEMSELVES AND TAKING IT OUT ON OTHERS IS THE ONLY WAY THEY KNOW HOW TO GET CONTROL OF THEIR OWN EMOTIONS.

How does it feel to be bullied?

BEING BULLIED CAN IMPACT ON YOUR SELF-ESTEEM, CONFIDENCE AND SOCIAL SKILLS. BECAUSE IT HAPPENS ON YOUR PHONE, TABLET OR COMPUTER, IT CAN FEEL LIKE YOU ARE UNDER THREAT EVEN WHEN YOU'RE IN A SAFE ENVIRONMENT, SUCH AS YOUR BEDROOM. DON'T FORGET...IT IS NOT YOUR FAULT IF YOU'RE BEING BULLIED.



Am I an online bully?

SOMETIMES IT ISN'T OBVIOUS THAT WHAT YOU ARE DOING IS WRONG, BUT IF YOU USE DIGITAL TECHNOLOGY TO UPSET, ANGER OR EMBARRASS SOMEONE ON PURPOSE, THIS MEANS YOU'RE INVOLVED IN ONLINE BULLYING. IT MIGHT BE AS SIMPLE AS 'LIKING' A MEAN POST, LAUGHING AT AN ONLINE VIDEO, OR SPREADING A RUMOUR, BUT THE PERSON BEING BULLIED COULD FEEL LIKE THEY ARE BEING GANGED UP ON. THINK ABOUT HOW IT WOULD MAKE YOU FEEL IF IT HAPPENED TO YOU. EVERYONE CAN MAKE MISTAKES, BUT IT'S IMPORTANT TO LEARN FROM THEM – GO BACK AND DELETE ANY UPSETTING OR NASTY POSTS, TWEETS OR COMMENTS YOU'VE WRITTEN.

Who do I tell?

YOU DON'T HAVE TO DEAL WITH THE BULLYING ON YOUR OWN. TALK TO AN ADULT THAT YOU TRUST – A PARENT, GUARDIAN, OR TEACHER. MOST WEBSITES, SOCIAL MEDIA WEBSITES AND ONLINE GAMES OR MOBILE APPS LET YOU REPORT AND BLOCK PEOPLE WHO ARE BOTHERING YOU. YOU COULD ALSO CONTACT CHILDLINE (WWW.CHILDLINE.ORG.UK), WHERE A TRAINED COUNSELLOR WILL LISTEN TO ANYTHING THAT'S WORRYING YOU – YOU DON'T EVEN HAVE TO GIVE YOUR NAME.



How do I prove it?

WHEN CYBERBULLYING HAPPENS, IT IS IMPORTANT TO DOCUMENT AND REPORT THE BEHAVIOUR, SO IT CAN BE ADDRESSED – RECORD THE DATES AND TIMES WHEN CYBERBULLYING HAS OCCURRED, AND SAVE AND PRINT SCREENSHOTS, EMAILS, AND TEXT MESSAGES.



How can I stay safe?

MAKE SURE YOUR PRIVACY SETTINGS ARE SET SO THAT ONLY PEOPLE YOU KNOW AND TRUST CAN SEE WHAT YOU POST. NEVER GIVE OUT PERSONAL INFORMATION ONLINE, SUCH AS IN PUBLIC PROFILES, CHAT ROOMS OR BLOGS, AND AVOID FURTHER COMMUNICATION WITH THOSE SENDING THE MESSAGES. KEEP AWARE OF FAKE PROFILES AND INTERNET USERS PRETENDING TO BE SOMEONE THAT THEY ARE NOT.





PERRY BARR REGENERATION CHALLENGE AT BROADWAY ACADEMY 27 FEBRUARY 2020

After taking part

62%

students said they would be
more likely to consider a
career in the industry

"A massive thank you to everyone involved in the organising and delivery. We had a fantastic day at Broadway and the students are still buzzing about it today. It was so nice to see our students appreciating the work that goes into planning big projects and understanding how this particular project will impact them in their area. It really opened their eyes to career opportunities and was nice to see them working so well with the volunteers."

Careers Leader, Broadway Academy



98% increased their understanding of how to get into different careers



100% improved their understanding of the type of careers out there



93% say it motivated them to work harder at school



91% say it increased their self-belief



95% say it improved their problem-solving skills



93% say it improved their speaking skills



91% say it improved their listening skills



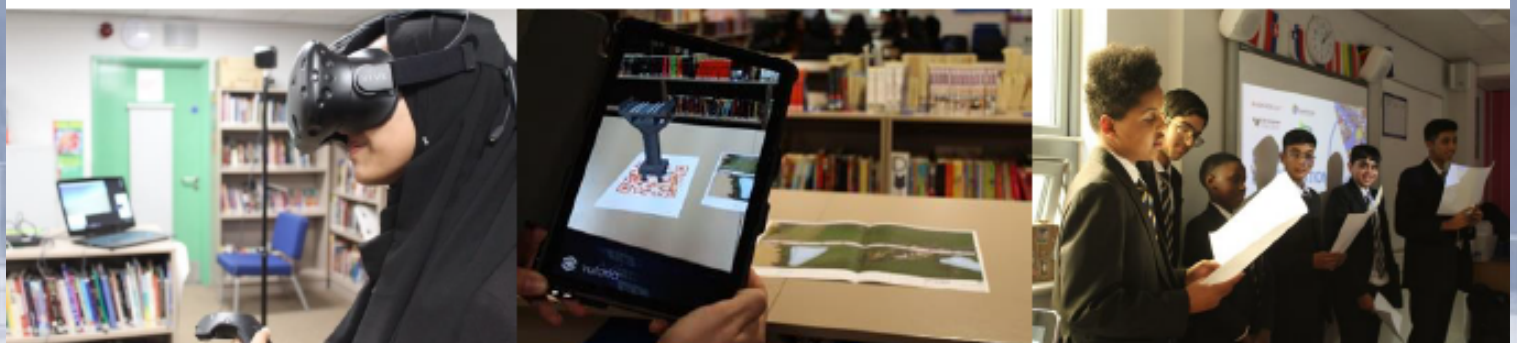
96% say it developed their leadership skills



95% said it helped them think about their own goals



98% developed independent thinking + creative skills





What the students had to say...

"I liked that we all came up with different ideas and shared our thoughts"

"I got to meet people who have experience in this field, this encouraged me and helped me to understand what I actually enjoy so that I can choose a career"

"The challenge helped me to become more confident whilst presenting and I got to use a lot of new technology"

"The day showed me how people solve problems in different areas and it also helped me to develop some of my skills"

"I enjoyed the fact that we did different activities and then at the end we had to put it all together into a presentation"

"I really enjoyed looking virtual reality and the different technology that is used in the industry"

What the volunteers had to say...

"[It was good] putting the digital agenda at the heart of the event. [The event was] fast paced [and there was] [great engagement]"

Volunteer, Arcadis

"It was a wonderful experience working with the Year 9s! Hopefully we have opened the minds of some of these young talented students by shining a light on the diverse career paths in the construction industry and engaging with the next generation"

Volunteer, Arcadis

Amna and Sumayyah



Sample outputs from the day



CAREERS EDUCATION

What?

- Target review days to discuss progress and help you achieve your best.
- Parents evenings to help you and your family understand careers and options.

- Trips – to colleges, universities, employers.
- Visitors from the world of work.
- Personal Development Programme sessions and Unifrog to help you find out about further education and training options, support you applying for courses, guidance on job applications and aiding you in applications to university.
- Parental support workshops.

Why?

- To help you make informed decisions about your future – jobs, courses, training, qualifications and apprenticeships.
- To help gain confidence to aim high and achieve your ambition.
- To help you gain skills you will need to be successful – interviews, applications and communicating well about yourself.

When?

From year 7 on – it's never too early to start thinking about what is available and what you may be good at.

- Your Personal Development Programme sessions in school will give you opportunities to explore future choices through the STEPS booklets and the online Unifrog programme which can be accessed 24 hours a day from your computer.
- Assemblies and person of the month visits.
- Evenings at school – options evenings, parents evenings.
- Workshops and projects i.e. team building days, mock interviews, enterprise days.
- Mentoring courses.
- Work experience.
- Drop into the careers room in the purple corridor. Open at breaktime and lunchtime.

Where?



Who?

- Form Tutors
- Student Support Managers
- Independent Careers Advisor – Mrs Weddle
- SEND careers support Advisor - Miss Williams
- Assistant Headteacher responsible for careers education – Mrs Cordon
- Head and Assistant Head of 6th form for post-16 applications and 6th form applications
- External Visitors from the world of work and education



Independent Careers Advisor
Mrs Weddle

Location - Purple Corridor

Labour Market Information

*LMI obtained from the Office for National Statistics and Gov.uk. Last updated January 2020

**National
Careers
Service**

Greater Birmingham & Solihull LEP

Birmingham, Cannock Chase, Lichfield, Solihull, Tamworth & East Staffordshire

Employment



UK - 76.3%

LEP - 71.7%

16-64 year old population = 1,276,400

Unemployment



UK - 3.8%

LEP - 5.7%

Salary



UK Average - £30,414

LEP Average - £29,603

Self-Employment



10.1%

128,800 people in the region
are self-employed

Growth by job sector by 2022



Health and Social Care



Care Workers



Construction



Professional Services

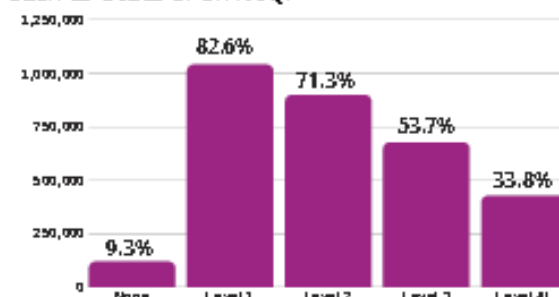


Support/Customer Services



Qualification levels

897,300 people have at least a level 2 qualification such as GCSEs or an NVQ.



Where do people work right now?

Most jobs

Wholesale & Retail - 145,000 (15.5%)

Health & Social Care - 123,000 (13.2%)

Administration - 100,000 (10.7%)

Manufacturing - 91,000 (9.8%)

Education - 89,000 (9.5%)

Fewest jobs

Arts & Entertainment - 17,000 (1.8%)

Real Estate - 16,000 (1.7%)

Water, Sewerage & Waste - 5,000 (0.5%)

Electricity, Gas & Air - 1,000 (0.1%)

Mining, Quarrying & Utilities - 175 (0.01%)

Did you know...

The NHS is the UK's biggest employer, and the 5th biggest employer in the world!

What are the region's biggest companies to work for?



Need careers advice? Call us on 0800 100 900, contact us online, or find us on Facebook, Twitter and The Student Room.

Equal Opportunities through Careers

The careers programme supports the Academy Equal Opportunities Policy and endeavours to implement it in the following ways:

- Careful selection of posters and display material
- By encouraging all students to prepare to support themselves financially
- By encouraging all students to consider all options including non-traditional careers/roles
- By avoiding the use of one gender and gender specific job titles, e.g. using he/she, son/daughter, waiter/waitress
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons
- By not arranging and discouraging separate sex groups for group work
- Equal access to information for all students of all abilities

We recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, FE and HE courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly and emphasise what they can do and the skills they have.

Careers Advice

What should you do if you Unifrog has gone down and you need careers advice?

Come into school and speak to Miss Weddle

Try these websites:

<https://www.careersbox.co.uk/>
<https://www.brightknowledge.org/>
<https://icould.com/>
<https://nationalcareers.service.gov.uk/>
<https://www.startprofile.com/>
<http://www.futuremorph.org/>

All links are on our website

Feedback

Your feedback on careers provision at Broadway Academy is important to us. Please take a minute to complete this survey so we can hear your views and build on the provision.

<https://www.surveymonkey.co.uk/r/8SQX5ZF>

The Careers Curriculum

The careers programme is designed to meet the needs of students at Broadway Academy; it is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. All staff contribute to CEIAG through their roles as coaches/mentors/subject teachers/personal tutors.

At Key Stage 3 all students:

- Receive information about careers pathways as part of the PDP curriculum
- Are given access and training to unifrog, a careers platform where students can investigate career opportunities available to them
- Receive information through inspirational assemblies
- Participate in STEM events e.g. Big Bang
- Receive and complete personal careers booklets
- Produce a CV, log their competencies and complete career searches
- Attend trips and workshops i.e. Army, Navy, Medical Mavericks, University settings
- Attend transition events and careers fairs

At Key Stage 4 all students:

- Receive information about careers pathways as part of the PDP curriculum
- Are given access and training to unifrog, a careers platform where students can investigate career opportunities available to them
- Receive information through inspirational assemblies
- Participate in STEM events i.e. Skills show
- Receive and complete personal careers booklets
- Produce a CV, log their competencies and complete career/college searches
- Attend trips and workshops i.e. Army, Navy, Medical Mavericks, University/College settings
- Attend transition events and careers fairs
- Opportunities to do work experience
- Have career interviews

All Key Stage 5 students:

- Get the opportunity to do work experience
- Receive information through inspirational and guest speaker assemblies
- Attend a University setting
- Have the opportunity to do master classes
- Attend planning for the future sessions at Aston University
- Have career interviews
- Attend taster days
- Receive UCAS support



Outdoor coat - taken off on entry to the building/No caps

Haircut suitable for school.
No patterns/lines.

Small plain stud
may be worn

Plain stud earrings.
Nose studs not allowed.
No make up

Optional headscarf. If worn
- plain black, no sequins,
strings, patterns or colours

Plain white school shirt fastened
at the neck and tucked in.
School tie - 6/7 stripes

Plain black 'V' neck jumper

Plain black traditional blazer
with school badge.

No rings

Plain black tailored
trousers.

Sensible black school
shoes not trainers or
canvas style

No rings
No nail varnish

Plain black tailored
trousers or skirt
(short to the knee,
long above ankle)

Sensible, low healed
black shoes - no
trainers, canvas
style or boots

Suitable bag for carrying books and equipment - No pouches

Times of the school day

Monday to Thursday

Period 1	8:40am - 9:40am
Period 2	9:40am - 10:40am
Form Time	10:40am - 11:00am
BREAK	11:00am - 11:30am
Period 3	11:30am - 12:30pm
Period 4	12:30pm - 1:30pm
Lunch	1:30pm - 2:05pm
Period 5	2:05pm - 3:05pm

Friday

Period 1	9:00am - 10:00am
Period 2	10:00am - 11:00am
BREAK	11:00am - 11:30am
Period 3	11:30am - 12:30pm
Period 4	12:30pm - 1:30pm
Lunch	1:30pm - 2:05pm
Period 5	2:05pm - 3:05pm