

Family Handbook 2024

Year 7: Class of 2029



Headteacher: Mrs Liz Hart

Year Team Leader: Mr Matthew Smith

SLT Link: Mr Joel Woodier

Phase Leader: Mr Chris Thacker

SENCo: Mrs Rebecca Lonsdale

Email Address: office@beckfootoakbank.org

Welcome to Beckfoot Oakbank!

We are all so pleased that you are joining us in September 2024. A huge welcome from all the staff and students at Beckfoot Oakbank. We are looking forward to meeting you and starting the next part of your school journey with you.

Starting at secondary school is a very exciting time and usually one that lots of children are ready for but we also understand that you and your child are probably feeling both excited and nervous about joining us in equal measures. We aim to make the transition from primary school to Beckfoot Oakbank as smooth as possible.

We know from experience that children are more likely to achieve their potential if they are content and comfortable in their surroundings, self-confident and well-motivated. We also know the importance of a successful partnership between home and school in achieving this, so we actively encourage the support and input of all parents. You want to make sure that your child is happy, safe, and learning skills to equip them for the future, and together we can make that happen.

We are very excited to welcome your child to Beckfoot Oakbank and hope their years spent with us are enjoyable and successful!



Our school sentence is :

Beckfoot Oakbank ensured that every child succeeded in education, had a great career and enjoyed life.

Our three values are Enjoy, Learn, Succeed

Enjoy: we enjoy belonging to Beckfoot Oakbank

Learn: We are all here to learn

Succeed: We are determined to succeed

enjoylearnsucceed

Who knows my child?

Form Tutor: Their name is _____

Headteacher	Mrs Hart
Deputy Headteacher	Mr Ray
Deputy Headteacher	Mr Moules
Assistant Headteacher	Mr Hazelgreen
Assistant Headteacher	Mr Reeves
Assistant Headteacher	Mr Hunter
Assistant Headteacher SLT Link Y7	Mr Woodier
Assistant Headteacher	Mr Phillips
Assistant Headteacher	Mrs Towler
Assistant Headteacher	Mr Shearn
Associate Assistant Headteacher Y6/7	Mr Thacker
Associate Assistant Headteacher Y8/9	Mr CleggMurtagh
Associate Assistant Headteacher KS4	Ms Ward
Year 7 Team Leader	Mr Smith
Assistant Year 7 Team Leader	Miss Carpenter Cox
Creative Arts Faculty Leader	Mrs Elwood
English Faculty Leader	Mrs Finlay
Humanities Faculty Leader	Mrs Grayson
Languages Faculty Leader	Ms Downey
Maths Faculty Leader	Mrs Greenhalgh
Science Faculty Leader	Mrs Humpherson
Technology Faculty Leader	Mr Hill
PE Lead	Mr Ickringill
SENDCO	Mrs Lonsdale
Designated Safeguarding Lead	Mr Shearn

SAFEGUARDING AND WELLBEING

We believe all students should feel safe and happy in our school.

Mr T. Shearn	Designated Safeguarding Lead
Mrs E Hart	Headteacher
Mrs S. Peyton	Wellbeing mentor
Mrs L. Myers Roberts	Wellbeing mentors
Mrs E. Ellis	Named Person for Post 16
Miss C. Rhodes	Named Person for Year 11
Mrs L. Tomlinson-Askham	Named Person for Year 10
Mr J. Gill	Named Person for Year 9
Miss N. Farrar	Named Person for Year 8
Mr M. Smith	Named Person for Year 7
Mrs D. Towler	CTMC Lead
Mrs R. Lonsdale	SEND / Inclusion
Mrs A. Bogle Mr I. Jhangir Mrs G. Hird	Attendance and Family Engagement Workers

**If you don't feel safe
or are worried about
someone else, you
must speak to an adult
you trust**

Beckfoot Oakbank's Safeguarding Team are responsible for keeping you safe in school and helping you stay safe outside of school - please speak to any of them if you have concerns or worries or you can email safe@oakbank.org.uk

The Beckfoot Oakbank Way

The Oakbank Way describes how we do things here at Beckfoot Oakbank. Our local protocols are written in conjunction with the Beckfoot Trust Policies which are available on both the school and the Trust websites. At Beckfoot Oakbank we work hard to meet our trust mission of creating a remarkable school where no child is left behind.

Our school sentence below articulates what we aim to achieve here:

Beckfoot Oakbank ensures that every child succeeded in education, had a great career and enjoyed life.

We live our values of enjoy, learn and succeed. Our values are central to our school community and our culture:

Enjoy: we enjoy belonging to Beckfoot Oakbank

Learn: we are all here to learn

Succeed: we are determined to succeed

We also align to the One Trust Contract which covers a range of expectations relating to behaviour for learning in our schools, including but not limited to;

- Schools where everyone's dignity is central; leaders can lead, teachers can teach, learners can learn
- Crafting an inclusive culture where we expect the best and care for all whilst being mindful of the importance of calm and consistency to support the most vulnerable learner (and indeed teacher)
- No shouting as a default with clear and fair rules
- Consistently high expectations (100%) that reflect our mission and supports our values
- Clear social norms/rules with predictable consequences (certainty not severity) driven by purpose, not power so that students can develop self-regulation
- Simple learning habits that are integral to all lessons and driven by our values
- Strong and trusting relationships as an outcome not any aim through building consistency, fairness and demonstrating unconditional positive regard yet clarity of expectation.

Learning Habits

In our school and in lessons, we expect all students to follow our learning habits so that all students can learn and make progress in lessons.

Learning Habit 1 Positive response - Using good manners; 'please' and 'thank you', opening doors, tidying up

Learning Habit 2 Perfect uniform

Learning Habit 3 On task behaviour - Working hard, taking part, turn taking, following Learning Modes, following instructions first time every time.

Learning Habit 4 Punctual to school and lessons - Arrive to school before 08:20am, arrive to lesson before the bell.

Learning Habit 5 Equipped for success - bag, pen, pencil, ruler, planner, timetable, knowledge organiser mobile phones not seen or heard

Learning habit 6 Learning beyond the classroom – students will be expected to complete learning tasks beyond the normal lesson time. This will take a variety of forms.

Routines

The school has a number of specific routines that help students to achieve our high expectations and develop our learning habits 100% of the time. These include: line ups, 3-2-1 transitions, lesson entry and exit, movement whistle, learning modes. These are explained through morning meetings tutor-based sessions, assemblies and during lessons. Students will also practice these routines regularly.

Additional Support

We recognise that we need to teach and model to our students the behaviours we expect. We will always support students to develop great learning habits. Appendix 1 sets out how we support students and families with this. Leaders will regularly meet to review students' behaviour; where it is identified that a student needs additional support, leaders will create a tailored behaviour plan which will identify the additional interventions and support the student will receive and the review point for the plan. Leaders will work with families and students to ensure family and student voices are heard and that the plan, as far as possible, is constructed together to help to identify the current barriers and the support needed at school and at home to remove them.

Types of interventions and support could include:

- Morning check-in before line-up to ensure the student is ready for the day
- Intervention sessions and deliberate practice of our learning habits and expectations
- Form tutor or SLT report card to help keep students on track with an identified learning habit
- More frequent contact home

Behaviour in Lessons

We expect all students to make good choices and attend lessons on time ready to learn. All staff will plan lesson to support all children's learning and allow them to make the progress that we would expect. However, at times some students will not meet those expectations, and will need to be reminded of our expectations so that they can be successful. Staff will issue verbal praise and reward students using SIMS for behaviour that meets and exceeds the expectation we have. Achievement points are issued via SIMS for demonstrating on task behaviour – one of our learning habits. Teachers will also issue up to three golden tickets each lesson for students who have demonstrated excellence in their learning. Students receive an actual golden ticket, and the achievement is logged on SIMS by the class teacher.

Behaviour out of lessons

We expect all students to make positive behaviour choices out of lessons. This would include movement around the school site (outside), lesson transitions, break and lunch times, dismissal from school, extracurricular activities on and off site. This will allow all students to enjoy their school day and be successful in their learning.

Rewards

We want students to be intrinsically motivated and work hard because it is the right thing to do. However, we understand that some students require more extrinsic motivation. Therefore, we have a range of rewards available to students who meet and exceed our expectations. These rewards can include:

Positive achievement stamps via SIMS	Tutee of the week
Student of the week rewards	Half termly rewards assemblies
Access to rewards events	Access to trips and activities
Platinum tickets, Golden tickets, Community tickets	Access to "now that" rewards
Access to "If Then...." rewards	Recognition certificates
Calls and letters home	Work of the week recognition

Classroom Management

Staff will support students with being on task, through providing clear instruction and creating a calm environment for learning. Staff will use the school routines to support students with their behaviour and learning, however if a student is not meeting our school expectations of being on task in lessons, staff will follow the school behaviour systems, which aim to get students back on track as quickly as possible; these steps include:

- A verbal warning and instruction to the student about correcting behaviour
- A second verbal warning and the student planner given to the teacher and a further opportunity for students to correct their behaviour
- An off-task detention is issued if the behaviour persists and a further opportunity for the student to correct their behaviour
- If the behaviour continues, or if there is a serious incident, the student will be removed from the lesson and taken to an internal removal room
- If removed from a lesson, a student will wait outside the classroom until on call arrives
- Removal from a lesson is a significant event and will lead to a certain sanction
- Once removed from the lesson student will be taken to an internal remove room for a full day from the point of removal

Out of classroom behaviours

Students will be supported in a number of ways in being on task outside of lessons, such as during transitions and social times. For example, line-ups support students to move from social times into lesson and learning time. Supervision on the corridors and clear expectations about calm, quiet corridors support students to know what is expected. If there is a behaviour issue, the following steps will be taken by a member of staff:

- A verbal warning and instruction to the student about correcting behaviour
- If the behaviour persists an off-task detention will be issued
- If there is unsafe behaviour or more serious behaviour, the student will be removed to an internal removal room

Serious Behaviours

Any serious behaviours will be dealt with in an appropriate manner and will be investigated promptly by the Year Team Leader, Phase leader or the SLT link. Serious behaviours include but are not limited to:

Repeated breaches of the school rule , truancy

Any form of bullying , Verbal abuse , Physical aggression,

Destructive behaviour, damage, and vandalism

Sexual bullying, harassment, abuse, or assault

Any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation, including online behaviour

Theft , Fighting, Smoking or vaping

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items

Mobile Phones (and smart devices /earbuds)

We want students to be able to learn without the distraction caused by mobile phones and other electronic devices. The evidence tells us that mobile phones are a significant distraction to young people as both the device and the apps are designed to be addictive. They also undermine confidence and relationship building.

Many young people would rather communicate via a device than in person and that can lead to them struggling to have healthy relationships with their peers. They have an impact on a student's mental health for many reasons including increased anxiety, increased distraction, self-image issues, cyberbullying, impacts on sleep patterns and a loss of confidence.

Therefore, to support the learning of our students':

Mobile phones and all other electronic devices (smart watches, earphones, music players, tablets) will not be used or seen in school at any point throughout the school day.

Mobile phones should be turned off and inside the student's bag. They should not be in trouser / skirt pockets, coat pockets or tucked into waistbands. We use the phrase "see it, hear it take it" to exemplify this with our students.

If a student is seen with a mobile phone (or device) , they will be required to give it to the member of staff who asks and then it will be stored until the end of that student's school day. Once they have done this, they will continue their school day as normal.

Communications to School

The School address is:

Beckfoot Oakbank School

Oakworth Road

Keighley BD22 7DU

Telephone number: 01535 210111

Email address: office@beckfootoakbank.org

Website: <https://www.beckfootoakbank.org>

Reception is open from 7:30am until 5:00pm Monday to Thursday and from 7:30 to 4:00pm on a Friday during term time.

We encourage parents to use SIMS parent app to aid with communication.

For day-to-day matters we would encourage you to contact the year team first .

If you wish to see a member of staff please arrange an appointment contacting us via email or by telephone if urgent. It is often not possible for staff to see parents without a prior appointment.

Communicating Progress

We will provide information on your child's progress during the year, through written reports and a parents' evening. If you require duplicate reports, please contact the year team. You will also receive information through email, text and the SIMS parent app.

It is essential that we have all contact details in order to get in touch in case of emergency. If you change your postal address, phone numbers or email address, please inform us immediately.

School Uniform Year 7 2024-25

Uniform can be bought at the following stores:

Whittaker's School Wear and Top Trends in Keighley for PE kit, polo shirt, jumper and cardigan all with logo.

myclothing.com for the polo shirt, jumper and cardigan with logo.

Asda for trousers and skirts. Some families will be eligible for vouchers towards the purchase of uniform, please contact finance@beckfoottrust.org for more information.

Shoe examples

Any formal black leather shoe is acceptable. Slip-on or laced (laces must be black). The shoe must be wholly black – no coloured logos, stripes or designs. Suede, nubuck or canvas shoes are not allowed. If you have any queries regarding footwear not described in the following photographs, please contact us

		
✓ Formal plain black leather shoe with black laces and a black sole	✓ Formal black leather shoe with black laces and black sole.	✓ Formal black leather shoe with black laces and black sole.
		
✓ Kickers shoes with small tag are acceptable	✓ Plain black shoe with black sole and black laces	✓ Plain black shoe with black sole and black laces

Uniform Examples

Shoe non- examples

Any formal black leather shoe is acceptable. Slip-on or laced (laces must be black). The shoe must be wholly black – no coloured logos, stripes or designs. Suede, nubuck or canvas shoes are not allowed.

The only style of informal black leather shoe that is acceptable is shown in the following photographs. If you have any queries regarding footwear not described in the following photographs, please contact us

		
 Trainers	 Canvas pumps	 Trainers
		
 Trainers with sports sole	 Trainers with sports sole	 Trainers with sports sole
		
 Canvas	 Canvas	 Yellow stitching and not black

'Mono'Dr Martens with black stitching are allowed

Trousers

All trousers must be black and have pockets. Leggings and jeans are not acceptable.

 <p>Adjustable Waist</p>	 <p>Adjustable Waist</p>	
 <p>ASDA Boys black regular leg school trousers from £7 for two pairs</p>	 <p>ASDA Boys black slim leg school trousers from £7 for two pairs</p>	 <p>Sainsburys longer leg trousers (age 10-16) from £9</p>
 <p>Adjustable waistband</p> <p>Slim leg</p> <p>AVAILABLE IN PLUS AND SLIM WAIST</p>		
 <p>NEXT Black formal Slim leg trousers (3-17 yrs) £8-£16</p>	 <p>Next Trutex black senior boys classic school trouser £20-25</p>	 <p>Morrisons (only up to Age 13) 2 pack boys regular fit trousers £9</p>

	 <p>Adjustable Waist</p>	
 <p>ASDA Girls black straight leg trousers 2 pack from £6</p>	 <p>ASDA Girls black slim fit slim leg trousers 2 pack from £7</p>	 <p>ASDA senior girls High waist slim leg school trousers from £7</p>
		
 <p>Black Senior High waist school trousers (9-17 yrs) £13-£19</p>	 <p>Black Senior Tapered Trousers (9-17 yrs) £10 - £16</p>	 <p>Black skinny trousers with waistband/zip</p>

Non example trousers (all of these are sold as School trousers in supermarkets and shops) Leggings and jeans are not acceptable as school trousers.

		
 <p>Leggings with creases stitched into the front.</p>	 <p>Cargo pants are not acceptable</p>	 <p>Skinny leg jean style trousers with patch pockets are not acceptable</p>
		
 <p>Leggings with zips</p>	 <p>Plain pockets only, these have frills</p>	 <p>Any form of lycra / elastane Leggings including sports brands</p>

PE KIT

Beckfoot Oakbank School P.E. kit is available from Whittaker's Keighley . Below is the PE kit suitable for both boys and girls.



PE T-SHIRT



PE SHORTS



RED PE SOCKS

Please note, we expect all students to participate in P.E. lessons either as a performer, coach, referee or scorer, therefore, kit must be worn at all times irrespective of illness or injury.

Please note students are expected to bring safety equipment e.g. gum shields/shin pads.

All clothing must be clearly marked with the student's name.

We would recommend a mouth guard is used for all contact sports. Base layer (skins) are also advisable during winter months.

If any parents are experiencing difficulties obtaining the uniform, please contact the finance department.

School Books and Equipment

All students must have a rucksack or appropriate school bag (not handbag) large enough to carry A4 size folders. They must also have the following equipment:

All textbooks, exercise books and folders must be looked after properly. Any student who causes damage to school property will be liable to a charge for repair or a replacement.

Lost Property

Students should make every effort to look after their property and should have their belongings **clearly labelled**.

Any items found will be taken to Student Reception where students can identify and claim back their belongings.

	Year 7, 9 & 11
Arrive	8:15am—8:20am
Tutor Period	8:20am—9:00am
Period 1	9:00am—10:00am
Break	10:00—10:20am
Period 2	10:20am—11:20am
Period 3	11:20am –12:20pm
Lunch	12:20pm—12:50pm
Period 4	12:50pm—1:50pm
Period 5	1:50pm—2:50pm

Every Minute Matters!

Missing school means missing out on opportunities and risking progress, attainment, future career and wage!

Grading	% Attended over one year	Days lost per year	Hours of learning lost
OUTSTANDING	100%	0	0 lessons missed
EXCELLENT	99%	2	10 lessons missed
EXPECTED	97%	6	30 lessons missed
SATISFACTORY	95%	10	50 lessons missed
CAUSE FOR CONCERN	90%	20	100 lessons missed
SERIOUS CONCERN	85%	30	150 lessons missed
	80%	40	200 lessons missed
SEVERE CONCERN	70%	60	300 lessons missed

Absence

If your child is unable to attend school for any reason you must contact school (telephone or email) to explain the situation; this message will then be logged on your child's attendance record.

On returning to school, your child must bring a note and any medical evidence you may have to authorise the absence.

Please remember that early morning aches and pains often pass, and children should not stay at home 'just in case', when they could be learning in class. According to NHS guidance, children do not require time off school for the following: cold; cold sores; conjunctivitis; cough; glandular fever; hand, foot and mouth; headache; head lice; sore throat; threadworms; tonsillitis; warts and/or verrucae. However, you should seek medical treatment where necessary.

Illness and Accidents

If your child feels unwell or has an accident in school, they should tell a member of staff straight away. A trained first aider will take care of them. If they are too ill to remain at school or if hospital treatment is needed, you will be contacted and suitable arrangements made. Under no circumstances should students leave school or go home without permission.

Holidays

Taking time off for holidays interferes with children's' learning and progress. Academic results may be affected through missing important exams or assessments. No leave of absence for holidays will be granted during term time. If your child has time off for a holiday, the absence will be unauthorised, and you will be fined. If your child needs an absence for any other reason, you must complete an absence request form and return this to school at least two weeks prior to the absence.

Quality of Education – The Curriculum

As a Beckfoot Trust school we believe that all children can, and it is our job to make sure they do. We believe that a shared body of knowledge is a human right, an entitlement; if our students do not have it, they will be reliant on those that do. We aim to develop an intrinsic deep love and enjoyment of learning and this in turn will lead to success.

At Beckfoot Oakbank, so that our students can have a great career and enjoy life, they must be taught subject-specific knowledge that takes them beyond their everyday experience. Our students come to our school with a wide variety of prior experiences.

A significant proportion of our children could be considered disadvantaged (SEN and PP numbers). Our aim is to 'level the playing field' (no child is left behind) so that all can enjoy, learn and succeed in life. We believe that curriculum planning and delivery is an ethical pursuit and is about achieving our mission and our school sentence.

- Our main intent is to develop independent and self-determinant young people through the acquisition of progressively difficult knowledge
- The knowledge that we teach must allow students the opportunity to reach their full academic and social potential
- To achieve this our curriculum is as broad as possible for as long as possible for all students
- To achieve breadth and depth we have fully adopted the National Curriculum as we believe this is the building blocks for the acquisition of a shared body of knowledge; the best that has been thought and said at this time
- All our children access the National Curriculum, even if in some cases this is done with greater scaffold (eg pre-teach) or at a slower pace
- Our options do not take place until Year 9 and students are guided through this process so that they have had access to breadth and depth and choices are not narrowed for Level 3 and university are not narrowed
- We encourage as many children as possible to take as many academic subjects as possible
- EBACC is the intended default curriculum for all, most students already study a Humanities subject with an increasing proportion studying a language
- Breadth is provided by our arts and vocational offer at KS4

KS3 Curriculum

Maths
English
Science
Geography
History
R.E
Spanish
Technology
PE
Art
Music
Drama

KS4 curriculum

Core
Maths
English
Science
PE
Ebacc
Geography
History
R.E
Spanish
Options
Art
Music
Drama
Travel and tourism
BTEC PE
Engineering and design
Catering and hospitality
Business
Health and social Care

How to support learning

By doing home learning, your child will learn how to read and follow directions independently, manage and budget their time, complete their work neatly and to the best of their ability. It also helps them develop a sense of responsibility, pride in their work, and a work ethic that will benefit them well beyond their school years.

- 1. Decide on the workspace:** Somewhere comfortable, quiet and accessible to you so you can provide encouragement and help. Some like the kitchen or dining room table while others prefer their room – but check in periodically and review their work when it's completed if this is the case.
- 2. Setting up for success:** Make sure it is well lit, comfortable, stocked-up with school supplies, quiet and free from distractions.
- 3. Supporting them:** Help them interpret instructions, and review completed work. Resist the urge to provide the right answers just to get it done! They'll grow in confidence if you help them develop the problem-solving skills they'll need to get through the task.
- 4. Make it routine:** Be clear that schoolwork is a priority with ground rules like using the workspace and agreeing a regular time to get it done. Make it clear that there's no TV, phone calls, video game- playing, etc., until it's done and checked.
- 5. Empower them:** Some might want to tackle the harder tasks first, while others prefer to get the easier tasks over with. By helping them create a strategy when they're young, they'll do it independently later. Allow short breaks if needed, then guide them back to it with fresh focus and energy.
- 6. Instil organisation skills:** Encourage your child to use their Learning Planner, Class Charts, Microsoft Teams, a calendar or reminders on their phone to help get organised.
- 7. Make links to the "real world":** Talk about how meeting deadlines is important in the world of work, or how their learning history relates to today's news.
- 8. Seek help if required:** Encourage them to ask an adult for help or email their teacher together. Contact their Head of Year if you have ongoing concerns or would like them to attend Homework Hub sessions after school. The LRC is another excellent facility to support your child's learning beyond the school day. It is open Monday to Friday from 8:00am – 3:30pm. We are always open to your suggestions for workshops which support your child's progress.
- 9. Praise them:** Recognise and reward their concentration, resilience and effort.
- 10. Be a role model:** Whilst they work, do some reading, write letters, lists or emails. By showing that learning remains important and fun once school is over, you'll help them understand that building knowledge is something to enjoy throughout life.

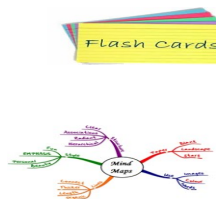
How I revise for my exams



1. Create a revision plan/timetable



2. Work in 30—45 minute slots



3. Use a variety of techniques



4. Use past exam papers

Learning beyond the classroom



Find below all the useful links to all our home learning

<https://www.beckfootoakbank.org/students-learning/home-learning/online-learning-and-support/>

Also find lessons and resources on the link below. Your teacher may ask you to complete lessons online via the Oak National Academy. This also has over 10,000 free video lessons, resources and activities.

[Oak National Academy Online Classroom \(thenational.academy\)](https://www.thenational.academy/)

How to access home learning on teams. Follow this below

Useful Logins

I log into Microsoft Teams by using my school email: _____

My sparks reader Login and Password: _____

My sparks Maths Login and Password: _____

My Educake login is _____

You will find a page like this in your planner where you can put your own log in details. At the meet the tutor event we will run parent workshops on these applications

The Student Planner

Every student has a Planner from their first day at school. It is used to organise and record a range of information, including communications between home and school, and is a crucial part of school equipment.

It should be:

1. Brought to school every day and placed on the desk in every lesson.
2. Used to record home learning tasks.
3. Used to record ingredients or equipment needed for future lessons.
4. Used to communicate between teachers, tutors and parents.
5. Checked and signed by a parent or carer on a weekly basis.
6. Replaced if lost at home or school

Our learning habits

In our school and in lessons, we expect all students to follow our learning habits so that all students can learn and make progress in lessons.

Learning Habit 1 Positive response - Using good manners; 'please' and 'thank you', opening doors, tidying

up

Learning Habit 2 Perfect uniform

Learning Habit 3 On task behaviour - Working hard, taking part, turn taking, following Learning Modes, following instructions first time every time.

Learning Habit 4 Punctual to school and lessons - Arrive to school before 08:20am, arrive to lesson before the bell.

Learning Habit 5 Equipped for success - bag, pen, pencil, ruler, planner, timetable, knowledge organiser mobile phones not seen or heard

Learning habit 6 Learning beyond the classroom – students will be expected to complete learning tasks beyond the normal lesson time. This will take a variety of forms.

Student Leadership at Beckfoot Oakbank

We have Remarkable Leaders who are our brilliant student representatives who work hard to bring the views of students to leaders in school, and work hard as a team to make our school even better. They lead fundraising, they interview adults coming to work here, they meet important visitors and inspectors. They help at important school events like Open Evening, Parents Evenings and Prize Evening. They represent their Tutor group and their views about what they want to see in school.

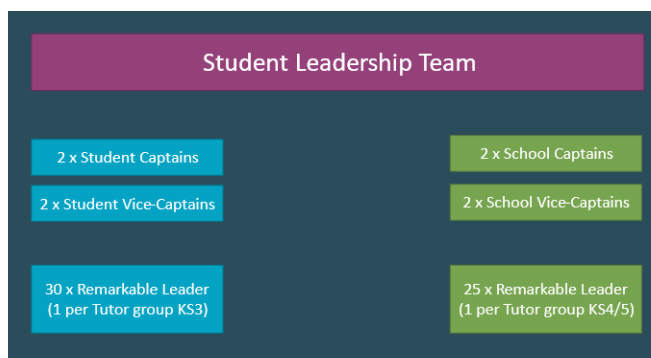
Remarkable Leaders are elected annually in the spring by the students in their Tutor group, they then form the Student Leadership Team who work with leaders in school and other leaders outside of school to bring about positive change.

Remarkable Leaders

- Each Remarkable Leader will represent their Tutor group and year group.
- Remarkable Leaders are invited to SLT meetings and to work closely with leaders in school.

What do we expect of our Remarkable Leaders?

- Lead in your Tutor group by collecting the views of others
- Represent the views of students and the wider school community appropriately and through the correct channels and structures, liaising with colleagues in teams in school, SLT, other Trust schools and the Headteacher.
- Wear your Remarkable Leader bib and badge with pride so you are visible for students to speak to.
- Work as part of a team to achieve shared goals.
- Be the linked leader for a subject or a team in school.
- Set high standards of dress, behaviour and attitude to learning.
- Represent the Beckfoot Oakbank in events such as transition days, Open Evenings, Prize Evening, Parents Evenings and celebration events.
- Be the role model that other students aspire to be.
- Be involved in interview days for adults who want to work in our remarkable learning environment.
- Promote positivity around Beckfoot Oakbank
- Support younger students



Extra-Curricular Activities

As well as the academic things children will learn and the friends they will make, there are plenty of opportunities for them to develop new interests and improve on the ones they already have. There are plenty of extra-curricular activities to get involved with. At the start of the term, students are given the chance to sign up for after school and lunchtime activities.

Previous activities have included:

- Art club
- humanities club
- football
- basketball
- samba band
- choir
- guitar group
- cricket
- netball
- orchestra
- badminton
- cheerleading
- science club
- drama club
- rugby
- table tennis
- Dungeons and Dragons club
- Lego club

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Student FAQs: What should I do if...?

I have lost something	<p>Lost property is kept in Student Reception. If you have lost something, tell your year team.</p> <p><u>ALL</u> property should be clearly marked with your name.</p>
<p>I have forgotten homework/ P.E. kit/essential equipment</p>	<p>Apologise to your subject teacher, <u>before</u> the lesson if possible, or at the start. For P.E. borrow some kit from the P.E. office.</p>
I am being bullied or know someone who is	<p>Tell somebody – inform your form tutor, year team, a teacher or a friend. Do not keep it to yourself.</p>
I do not feel well	<p>Tell your teacher. They will arrange for you to see a first aider in Student Reception.</p>
I have to take medication	<p>This should be clearly labelled with your name and given to Student Reception who will keep it safely until you need it. The only exceptions are; if you have an inhaler for asthma: you should keep one inhaler with you, a spare inhaler can be kept at Student Reception if necessary. If you require an adrenaline auto injector for allergies: you should keep one with you, spares can be held at student reception if necessary.</p> <p>Your parent/carer will also have to sign a consent form, which can be collected from Student Reception.</p>
I have lost my planner	<p>Get a note from your tutor to explain that this is lost. Replacements cost can be purchased on ParentPay and collected from Student Reception.</p>
I do not have correct uniform	<p>Bring a note from home to explain why. Speak with your tutor at morning line up where you can borrow the items you need.</p>
I have forgotten my locker key	<p>Go to Student Reception at break or lunch</p>
I have no dinner money	<p>Speak to your tutor, year lead or a member of staff on duty/</p>
School closes unexpectedly.	<p>If the closure is due to adverse weather do not ring school. Please listen for announcements on Radio Leeds, Pulse Radio and check the school website: www.beckfootoakbank.org and the school Twitter Feed: @BeckfootOakbank</p> <p>The school will make every effort to contact parents/carers via text message should it become necessary to close early, so please check your details are up to date and correct.</p> <p><u>Parents/Carers:</u> please make sure that your child is aware of what they should do if school were to close early i.e. walk straight home with friends, get a bus straight home, go to a relation's/neighbour's/friend's house. It would be advisable to ensure that your child has clothing and footwear suitable for this journey.</p>

Financial Matters

Please email office @beckfootoakbank.org if you have any questions.

Cashless Catering

The school operates a cashless payment system. There are many benefits of cashless systems relating mainly to an improvement in the speed and level of service we provide in our catering outlets and, in addition, those students who receive free school meals are able to do so without their fellow students being aware of this. *If you think your child may be eligible for free school meals, please register with the local authority as soon as possible for more details about the benefits of registering for free school meals.*

https://online.bradford.gov.uk/ufs/FREE_SCHOOL_MEALS.eb?ebd=0&ebp=10&ebz=1_1586344741665

The cashless system shares a common biometric database across school as explained in the biometric information section.

There are two ways in which students or their parents/carers can credit individual student accounts for purchasing meals:

- by cash (coins and notes) into one of two revaluation units around school (student access only)
- online using ParentPay, which is an easy, electronic method similar to internet banking, transferring payments directly from your bank account to the school's bank account, for your child's school meals, etc.

Further details on all payment methods are available from the school Finance Office.

Catering accounts can be credited on a daily, weekly, monthly, or termly basis and as a parent/carer you can let us know if you would like to limit the way in which your child will spend this money. For example, you may wish your child to purchase items at breakfast, break and lunchtime or perhaps at lunchtime only. If you pay in advance, you can also limit the amount your child spends daily. For example, if you transfer £15 for one week of school meals it would be sensible to indicate a daily spend limit for your child of £3 per day. Your child will be able to view the balance on his/her school meals account at the revaluation units around the school and at one of the till points during the meal service period.

When your child buys something from a catering outlet the cost is charged to their account. Those parents/carers who use the ParentPay option can view, online via their account, the amount their child has spent and on what type of purchase. If you do not use the ParentPay option, you will be able to request details via the school, however, it may take a few days to produce a paper copy of this.

For queries about catering, please email the Catering Manager at ddavis@oakbank.org.uk.

The ParentPay form and further information were contained in the Permissions Booklet you have already received.

Intent to Process Pupils' Biometric Information

Under the Protection of Freedoms Act 2012 (sections 26 to 28), we are required to notify each parent of a child and obtain the written consent of at least one parent before being able to use a child's biometric information for an automated system.

Biometric information and how it will be used

Biometric information is information about a person's physical or behavioural characteristics that can be used to identify them, for example, information from their fingerprint. The school would like to take and use information from your child's fingerprint and use this information for the purpose of providing your child with access to the library book lending service, computer printing and cashless catering.

The information will be used as part of an automated biometric recognition system. This system will take measurements of your child's fingerprint and convert these measurements into a template to be stored on the system. **An image of your child's fingerprint is not stored.** The template (i.e. measurements taken from your child's fingerprint) is what will be used to permit your child to access these services.

You should note that the law places specific requirements on schools when using personal information, such as biometric information, about pupils for the purposes of an automated biometric recognition system.

For example:

- (a) the school *cannot* use the information for any purpose other than those for which it was originally obtained and made known to the parent(s) (i.e. as stated above);
- (b) the school must ensure that the information is stored securely.
- (c) the school must tell you what it intends to do with the information.
- (d) unless the law allows it, the school cannot disclose personal information to another person/body – you should note that the only person/body that the school wishes to share the information with is the supplier of the biometric system. This is necessary in order to maintain the system and provide updates to the software as appropriate.

Providing your consent/objecting

As stated above, to be able to use your child's biometric information, the written consent of at least one parent is required. However, consent given by one parent will be overridden if the other parent objects in writing to the use of their child's biometric information. Similarly, if your child objects to this, the school cannot collect or use his/her biometric information for inclusion on the automated recognition system. You can also object to the proposed processing of your child's biometric information at a later stage or withdraw any consent you have previously given. This means that, if you give consent but later change your mind, you can withdraw this consent. Please note that any consent, withdrawal of consent or objection from a parent must be in writing.

Even if you have consented, your child can object or refuse at any time to their biometric information being taken/used. His or her objection does not need to be in writing. We would appreciate it if you could discuss this with your child and explain to them that they can object to this if they wish.

If you do not wish your child's biometric information to be processed by the school, or your child objects to such processing, the law says that we must provide reasonable alternative arrangements for children who are not going to use the automated system to access the services provided by it.

The consent form for the processing of your child's biometric information was included in the Permissions booklet you have already received.

Thank you for your co-operation in this matter and for helping us to maintain a safe and efficient system for our students. If you do not wish to provide consent for the biometric system, we will issue your child with a PIN number, however this is not as secure as the biometrics. This number must not be shared with anyone else in school.

Charging Policy

All education during school hours is free of charge. We do not charge for any activity undertaken as part of the national curriculum.

Voluntary Contributions

When organising school trips and visits which enrich curriculum and educational experience for students, we invite parents/carers to contribute to the cost of the trip. All contributions are voluntary. If we do not receive sufficient contributions we may cancel the trip. If the trip goes ahead, it may include students whose parents/carers have not paid the full contribution. Information is available on request for those parents seeking financial support. The following is a list of additional activities that may be organised by the school which require voluntary contributions from parents/carers:

- visits to museums
- sporting activities which include transport expenses
- outdoor adventure activities
- visits to theatres
- musical events

Residential Visits

If the school organises a residential visit in school time or out of school time, which is to provide education directly related to the national curriculum, we do not make a charge for the education aspect. However, we do make a charge for the board, lodging and travel expenses (except in the case of students who are entitled to free school meals when the residential trip takes place, who will not have to pay for board and lodgings). If the visit takes place out of school hours and/or term time, and is not related to the curriculum, the school will not subsidise any part of the trip.

Music Tuition

All students study music as part of the normal school curriculum. We do not currently charge for this. Individual or small group music sessions are available outside of the normal school curriculum. These places are limited in number. If a student does not regularly attend these sessions, they will be required to relinquish their place in favour of the next student on the waiting list.

Exam Fees

We do not charge for exam fees as part of the normal curriculum. Where students wish to re-sit their exams in order to obtain an improved grading, a charge of the full exam entry fee will be made in advance of the entry. If the student receives an improved grade, the exam fee will be reimbursed at a later date.

A charge will be levied where a pupil fails without good reason to complete the requirements of any public examination where the school paid or agreed to pay the entry fee. Late entry or amendment fees are paid by the subject department or candidates.

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.

Lockers

Lockers are available for all students. Those students who wish to use a locker will be charged a one-off charge of £5.00 (non-refundable). Replacement keys will be charged at cost. Parents who wish for their child to have a locker should contact the finance department.

Library Books

Library books are available to borrow from the Learning Resource Centre for academic study or reading for pleasure. In order to provide a wide range of reading opportunities it is vital that all borrowed books are returned and in a timely way. We do not charge students for the use of the library facility, however, lost books will be charged at the cost of the replacement book.

Materials and Textbooks

Where a student or parent wishes to retain items produced as a result of art, craft and design, or design and technology, a charge may be levied for the cost of the materials used. In the case of food technology, school provide some of the ingredients for years 7, 8 and 9. If a student chooses the food technology option for year 10 onwards, they would usually be expected to provide their own ingredients. Textbooks are provided free of charge, but in some subjects, additional revision guides are available, for which a charge is made.

Damage/Loss to Property

A charge will be levied in respect of wilful damage, neglect or loss of school property (including premises, furniture, equipment, books or materials), the charge to be the cost of replacement or repair, or such lower cost as the Headteacher may decide.

School Facilities

School Transport	In previous years, parents have been required to complete an application to use a school bus service. Due to Covid-19, please contact www.wymetro.com/schools to enquire about this service.
Catering	Break Lunch For catering account queries, please email the Catering Manager: DDavis01@beckfootoakbank.org
Fitness Room	This room contains various items of equipment for developing general fitness and muscle strength. The facilities may only be used under supervision: details will be published at the start of the year
Learning Resource Centre	<p>The LRC is open all day, including before school, at break and lunchtime, and after school, and stocks a huge range of fiction and non-fiction. It also has a suite of computers available for students to complete home learning tasks. Students will visit as part of English lessons, but are welcome to pop in during social times too.</p> <p>The LRC is run by staff with the help of student assistants who work in the LRC at break and lunchtimes. There are opportunities to apply for one of these roles during the year.</p> <p>Students receive an induction during the first few weeks of school, which will help them understand how to get the best out of the LRC in their time at Beckfoot Oakbank.</p> <p>Students need a pass to access the LRC—tutors can help with this.</p>

Free, safe and anonymous online counselling and support

**"I don't think I could've spoken
to someone face-to-face."**



**Chat to our
friendly counsellors**



**Read articles written
by young people**



**Join live
moderated forums**

kooth

www.kooth.com

enjoylearnsucceed

LEARN THE UNDERWEAR RULE

TALK PANTS AND YOU'VE
GOT IT COVERED!

P RIVATES ARE PRIVATE

Parts of your body covered by underwear are private. No one should ask to see, or touch them. No one should ask you to touch or look at parts of their body that are covered by underwear. Sometimes doctors, nurses or family members might have to. But they should always explain why, and ask if it's OK first.

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

It's your body, no one else's. No one should make you do things that make you feel embarrassed or uncomfortable. If anyone tries, tell an adult you trust.

N O MEANS NO

You have the right to say 'no' – even to a family member or someone you love. Remember, you're in control of your body and your feelings are important.

S PEAK UP, SOMEONE CAN HELP

Talk about stuff that makes you worried or upset. An adult you trust will listen, and be able to help. It doesn't have to be a family member. It can be a teacher or a friend's parent – or even ChildLine.

T ALK ABOUT SECRETS THAT UPSET YOU

Secrets shouldn't make you feel upset or worried. If they do, tell an adult you trust. You will never get into trouble for sharing a secret that upsets you.

ChildLine
0800 1111

ChildLine is a service provided by the NSPCC.
2019391. Registered charity numbers 218401 and SC057717

NSPCC
Cruelty to children must stop. FULL STOP.

PERSONAL BOUNDARIES



What crosses the line?

Touching someone in a sexual way when they don't want you to is sexual harassment and it's not OK

If you feel that you are ever a victim of sexual harassment in school or have witnessed someone else suffer; please speak to any adult in school who will support you in getting help or go to the

Safeguarding /Wellbeing Office in G16

If you would prefer to speak to someone outside of school please call the **NSPCC Report Abuse in Education** on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk

Or for more information check out the school website or www.disrespectnobody.co.uk

**educate.against.
~~hate~~**

#educateagainsthate aims to give you advice and support should you have concerns that your child or student may be having, or has been exposed to views that are **extremist**.

educateagainsthate.com

Our school is a place that inspires and engages young minds. Our school believes in democracy and the laws of the country, where every individual has a voice that is heard and respected, no matter what their faith or belief. Our school values discussion, debate and learning from others. Our school believes that division belongs in mathematics, not the classroom. There is no place for **extremism in our school.**

School Holidays 2024-25

Aug 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sep 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Oct 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Nov 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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Dec 2024						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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23	24	25	26	27	28	29
30	31					

Jan 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Feb 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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24	25	26	27	28		

Mar 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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30	31					

Apr 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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28	29	30				

May 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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26	27	28	29	30	31	

Jun 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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23	24	25	26	27	28	29
30						

Jul 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Key		
	Bank Holiday	Training Day
		Statutory

Home School Agreement

At Beckfoot Trust, we value family engagement and the role of that we all play in supporting our children and young people to enjoy, learn and succeed. **We expect all our employees, our young people and our families to commit to working together to meet our mission of 'creating remarkable school where no child is left behind'.** Our young people are more likely to succeed when adults work together in a mutually respectful partnership.

Our school sentence is:	<i>Beckfoot Oakbank ensured that every child succeeded in education, had a great career and enjoyed life.</i>		
Our values are:	Enjoy	Learn	Succeed

The three way partnership in our Trust expects that:

The school will:

- Have **high aspirations** for all children and young people and work with families in **removing barriers to learning**
- Relentlessly strive to ensure all children and families feel that our school is somewhere they are **safe, are heard and belong**
- Provide an ambitious broad and balanced knowledge-rich curriculum that develops **a love of learning** and prepares children and young people for the next step
- Provide a safe environment and opportunities for children and young people to develop age-appropriate **independence, high self-esteem** and **effective communication skills**
- Provide a culture where **norms of behaviour are made very clear** and children and young people know that **expectations of them are high**
- Develop learning habits through constant practice and through dedicated time so that children and young people are **equipped for learning** and **life success**
- Focus on developing great learners and great people through communicating **the value of education** and **of being a good person**
- **Listen to the voice of the child** and ensure all develop **strong moral principles**
- **Communicate effectively with families about progress and behaviour**
- **Celebrate and communicate the positives** so that all can thrive
- **Provide opportunities for learning to be supported at home**
- **Actively listen** and **seek to resolve any difficulties** that might emerge
- Deal with matters **promptly** and **professionally**, putting the **interests of the child first** when differences emerge
- Work to **build trusting relationships, acknowledging where things could have been done better**

Families will:

- **Work with the school** to advantage the child/young person, by **supporting school policies** for example, uniform, behaviour, homework
- **Support 100% attendance** wherever possible and **report any absence promptly** in line with the school policy
- **Remove barriers or seek support with aspects that may interfere with excellent attendance**; clean uniform, adequate sleep, healthy diet and exercise
- **Keep school up to date with changes of circumstances**, including contact numbers and addresses
- **Have high aspirations** for children/young people and **provide opportunities to demonstrate a value for education**
- **Support the values of the school** and work with children to develop to be great learners and great people
- **Support the school** and **play an active role** in the child/young person's learning by **attending meetings and events** or making alternative arrangements where difficulties arise
- **Inform school immediately of any issue or change of circumstance that may affect learning or behaviour in school**
- **Communicate directly with school if a problem arises within school, working in partnership to resolve an issue**
- **Treat all members of the school community with respect, in person and online**, modelling civil behaviour to all children and young people
- **Use social media responsibly and positively**, not as a platform to air concerns or fuel campaigns against any members of the school community

The child/young person will:

- **Come to school every day, attend every lesson on time, ready to learn, wearing the correct uniform**
- **Follow the school rules**
- **Respect other people and follow adult instruction** (first time every time) so that all can be safe and belong
- **Respect the school building and equipment**
- **Embrace challenge** and be open to new learning, developing a remarkable mindset
- **Work hard** to develop as a great learner and great person
- **Take responsibility for their own actions**
- **Tell a member of staff immediately if something is not right**

As a declaration of our 3-way partnership and our commitment to adhering to the expectations set out, we sign below. Refusal to sign does not prohibit a child from joining, or from us having the same expectation for partnership working.

Student's Full Name:		Year Group:
Signed by School	Signed by Parent/Carer	Signed by Student
Date:	Date:	Date:

Notes

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