



Climate for Learning

No child left behind



Family Handbook

2020 - 2021

There have been several positive changes made at Beckfoot Oakbank over the year that we would like families to be fully aware of. We really appreciate and value your support in our mission to provide the best education, in remarkable learning environments, with great teaching and achieve brilliant outcomes for all our students.

These changes will make sure that No Child is left behind!

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Area	Page
<p><u>School Absolutes</u> The students, staff and several year 7 parents created these. They form the foundations of our school culture and ethos. These are very important and everyone in school promises to uphold them.</p>	1
<p><u>School Pledges</u> As a school we work in partnership with families and pledge to create a world class learning environment. Families and Students pledge to support the school so all our young people can be the next great leaders of the future.</p>	2
<p><u>Uniform</u> Raising the standards of uniform and appearance to create a professional learning environment is essential to preparing young people for the next stages of their life. School policies are to be upheld and fully supported by families, so a clear and consistent message is given to the young people.</p>	3
<p><u>Student Designated Spaces and important notice about site access for parents / carers.</u> Students now have their own designated areas in school during social times. This allows students to feel part of their wider year group peer setting whilst providing them with their own space.</p>	4 - 5
<p><u>Expectations and Routines</u> The behaviour policy in school ensures all our students are able to learn in a safe, calm learning environment. The behaviour system was created by our students who wished for students to be treated fairly and equally. They requested to have verbal warnings that allow students to correct behaviours to learning. This we have done. When families receive supportive phone calls home from teachers it is because that despite the warnings the student has continued to hinder the learning of others and more importantly themselves.</p>	6
<p><u>Punctuality and Attendance</u> Punctuality is an area we began to tackle as a school this year. A large number of our students expressed their frustrations over their learning being interrupted by students arriving late to lessons when they, themselves arrived on time. We take lateness to school and lateness to lesson seriously. As we prepare the students for life after school we understand as adults that there is no excuse for lateness, it is a choice. We accept there are times when a genuine reason for lateness occurs, therefore the system allows for two lates in a week. If a student incurs more than two in a week then the detention system is implemented. Families support with this is greatly appreciated.</p>	7 - 8
<p><u>Positive Behaviour and Rewards</u> Our students have provided us with lots of feedback regarding rewards in our school. The student body helped to shape the new rewards system making it fair, equitable and accessible for all. Our students along with their families take pride in their achievements and as such we as a school like to showcase their hard work and recognise their great attitudes by providing a variety of rewards. Our students at Beckfoot Oakbank are amazing and it is our mission to ensure all our students that work hard and full fill their Student Absolutes are recognised quickly and celebrated regularly.</p>	8
<p><u>Breaking the Cycle Pathway</u> As a school we recognise the importance of having a strong awareness and understanding of how social, emotional and mental well-being can create challenges for some of our students. The Trust has supported the school and invested heavily in this area. The breaking the cycle pathway allows for those that find it difficult to cope in school (usually displayed in challenging behaviours / truancy / isolation from others) to be identified early using up to date assessment tools. These assessments will ensure the right wave of SEMH provision (Wave 2 – 4) can be effectively put in place to change the repeat patterns of student behaviour and make them feel happy, confident and safe in lessons. No child left behind!</p>	9
<p><u>Pastoral Care</u> Our pastoral care team has also increased in number this year to ensure we have enough people with the right skills to support and care for our most vulnerable students and families. Students work their best when they have key people in school that they can talk to and their families can positively engage with. Our aim is to spread this pastoral care out to our families within our community. Getting the best outcomes for our young people is achieved when we all come together as a team and fully embrace and trust the partnership between home and school. We are here to help in any way we can.</p>	10 - 12
<p><u>Tutor Groups and Role of Tutor</u> The role of the tutor is vital in our school. These teachers see your child every day, build positive relationships, discuss real life issues, encourage great behaviour and increased attendance. These teachers are the primary link between home and school – their aim is to know your child and build genuine supportive relationships.</p>	13

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Student Absolutes



At Beckfoot Oakbank School we are expected to take ownership of all aspects of our behaviour, appearance, and attitude. As students we will:

- ✓ 1. Arrive to school in full uniform with a school bag, planner, pen, pencil and ruler
- ✓ 2. Attend every day and be on time to every lesson
- ✓ 3. Walk calmly, quietly and safely around the building
- ✓ 4. Speak in full sentences with no inappropriate language
e.g. slang words, swearing or homophobic language
- ✓ 5. Follow instructions of all staff first time every time
- ✓ 6. During the lesson stay focussed, complete all tasks and homework to our personal best
- ✓ 7. Be polite and kind to everyone
- ✓ 8. Everyone makes mistakes – we learn from them and do not make excuses

Staff Absolutes



All staff at Beckfoot Oakbank School set high expectations and aspirations for our students.
We show the students we care by:

- ✓ 1. Being well prepared and well planned for every lesson
- ✓ 2. Being visible on corridors to meet and greet students
- ✓ 3. Setting tasks that raise aspirations and allow for great learning to take place
- ✓ 4. Adhering to all school policies consistently, focussing on positive praise for learning
- ✓ 5. Upholding the school's high expectations of uniform
- ✓ 6. Ensuring a calm orderly exit from classrooms
- ✓ 7. Always challenging students who fail to meet expectations anywhere around the school
- ✓ 8. Actively seek help or advice if needed and offer support to colleagues

Together We Pledge

As a **world class learner**, I embrace every opportunity to shape my development as a person, a future leader and a global citizen.

1. I attend every day, and on time to every lesson, where my correct uniform and have my correct equipment.
2. I take great pride in the presentation of all my work, including keeping my Learning Planner neat and up-to-date.
3. I am a role model for and have the highest expectations for myself and my peers.
4. I treat everyone and everything in my school community with respect, and respond first time, every time.
5. I am resilient, reflective and highly ambitious about what I can achieve at Beckfoot Oakbank and in my future.
6. I embrace all opportunities to prepare for my working life beyond Beckfoot Oakbank.
7. I meet my home learning deadlines, revise thoroughly for exams and reflect on how to do even better next time.
8. I use technology, the Internet and social media safely, appropriately and to enhance my learning.
9. I ensure any letters or messages sent home are received by my parents/carers.

As a **world class parent/carer**, I am an active partner in my child's learning.

1. I have the highest aspirations for my child, and work in partnership with the school to ensure they fulfil their academic and social potential so that they are prepared for their life beyond Beckfoot Oakbank.
2. I ensure my child attends and is punctual, and do not take family trips or holidays in term-time.
3. I ensure my child is 'school ready' with the correct learning equipment and uniform.
4. I support Beckfoot Oakbank practices, including those on behaviour and attitude to learning.
5. I attend Parents Evening and any other meetings to discuss my child's progress.
6. I encourage my child to embrace opportunities to shape, enrich and lead their personal development.
7. I encourage and motivate my child to seek out leadership opportunities and step out of their comfort zone.
8. I support my child's home learning and revision for exams by providing a suitable environment for them and checking their Learning Planner every week.
9. I ensure my contact details are up-to-date and inform school of any changes.
10. I take responsibility for any equipment, books or Learning Planner my child loses or damages.

As a **world-class school**, we put students first, nurture their talent and prepare them as future leaders.

1. We provide a remarkable learning environment with a curriculum which is challenging, inclusive and forward thinking.
2. We ensure teaching and learning is engaging, exciting and inspiring, and always seek ways to innovate.
3. We see every student as an individual and personalise our support and tutoring accordingly.
4. We set challenging targets for individual students to aspire to and review them regularly.
5. We empower students to pursue leadership opportunities, and provide enrichment activities which are varied, inclusive and fun.
6. We prepare students for life beyond Beckfoot Oakbank, for entering the world of work and forging a career.
7. We build confidence through recognising, rewarding and celebrating students' success in all its forms.
8. We communicate with parents/carers about their child's individual progress through their books and reports home and provide opportunities to talk.
9. We share any concerns with parents/carers about their child's individual attendance, behaviour or effort.
10. We set home learning and revision which is meaningful and impacts on progress towards qualifications.

3 School uniform – High standards of uniform always

MyClothing.com and Firths in Keighley for logo polo shirts / jumper / cardigan and Asda for the plain polo t shirts / trousers and skirts. Please go to the school website for the PE kit at - <http://www.oakbank.org.uk>

Plain Polo t - shirt	All students should wear a polo t - shirt which is the correct colour for their year group. This can have the school logo, or be plain (no other logo or branding allowed). Year 7 = Purple; Year 8 = Red; Year 9 = Green; Year 10 = Blue; Year 11 = Burgundy
Footwear	<p>Black school shoes only (no trainers allowed).</p> <div style="display: flex; align-items: center;">  <div> <p>No Vans or Converse permitted. No high heels or boots permitted. If there is a medical reason school will require a medical / doctor's note.</p> </div> </div>
Trousers Skirt	<p>These should be plain black (no jeans, tracksuit bottoms, leggings or jeggings) with no accessories (frills, etc.). Plain belts are allowed.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Pleated knee length skirts and black tights (No micro miniskirts or pencil skirts)</p>
	Plain black Shalwar Kameez can be worn. If headwear is to be worn for religious or cultural reasons, it must be plain black.
Jumper or Cardigan	The school V-neck jumper is black and must have the school logo embroidered on it.
Bag	All students must have a rucksack or appropriate school bag (not handbags) large enough for A4 folders, books, planner, writing and drawing equipment. Must be big enough to place an outside jacket in as these will need to be put away on arrival, or you need to use a locker.
Physical Appearance	<p>Discreet make-up only No false acrylic /gel non removable nails. Natural coloured hair, no bright colours or tram lines. No jewellery except one ring, stud earring in each ear and a watch. No facial piercings allowed or piercings in the tongue / gum. (Jewellery will be placed into an envelope and placed in student reception until the end of the day)</p>
Badges	Only badges permitted to be worn on the school jumper / cardigan are the school star badges, attendance badges or leadership badges. Keep any other personal badges at home.
Mobile Phone	Mobile phones and any other forms of electrical devices are not permitted to be used during the school day. If they are brought into school, they must remain in the student's school bag switched off until they have left the school building at the end of the day. Loss or damage of these prohibited items will not be the responsibility of the school. It will be confiscated and handed into student reception until the end of the day.

Failure to comply will result in a same day social time detention. If this persists then sanctions become greater – please refer to the 'Breaking the Cycle' Pathway on page 10.

If you have any problems with regards to uniform that day, please contact the Year Team Leader.

Student Designated Areas to support COVID19 Guidance

Year 7

Before school:

Enter school via playground at 08:20

Go straight to period 1

Break time and lunchtime:

Left hand side of the atrium then move to playground or drama studio.

Exit school through the door next to the atrium onto playground at 14:30

Year 10

Before school:

Enter school via playground at 08:25

Go straight to period 1

Break time and lunchtime:

Right hand side of the atrium to eat with the outside of the PE block for an outside area.

Exit school through the music fire door onto path at the side of the building at 14:39

Year 8

Before school:

Enter school via PE door at 08:20

Go straight to period 1.

Break time and lunchtime:

Left hand side of the atrium then move to playground or drama studio.

Exit school through the PE door at 14:33

Year 11

Before school:

Enter school via playground at 08:25

Go straight to period 1

Break time and lunchtime:

Right hand side of the atrium to eat with the outside of the PE block for an outside area.

Exit school through student reception at 14:43

Year 9

Before school:

Enter school via PE door at 08:20

Go straight to period 1.

Break time and lunchtime:

Left hand side of the atrium then move to playground or drama studio.

Exit school through the technology door into playground at 14:36

6th Form

Before school:

Enter school via playground at 08:30

Go straight to period 1

Break time and lunchtime:

Right hand side of the atrium to eat with the outside of the PE block for an outside area.

Exit school through student reception at 14:45

Assembly Rota

MONDAYS – Year 7 Break 3

TUESDAYS – Year 8 Break 1 / Year 11 Break 3

WEDNESDAYS – Year 9 Break 1 / Year 10 Break 3

THURSDAYS - Year 12 Break 1 / Year 13 Break 2

Break and Lunchtimes

Break 1 and Lunch 1 – Year 7 and 11

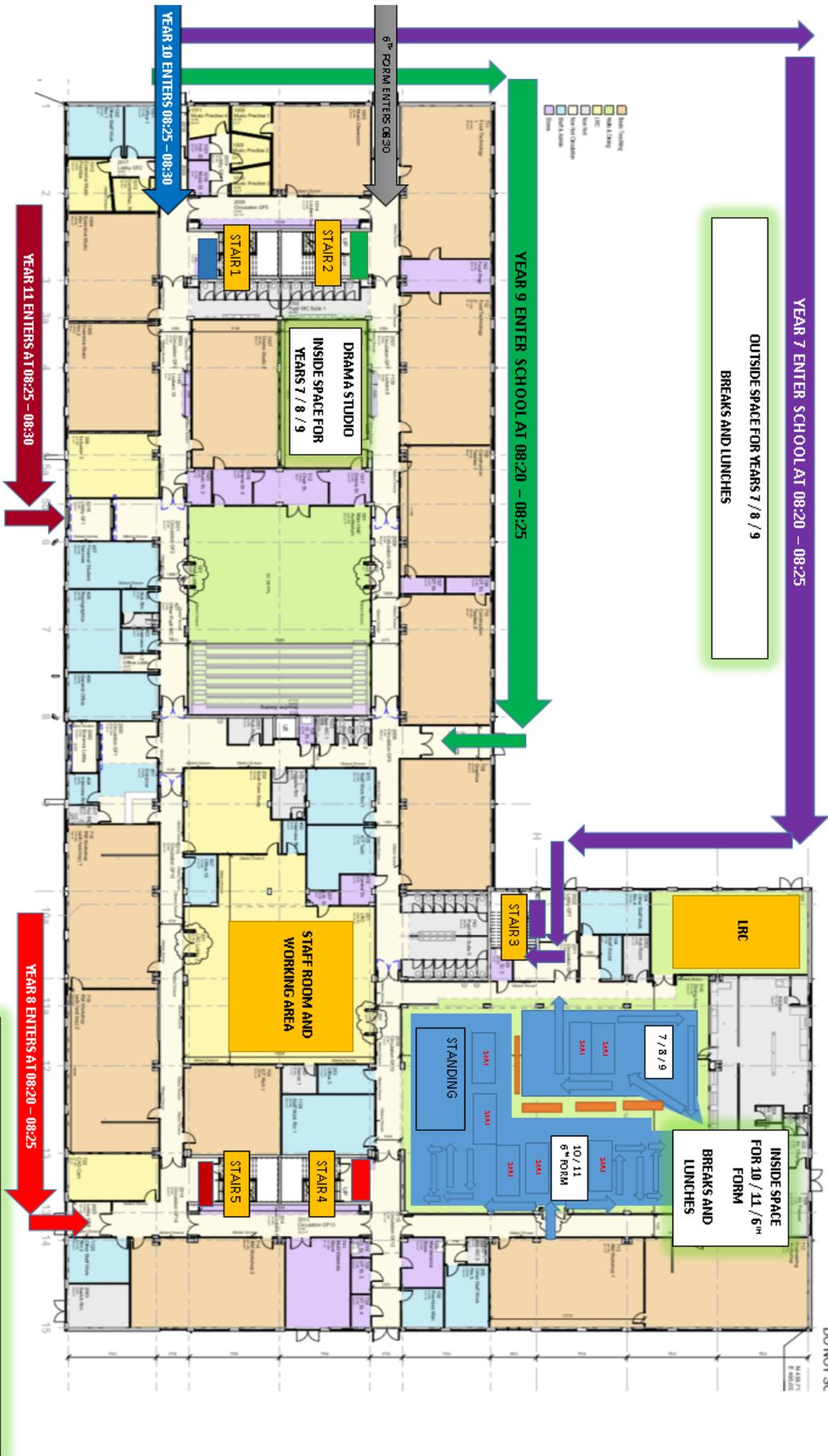
Break 2 and Lunch 2 – Year 8 and 10

Break 3 and Lunch 3 – Year 9 and 6th form

Student designated entrances into school and exits out of school to support COVID19 guidance.

Notice to parents / carers: No parking on school site. No parent / carer is permitted to enter the school building or playground, they say goodbye to their child at the school site entrances (Oakworth Road / Ingrow Lane). **No driving into the school site.** Disable access is in the Ingrow car park as normal. **For Year 7 parents / carers ONLY** – you are permitted to use the main car park to drop off and pick up your child on their **FIRST INDUCTION DAY ONLY.** After this day you say goodbye at the school site entrances.

GROUND FLOOR



OUTSIDE SPACE FOR YEARS 10 / 11 / 6th FORM
BREAKS AND LUNCHES

New Routines to support COVID19 guidance - Students will have lessons based on a fortnightly timetable

Time	08.30-10.30	10.30-11.15			11.15-12.15	12.15-14.40			
		10.30-10.45	10.45-11	11-11.15		12.15-12.40	12.40-13.05	13.05-1.30	13.30-14.40
Year 7	Period 1	Break	Tutor		Period 2	Lunch 1	Pd3		
Year 8	Period 1	Tutor	Break 2	Tutor	Period 2	Period 3	Lunch 2	Period 3	
Year 9	Period 1	Tutor	Tutor	Break 3	Period 2	Period 3		Lunch 3	Period 3
Year 10	Period 1	Tutor	Break 2	Tutor	Period 2	Period 3	Lunch 2	Period 3	
Year 11	Period 1	Break	Tutor		Period 2	Lunch 1	Period 3		
Post 16	Period 1	Tutor		Break 3	Period 2	Period 3		Lunch 3	Period 3

Behaviour Expectations and Routines

Students can be world class learners by trying really hard to follow the Student Absolutes. Every lesson is well planned and resourced to ensure great learning takes place. We value this learning time and will protect it so all students can access the lesson and make great progress.

If a student refuses to comply and prevents others from learning and hinders their peers progress, then the behaviour system is consistently followed:

Classroom Consequences



enjoylearnsucceed

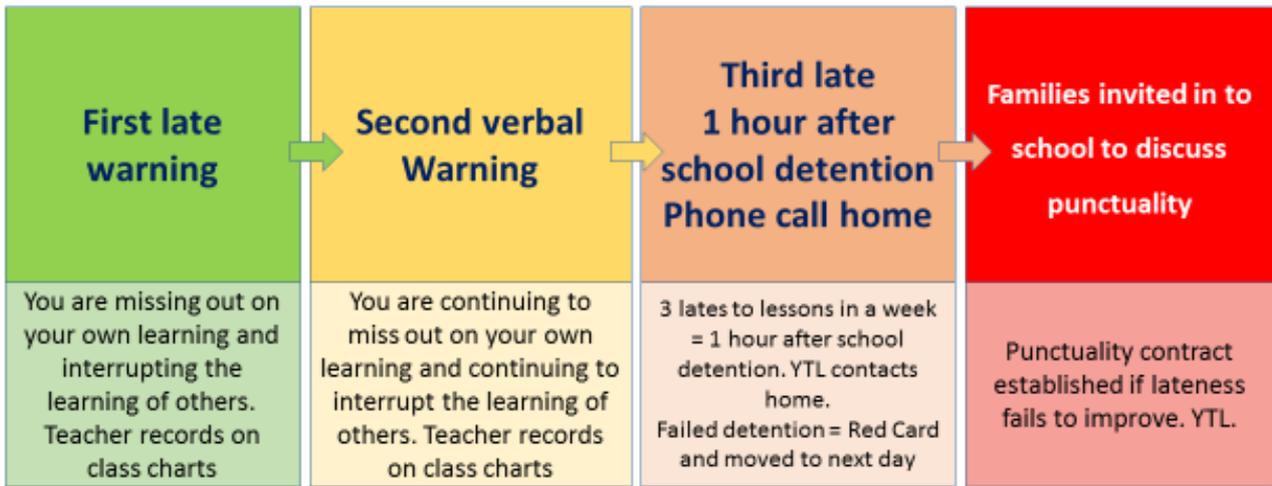
This behaviour system, created in partnership with our student body, allows a student three opportunities to correct their behaviour. The students asked for these warnings to ensure the system is fair. We have listened and agreed.

If a student fails to listen and act on the warnings given, instead continuing to prevent learning from taking place, then they are removed from the lesson immediately and sanctions are applied.

Punctuality

Students must be lined up at their designated entrance door (see map) by 08:20. If a student arrives late to any lesson (after the majority of the class has already arrived) then a late point is given on Class Charts. If a student receives 3 late points in a week then they receive a Red Card and after-school detention for 1 hour the following day. Parents will be informed, and the student will have it written in their planner. The 24-hour notice allows for any prior arrangements afterschool to be re-arranged or alternative transport to be planned. Students that fail to attend will receive another Red Card until attend. Red Cards add up to further actions (please refer to the Breaking the Cycle Pathway).

Late Consequences



Year Teams will monitor red cards for lates, uniform infractions, social time behaviour, corridor behaviour and IEU referrals. Parents will be informed when a student has reached 3 red cards in a week to explain the Breaking the Cycle behaviour step system and next steps. If a student fails to attend a social time or afterschool detention it is recorded as a red card on class charts by the Behaviour Mentor. The detention will move to the next day. Students will be reminded in form time by the form tutor about missing detentions. Parents / Carers will also receive a text message to remind their child to attend detention the next day and stop the accumulation of red cards resulting in an IEU place being given.

Attendance expectations

Students get the best outcomes when attending school and accessing all lessons. Young people have such a short time in school to learn, before becoming adults and fully joining society and the workforce. We want every second to count and want nothing more than to see our fantastic young people blossom and grow into confident adults of the future. We need our families support in facilitating this and encouraging attendance every day. We have new provisions in place to support individual needs and anxieties.

Please speak to the Attendance and Family Engagement Workers (page 10) to discuss any worries so we can make your child's return to school a great experience.

We can't wait to see everyone; we have missed them so much!

Some reminders below for you to familiarise yourself with:

- **Holidays should not be taken in term time.** Children who are absent from school during term time will miss out on important learning and educational experiences, that cannot be recaptured later. Holidays will be reported to the local authority.
- **No less than 97% attendance in the school year.**
- **Avoid Medical and Dental appointments during school hours.** Medical evidence must be produced to allow school to authorise any medical absences during the school day.
- **Unauthorised absence may lead to prosecution.** If attendance becomes a cause for concern you should expect contact from school.

Important COVID19 information regarding illness - If you have symptoms of coronavirus (COVID-19), however mild, OR you have received a positive coronavirus (COVID-19) test result, the clear medical advice is to immediately self-isolate at home for at least 7 days from when your symptoms started. Do not go to a GP surgery, pharmacy or hospital. You should arrange to have a test to see if you have COVID-19.

Alert school and people who you have had close contact within the last 48 hours to let them know you have symptoms of coronavirus COVID-19.

Following a positive test result, you will receive a request by text, email or phone to log into the NHS Test and Trace service website and provide information about recent close contacts.

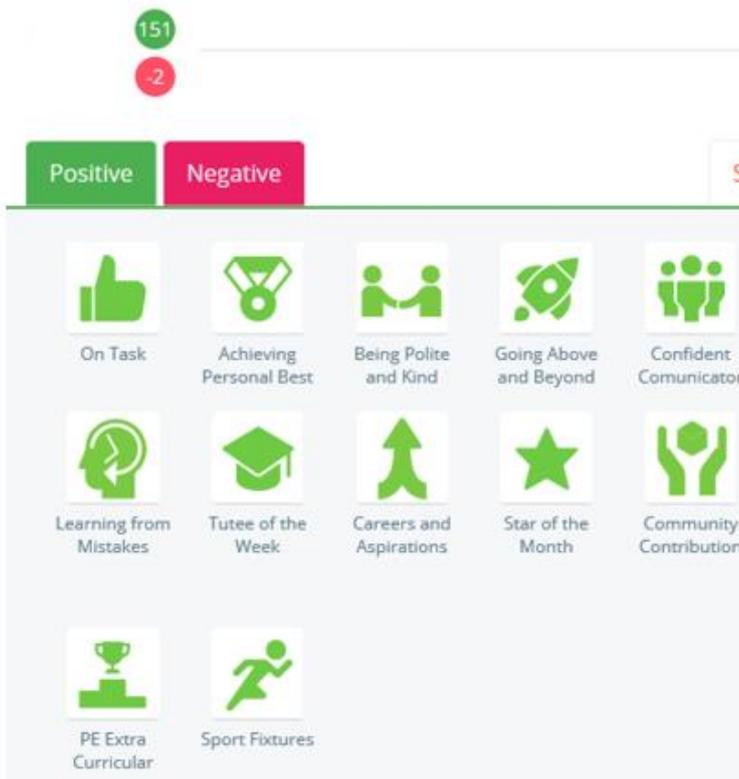
After 7 days, or longer, if you still have symptoms other than cough or loss of sense of smell/taste, you must continue to self-isolate until you feel better.

You do not need to self-isolate after 7 days if you only have a cough or loss of sense of smell or taste, as these symptoms can last for several weeks after the infection has gone.

If you live with others and you are the first in the household to have symptoms of coronavirus (COVID-19), then you must stay at home for at least 7 days. All other household members who remain well must stay at home and not leave the house for 14 days. The 14-day period starts from the day when the first person in the household became ill.

Positive Behaviour - Rewards

Rewarding students for their efforts in a lesson really helps to create a positive relationship with students as well as allowing them to feel safe in the classroom. All teachers will aim for a ratio of 1 negative for every 8 positives including verbal praise, written praise and positive stamps. Students love positive praise and if they work hard they are rewarded for their efforts.



Breaking the Cycle Step System

The Breaking the Cycle Step System is focussed on students that are persistently accumulating red cards throughout the school day. The Breaking the Cycle Step System has different stages allowing for assessments to take place using an inclusive approach. The right interventions and decisions will be made at the right times that effectively support the student and their families. Our ultimate aim is to understand why the student is finding school difficult and why they are behaving in the way that they are. This allows us to be able to work with them and keep them in the classroom accessing their education and gaining the outcomes they rightly deserve. We strongly believe in no child being left behind. The Breaking the Cycle Step System links to our SEND provisions, Pastoral provisions and Wellbeing provisions ensuring that all barriers to learning are identified and removed, using effective interventions that are regularly reviewed in partnership with home.

Breaking the Cycle Pathway

Repeat cycle (3 x detentions in a week or regular repeats)

Step 1

¼ day Internal Exclusion Unit

Restorative Reflection Time

1. Reflect on the reasons why they are in IEU
2. Create self reflection plan on what they will do differently next time.
3. IEU keep a copy and email to Form Tutor

Form Tutor reads reflection plan and sets weekly targets. Communicates weekly with home.

Total - 3 days IEU leads to step 2

Step 2

¼ day Internal Exclusion Unit

Inclusion Meeting with Parent / Carer

1. Complete part 1 of Student Support Plan - Identify barriers and strategies to overcome them
2. Blue Report Card – monitor 6 weeks
3. P6 restorative intervention with mentor 6 week programme based on Goodmans assessment.

Year Team Leader with Teacher input

Total - 8 days IEU leads to step 3

Step 3

¼ day Internal Exclusion Unit

Team around the Child

1. Professionals meeting with Parent / Carer
2. SEND referral – Assess, Do, Plan, Review
3. Outside agency referrals to meet needs
4. Reasonable adjustments made to meet needs.
5. Wave 2 / 3 provision Based on Boxall assessment and placed in SEND register

SEND Team, Safeguarding Team FLs / SLs and YTL

Total - 13 days IEU leads to step 4

Step 4

¼ day Internal Exclusion Unit

Senior Strategy Meeting

1. Complete part 2 of student support plan
2. Meet Parent / Carer to discuss progress, barriers, support so far.
3. Behaviour contract linked to serious immediate sanctions.
4. Review of reasonable adjustments, Wave 2 – 3 intervention, SSP and My Support Plan.
5. Review after 4 weeks.

Year Team Leader, DHT or AHT, SENCO

Total - 18 days IEU leads to step 5

Step 5

¼ day Internal Exclusion Unit

Other alternatives out of Beckfoot Oakbank School

1. Discuss with Trust schools, BACs for manage moves
2. Alternative Provisions
3. Potential Permanent Exclusion
4. Access Wave 4 in house provision – My Support Plan – EHCP

Senior Leader

Serious offences result in fixed term exclusions at any time.

Headteacher will make the decision in line with the school's behaviour policy.

Meetings at Step 2 will now take place over the telephone during the COVID19 period.

Pastoral Care at Beckfoot Oakbank

Ofsted Framework 2019 'This team of staff will lead the school to ensure a safe, calm, orderly and positive environment impacting on the behaviour and attitudes of pupils.

The Support and Challenge teams consist of wellbeing, climate, and attendance. We are a team that work closely and cohesively together to deliver remarkable pastoral care. Pastoral care is comprised of 4 dedicated specialist teams including the Inclusion team who effectively communicate daily with each other to ensure no child or family is missed.

Pastoral Care is also enhanced through the massive shift in the curriculum, rooted in personal development, with the students being at the heart and supported by a complementary curriculum .

Inclusion Team:

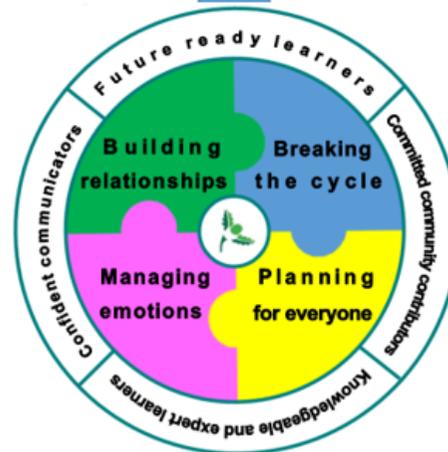
AHT Inclusion, SENCo, DSEnCo, SEMH team

'Providing a graduated approach using effective waves of intervention. This intervention will address individual SEMH needs and provide our vulnerable students with coping strategies they can take into the classroom. These children deserve the right to enjoy, learn and succeed in school.'

Attendance Team:

AHT Attendance, Attendance officer, Attendance Admin and Family Engagement Workers

'Supporting our vulnerable families by building positive relationships and increasing their engagement with school. Our vulnerable children will attend and embrace the opportunities school provides.'



Climate Team:

DHT climate, Year Team Leaders and Assistant Team Leaders, Behaviour Systems Manager and behaviour mentors

'Supporting all students in making the right choices, so they can access all their lessons with positive attitudes and achieve the outcomes they rightly deserve.'

Well Being Team:

HT, DSL, Well being Co-ordinator (DDSL), Well being leader and Well being mentors

'Supporting all our vulnerable students and families so they feel happy and safe, children attend school and flourish in line with their peers.'

Support and Challenge Team

Mr T. Shearn	Well Being Coordinator (DSL)
Mrs S Peyton Mrs R. Simpson Miss K. Dormer / Miss E North	Well Being Team
Mrs E. Ellis	Year Team Leader 6 th Form
Mrs L. Tomlinson-Askham	Year 11 Team Leader
Mr S. Smith	Year 10 Team Leader
Mrs S. Moran	Year 9 Team Leader
Mrs N. Farnhill	Year 8 Team Leader
Mrs J. Whitehead	Year 7 Team Leader
Miss C. Rhodes (Year 11 / 6) Miss N. Farrar (Years 9 / 10) Miss W. Stocker (Years 7 / 8)	Assistant Year Team Leaders
Mrs J. Reynolds Mr A. Hewitt Mrs F. Smith Feather	Behaviour Systems Manager Behaviour Mentor Internal Exclusion Unit Mentor
Mrs S. Scarborough Mrs L. Robinson	Attendance Officer Attendance Administrator
Mr R. Slater Mrs R. Lonsdale	SENCo and Deputy SENCo
Mr I. Jhangir (Year 11 / 6) Mrs A. Bogle (Year 9 / 10) Mrs G. Hird (Year 7 / 8)	Attendance and Family Engagement Workers

Senior Leader Links

Year 7 – Mrs Webber
Year 8 – Mr Hopkins
Year 9 – Mr Coombes
Year 10 – Mr Hardicre
Year 11- Mr Ray
Year 12 / 13 – Ms Walsh

You may receive phone calls from any of the Support and Challenge Team members depending on the needs of the child.

All teams work closely together to ensure no child is missed or left behind.

Year Teams – pastoral Care with primary focus on driving up standards, behaviour and rewards.

Well Being Team – safeguarding children and their families.

Attendance and Family Engagement workers – work with families in getting children into school.

SEND Team – ensure all needs are identified and supported.

A huge thank you to both Mrs Peyton and Mrs Bogle of Year 7. They have done an amazing job working with Year 7 this year. Both members of staff take up new roles from September and so the new Year Team Leader for Year 8 is Mrs Farnhill. Mrs Farnhill is very excited to be working with us at Beckfoot Oakbank and cannot wait to meet all the students and their families from September.

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2020-21 Tutor teams			Some changes will be made to Year 7 tutor groups to support COVID19 guidance					
Year 7	Name	Room	Year 9	Name	Room	Year 11	Name	Room
7AHA	Mr Hartley	G14	9BME	Mr Metcalfe	S17	11HBR	Mrs Broadbent (Mrs Johnston - Wed)	F26
7ARO	Miss Ross	F36	9EFU	Miss Furnival	F4	11JEL	Mr Ellis	S12
7CHO	Miss Hollas	S27	9HST	Miss Stubbs	F46	11JSH	Mr Shervey	S38
7EBO	Miss Brown	F3	9JNI	Mr Nicholson	S9	11KSU	Miss Sutcliffe Hall (Miss Wooderson - Fridays)	F19
7 FGI	Miss Gill	F49	9KHA	Mrs Harburn	F31	10ATS -11MHA	Mrs Harris	F18
7HSA	Mrs Stansfield (Mr Islam on Thursday)	F40	9LBO	Mrs Bootland (Mrs Fleming - Thursday)	F37	11MIB	Mr Ibrahim	S34
7JAL	Mr Altham	S11	8KBA - 9PSL	Mr Slade	F39	11MRA	Mr Rashid	S40
7SPA	Mr Parsons	S32	8WRO -9RHO	Mr Horsfall	G29	10LRO -11PHE	Mrs Helmsley	F32
7LWI	Miss Williams	F29	9VMA	Dr Martin	S7	10NAK - 11RMO	Mr Mody	F38
7RHE	Miss Henson	F2	9ZKN	Miss Knappy	F45	11STU	Mrs Turnbull	S21
7JRA	Mrs Ransom	S15	Year 10	Name	Room	Post 16	Plus (Michael Derrick)	
7VCA	Miss Charlton	G2	10DOC	Mr O Connell	S30	12 AFI	Mr Finley	S26
Year 8	Name	Room	10GBO	Mr Bowles	F34	12 ZMA	Miss Mahmood	S31
7NKE - 8ACR	Miss Crowther	F50	9JDO -10JAT	Mrs Atack	G1	12NCO	Miss Coulshed	S25
8AML	Miss Melia	S36	10KPR	Mr Pryce	G15	12JIC	Mr Ickringill	S42
8APR	Mrs Pridmore	F48	9DJO -10LBL	Miss Black	S33	13AGR	Miss Gredziak	S22
8EBR	Miss Brook	F7	10NSM	Mrs Smith	G5	13BWH	Mrs White	S24
8GRE	Mrs Reid (Miss Maceratesi - Wed)	G23	10PED	Mr Eden	S43	13JGR	Mr Greenwood	S5
7JWE - 8KGA	Miss Gardner	F22	10SBU	Mr Burgess	S2	13 KSH	Mrs Shepherd	S6
8LFO	Mrs Foley	F8	10SPH	Miss Phillips	F6			
7PWA - 8ASH	Mr Shields /Mr Watson	S41	10VWI	Mrs Willett	S37			
7TLU - 8SPR	Mrs Price	G19						
8SRY	Mrs Ryan / Mr Hudson	G30						

Tutor Expectations:

Role of the Form Tutor – who knows my child?

Holistic view of the students in the form tutor group and primary link to their families. They know everything about their students and fully support the climate systems.

Tutor time is an invaluable part of the day for all students accounting for 1 hour and 40 minutes of their week. As a result, the role of the Form Tutor is central to both caring for students and, crucially, monitoring their progress both academically and socially. The tutor is the primary link for our families and is vital in building positive relationships between student, school and home. The role of the form tutor is not an afterthought, but instead a principal focus in our pedagogy and pastoral care. The level of importance we give to our tutoring should be the same as our teaching, as it will help build a positive culture in our school. This year the tutor programme in Y7 - Y11 will be based upon careers, aspirations and developing soft skills for employment and further education. It will also help support the curriculum of faculty areas in addition to the Open Minds provision. Sixth form have a separate tutor programme that is outlined in the Sixth Form handbook. All our Form Tutors should be active in looking after the interests of the “whole child”. Our Form Tutors support students by:

- Being a positive role model by following the staff absolutes, promoting the student absolutes through the language used and supporting them in all aspects of school life.
- Promoting both academic and extra-curricular participation and rewarding achievements.
- Communicating messages / information about the students via e-mails, phone calls and conversations to parents/carers and year teams. Always raising any safeguarding concerns to the Wellbeing team or a named person in the school
- Using Class Charts to remind students of any detentions, spotting trends of positive and negative behaviour and acting upon it. Setting targets for students who are on the step system.
- Checking and signing the Student Planner on a weekly basis; ensuring key attendance, behaviour and home learning is recorded.
- Taking the register at the start of each lesson and saving it on SIMS. Ensuring that students are punctual to tutor time and maintain high standards of uniform and equipment.
- Ensuring students value tutor time by delivering the structured careers and aspirations programme and effectively promote debate with high behaviour expectations.
- Communicating key messages to students and explain school policies including Health and Safety and Fire Drills