



Highfield  
Leadership Academy

# The Appleby Centre

# Parent Handbook



Welcome from the Principal

I would like to take this opportunity to welcome you to The Appleby Centre.

We are very fortunate to be piloting the first inclusion unit for Star Academies and we are incredibly proud of the opportunities that this will enable us to provide for our pupils so that they can move on successfully to the next stage of their education. In The Appleby Centre, our values are fundamental to everything we do. We believe in second chances, trauma-informed practice, unconditional positive regard and a culture of nurture and support. Our aim is to work with our pupils to identify their needs and provide the best possible opportunities for each individual so that they can develop and thrive in a climate of support, guidance and authentic care. We value the support of all of our families and believe that if we work in partnership, understand the collective challenges and face them together, then we can really make a difference.

The Appleby Centre is an inclusion provision for pupils with social, emotional and mental health difficulties. Staffed by The Appleby Centre Manager and Higher-Level Teaching Assistants, we provide education for pupils from KS3 through to KS4. Pupils in KS4 will usually stay with us until the end of Y11 but at KS3, we are working with our young people and their families on re-integrating them back into a whole-school setting. This means that we will work with your child to try to reintegrate them back into a mainstream school environment. There is no set time for this process and it will depend on each individual child or young person's needs. We will keep you informed about your child's progress and any plans for your child's next steps in education. Regardless of their next steps, we aim for pupils to leave The Appleby Centre feeling valued, successful and ready to engage positively with their next steps.

Pupils will be assessed to identify any additional needs they may have. The Special Needs Co-ordinator will work alongside The Appleby Centre staff to ensure these needs are met.

### **Supporting Parents and Carers**

We understand the challenges that many of our families face and we know that our pupils often communicate through behaviour which can be difficult to manage at home. Our pastoral team is experienced in working with children and young people, and they are always available to support parents/carers however they can. They are always available by phone or you can arrange to see them at the beginning and end of each school day. We have a dedicated family space on site where you can discuss any worries or concerns in private and the kettle is always on! In addition to in-school support, the pastoral team is also able to signpost parents/carers to other agencies and support. They are experienced at completing Early Help Assessments and will always ensure they get additional help for families when it is needed. They can support parent/carers with attendance at meetings and help to collect your voice/views beforehand. If you aren't able to get in to school, they are always happy to do home visits. Please contact the pastoral team for help or advice at any time.

## Term Dates

### Autumn Term

Wednesday 2<sup>nd</sup> September – Friday 23<sup>rd</sup> October

Staff training day – Friday 2<sup>nd</sup> October

*Half Term: Monday 26<sup>TH</sup> October – Friday 30<sup>th</sup> October*

Tuesday 2<sup>ND</sup> November – Friday 18<sup>th</sup> December

Staff training day – Monday 30<sup>th</sup> November

*Christmas Holiday: Monday 21<sup>st</sup> December – Friday 1<sup>st</sup> January*

### Spring Term

Monday 4<sup>th</sup> January – Friday 12<sup>th</sup> February

*Half Term: Monday 15<sup>th</sup> February – Friday 19<sup>th</sup> February*

Monday 22<sup>ND</sup> February – Friday 26<sup>th</sup> March

*Easter Holiday: Monday 29<sup>TH</sup> March – Friday 9<sup>TH</sup> April*

### Summer Term

Monday 12<sup>th</sup> April – Friday 29<sup>th</sup> May

May Day Closure – Monday 3<sup>rd</sup> May

*Half Term: Monday 31<sup>ST</sup> May – Friday 4<sup>th</sup> June*

Monday 7<sup>th</sup> June – Friday 16<sup>th</sup> July

## The School Day

9.10am – 2.10pm (Pathway 2 pupils who are accessing P5 lessons will remain in school until 3.10pm).

9.10 – 10.10	Lesson 1
10.10 – 11.30	Lesson 2 and Break*
11.30 – 12.30	Lesson 3
12.30 – 2.10pm	Lesson 4 and lunch*
2.10 – 3.10pm	Lesson 5 for Pathway 2 pupils who are attending Lesson 5 subjects that day.

\*Break and lunch time will be in the allocated slots above, times may vary depending on activities and lessons

## The Pathways

There will be 3 pathways within the centre.

**Pathway 1** - will access specialist rooms with centre staff to be able to build up their experiences and for them to re-learn the routines and boundaries needed to be part of the whole-school curriculum. Pupil's in pathway 1 will not access any lessons within the mainstream school. Specialist English, Maths and Science staff will deliver core lessons within the centre.

**Pathway 2** - will access some option subjects within the mainstream part of school to allow them to experience the whole school with very clear boundaries and expectations around how they should manage triggers and behave within the whole school. Other lessons will be spent in the centre.

**Pathway 3** - will access all mainstream lessons and receive additional support within The Appleby Centre via a pre-arranged appointment time. (This will be planned around their individual needs).

An example of how a curriculum in each pathway may look can be found below:

Pathway 0	Pathway 1	Pathway 2	Pathway 3
<p>Pupils will attend an alternative provision</p>	<p>Pupils will study:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• Geography</li> <li>• PSHE</li> <li>• A range of Personal Development and/or ICT Certificated Qualifications</li> </ul> <p>As enrichment, pupils will also have some access to:</p> <p>PE Food Technology Art D of E</p>	<ul style="list-style-type: none"> <li>• Pupils will attend all GREEN lessons on their timetable. (The green lessons are agreed upon during a parental meeting).</li> <li>• If pupils are not attending their Maths/Eng/Sci lessons, they will study these subjects in the centre</li> <li>• When pupils are in the centre for their RED option lessons, they will complete a Personal Development Certificated Qualification.</li> <li>• Geography will also be taught to those pupils who DO NOT attend their humanities option in the mainstream.</li> <li>• All Pathway 2 pupils will be taught PSHE.</li> <li>• Depending on the options subjects that each pupil is attending, they may have access to enrichment lessons such as: Art/ PE/Food technology</li> </ul>	<p>Pupils will attend all lessons and attend the centre for their intervention appointment at a given time.</p>

# OUR SCHOOL

## Our Vision

Nurturing Today's Young People, Inspiring Tomorrow's Leaders.

## Our Mission

*To promote a culture of educational excellence from within a caring and secure environment, enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.*

Our mission statement is a statement of intent. The school's mission is underpinned by three core elements: [educational excellence](#), [character development](#) and [service to communities](#).

## Our STAR values

Our STAR values are at the heart of everything we do.

### Service – Being a responsible citizen in our community

- We prioritise people in every decision we make.
- We embrace opportunities to contribute and work beyond the call of duty.
- We take every opportunity to improve the service to our community.

### Teamwork - Working together for excellence

- We take opportunities to learn with and from others.
- We nurture collaborative partnerships inside and outside that energise and inspire.
- We take responsibility for our mistakes and the mistakes of others, and we learn from these mistakes to continuously improve.

### Ambition - Aspiring to be our best

- We are organised, efficient and set high expectations for ourselves and others.
- We work hard and take pride in our work.
- We relish challenge.

### Respect - Treating others as we wish to be treated

- We are approachable, caring and inclusive.
- We make the right choices even when there are difficult circumstances.
- We are considerate, attentive, appreciative and encouraging.

## OUR CULTURE OF KINDNESS

In order to *Be Their Best*, all pupils follow Bill's 10 Bs.



**BE YOUR BEST**

**BE FRIENDLY  
BE HELPFUL  
BE FORGIVING  
BE RESPECTFUL  
BE SAFE  
BE PATIENT  
BE OPEN-MINDED  
BE KIND  
BE HOPEFUL  
BE BRAVE**



Highfield  
Leadership Academy

NURTURING TODAY'S YOUNG PEOPLE,  
INSPIRING TOMORROW'S LEADERS

## OUR RESPECT CHARTER

At Highfield, we are committed to building a Culture of Kindness and Respect. All pupils are encouraged to respect themselves, respect others and respect the environment.

# RESPECT CHARTER



**WE ARE HIGHFIELD. WE UNDERSTAND THAT WHAT WE SAY AND WHAT WE DO HAS AN IMPACT ON OTHERS.**

- ✓ We are kind. We help others.
- ✓ We are polite. We treat one another with courtesy.
- ✓ We think before we speak. We do not use our words to cause upset or humiliation.
- ✓ We value everyone and include others. We do not accept bullying behaviours.
- ✓ We learn from our mistakes. We support one another and work as team so that everyone can be happy and safe.
- ✓ We listen and learn from one another. We recognise that we do not always share the same points of view. We will be open minded.
- ✓ We work hard in every lesson. We accept everyone has the right to achieve.
- ✓ We aim high. We want to be successful.
- ✓ We persevere. We will be brave and face the obstacles that challenge us.
- ✓ We take care of our learning spaces. We acknowledge that everyone should enjoy our shared areas and keep our academy tidy and clean.
- ✓ We take pride in our appearance. We wear the correct uniform.
- ✓ We believe we are all special. We encourage everyone to look after their body and mind.

**WE WILL RESPECT OURSELVES, OTHERS AND OUR ENVIRONMENT.**

## THE APPLEBY CENTRE CURRICULUM

Our curriculum is developmental not chronological; it is based on where a child is in their development, not which year group they are in. Pupils are assessed on entry in a range of ways including the use of Boxall profile and their work is tailored to their current stage of academic learning and social and emotional development. For many of our pupils, their personal development and social and emotional needs mean that work in this area has to be prioritised as a vital building block in their journey. This means that we have a strong curriculum focus on PSHE and SMSC as well as providing enrichment opportunities that allow our pupils to experience a range of activities and learning outside of the classroom. This is how we provide opportunities for shared joy with others (pupils and adults). Our curriculum model also recognises the importance of having a strong academic core. For us, this means focusing on literacy, including spoken language, reading and writing as one of the primary tools through which all other learning is accessed.

The curriculum of each pupil within The Appleby Centre is personalised.

In addition to English, Maths, Science, and Geography, Key Stage 3 pupils will spend extra time focusing on literacy and numeracy. They will also have access to enrichment subjects such as PE, Art and Food Technology. Pupils will also have regular intervention sessions based around individual need.

In addition to English, Maths, Science, and Geography, pupils in Years 9/10/11 may study **all or some** of the qualifications listed below. The qualifications that pupils will study within the centre will be dependent on whether they access the centre full time or for specific lessons.

- Asdan Personal Development Programme - Bronze
- Asdan Personal Development Programme - Silver
- Asdan Personal Development Programme - Gold
- Functional Skills ICT Level 1
- Functional Skills ICT Level 2
- Functional Skills ICT Level 3

### **Asdan Personal Development Programme**

ASDAN is an awarding organisation whose curriculum programmes and qualifications help young people develop knowledge and skills for learning, work and life.

Their programmes and qualifications are delivered by over 3,000 secondary schools, special schools, colleges, alternative education providers and youth organisations across the UK and in more than 30 countries and territories overseas.

The Personal Development Programmes enable students to:

- **develop and demonstrate a range of personal, social and employability skills**
- **broaden their experience and instil confidence**
- **gain knowledge of real-life activities, creating well-rounded members of society**

The Personal Development Programmes are practical, engaging and flexible. The content of the course can be personalised and therefore the pupil has control of their own learning and can work at their own



pace. There are **no exams**

These programmes allow the pupil to develop and recognise a range of skills that will be invaluable when they start work and begin living independent lives.

Each pupil will work through a student book that comprises **13 modules**.

The modules are divided into **section A** and **section B**. Each section is made up of varying activities called challenges.

**Section A** challenges are smaller, bite-sized activities.

**Section B** challenges are bigger projects that will take more time. Each section should take at least **10 hours** to complete – **10 hours is worth one credit**. With support from their tutor, pupils can choose which modules and challenges they'd like to do.

Key skills are developed while working through the challenges. Pupils learn how to plan and review their activities as well as how to build and organise a portfolio.

Module titles:

- Communication
- The Community
- Sport and Leisure
- Home Management
- The Environment
- Number Handling
- Health and Survival
- World of Work
- Science and Technology
- The Wider World; Expressive Arts
- Beliefs and Values
- Combined Studies

Pupils will provide evidence of demonstrating their skills in their portfolio. There should be at least one piece of evidence for each challenge. Evidence could include: worksheets, photos, podcasts maps, tickets, interview notes or witness statements.

At the end of the course, pupils will be asked to complete a Personal Statement saying how they feel about the programme and what they want to do next.

Dependent on their time in The Appleby Centre while at Highfield, pupils' achievements can be certificated at different levels:

- **Bronze credits = 1-5 credits (10-50 hours)**
- **Bronze = 6 credits (60 hours)**
- **Silver = 12 credits (120 hours)**
- **Gold = 18 credits (180 hours)**

## Functional Skills ICT Entry Level 1-3/Level 1-2

Functional Skills qualifications give your child a practical grounding in how to apply ICT skills to everyday situations. With a strong focus on explanation and problem solving, using real-life contexts, they allow pupils to apply their ICT skills in a variety of situations. For example, a self-employed boiler engineer will be able to set up a database of customers with names, addresses and contact details, so that a mailing list can be created to remind clients when their service is due.

## INTERVENTIONS

Pupils will be able to access a wide range of interventions within the centre. The interventions will be personalised and bespoke to each pupil's needs.

Interventions include:

Aim of Intervention	Intervention
<b>Assessment</b>	Observations Boxall Profile SDQ All about me booklet Personal Construct Theory, Ideal School and Ideal Self Resilience Frame work
<b>Social Communication</b>  (social skills, receptive and expressive language, resilience, self-esteem, problem solving)	Lego Therapy Structured group talk Talkabout for Teenagers programme Solution-focused problem solving Group tasks using specialised resources eg Socially Speaking game, Sentence Starters, Story Cubes Emotional Toolkit including visuals (AS) AS specific intervention eg Social Stories, Comic Strip Conversations Newsround (listening, recalling, verbalising)
<b>Friendships and Relationships</b>  (bullying, resilience, team building, self-esteem, social esteem)	Stay Strong Resources (KS3 – for pupils who have experienced bullying) Friendship Matters (for girls) Talkabout for Teenagers Fiona Speirs PSHE Curriculum Resilience building through Art activities
<b>Resilience</b>	Resilience Framework Boing Boing Materials – building the resilient tutor group Be Brave resources (KS3) Resilience building through Art
<b>Emotional wellbeing / Relaxation</b>	12-week Relaxation programme (KS3, KS4) Mindfulness Transition (4 sessions for KS3) No Worries resources (KS3) Art-based sessions
<b>Emotional Regulation</b>  (behaviour management strategies)	HIP B 12-week programme (KS3, KS4) HIP C 12-week programme (for pupils who also have social communication difficulties) Hello Happy resource (KS3) Mentoring Solution-focused problem solving Sort it out programme
<b>Mentoring</b>	1-1 work on specific issues Sessions to support solution-focused problem solving
<b>Reintegration</b>	Relaxation Reptilian brain (flight, fight, freeze) Emotional Toolkit – visuals of strategies Art Therapy Personal Social Construct Theory In-academy support Visuals – Smart Ladder Solution-focused problem solving and debriefing Desensitisation and orientation around the academy

## REWARDS AND SANCTIONS

The school sets high expectations for behaviour; it encourages pupils to behave well through rewarding positive behaviour and dealing effectively with unsatisfactory behaviour. We have the same high expectations of our pupils in The Appleby Centre.

Sanctions against unacceptable pupil behaviour will be clear and enforced through the 'Ready to Learn' Binary system:

Non-negotiable behaviours are categorised into two categories: **disruptive** and **red line**. Pupils who display **disruptive** behaviours will be given one warning to rectify their behaviour. If they fail a second time, then a consequence will be put in place within The Appleby Centre. This may mean a loss of reward time or detention at the end of the day.

Red line behaviours with a \* are likely to lead to an immediate fixed term exclusion and escalated to a permanent exclusion.

<b>Disruptive Behaviours</b> 1 warning followed by a consequence.	<b>RED LINE Behaviours</b> Immediate consequence leading to a possible FTE – Behaviours marked* may lead to an immediate FTE
Inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)	Failure to attend a detention
Arriving 3 or more minutes late to lesson (without a note from a member of staff)	Failure to comply with the uniform code
Littering in the classroom or around the school	Using headphones/Bluetooth devices
Calling out	Having a mobile phone in school
Lack of effort in the classroom	Rude language or swearing
Lack of pride in work	Name calling
Talking over the teacher	Truancy from lessons
Chewing/ eating in class	Cheating in exams/ assessments
Head on desk/ slumped on chair	Fighting, physically aggressive or threatening violence*
Walking off from a member of staff	Bringing a weapon into school*
Refusing to follow instructions from staff	Having alcohol, cigarettes/e-cigarettes or other banned substances in school *
Failure to speak to staff with respect	Assault or inciting violence*
Failure to speak to peers with respect	Theft/Bringing in stolen items*
Answering back	Damaging property or equipment
Failure to behave sensibly around the school (such as pushing or horseplay)	Homophobic/racist language*
	Cyber bullying*
Failure to speak to visitors/supply staff with respect	Graffiti*
	Dangerous/unsafe behaviour*

## CELEBRATING THOSE WHO CHOOSE TO SHINE

When we choose to live by our Star values, we are committing to Being Our Best and this enables us to be successful and spread our Culture of Kindness and Respect. We believe it is important to reward those who display our values of Service, Teamwork, Ambition and Respect. We want you to be proud of your achievements and acts of kindness, and so we hope our rewards encourage you to unlock your STAR potential and shine brightly.

### Every Day - Achievement Points

These can be awarded during tutor time, lessons and social time. You will be awarded achievement points when you display our **STAR** values of Service, Teamwork, Ambition and Respect.

### Every Week - Reward Postcards

Your teachers and academy staff will send postcards home to you if you go the extra mile. Postcards can be awarded for academic progress and acts of service.

### STAR Points

STAR points will be calculated for each pupil.

- **STAR** Points = Achievement Points minus Negative Behaviour Points.
- Pupils who have earned the most STAR points will receive additional rewards.

### STAR Points - Top Achievers

- Pupils' names and a message of congratulation will be displayed on the TV screens.
- Positive Praise Text will be sent home.

### STAR Points - Top Ten Achievers

- Positive Praise Text will be sent home.

### Reward Experience

Some pupils will attain STAR Citizen status. These pupils will have achieved 100% attendance, 100% punctuality and Zero Behaviour Points.

STAR Citizens will receive a certificate, a letter of praise, their names displayed on our Roll of Honour board and a special Reward Experience.

### Every Year - STAR Diploma

This is a point-based system that rewards academic excellence, good attendance, character development and service to the community.

Every year, a STAR Diploma ceremony will take place and a Roll of Honour will be displayed in each tutor group.

- Scores are assigned to activities in each element.
- There are four award levels based on the total points attained at the end of an academic year (July). There are Bronze, Silver, Gold and Platinum award levels.
- The minimum scores for each award can be achieved through any **combination** of points across the three elements.

- You **cannot** get the award for doing well in just one element. This is because we believe pupils have the potential to be 'leaders of tomorrow' and we want you to have experiences and personal development beyond academic study.

### ClassChart

- At Highfield, we use a system called ClassChart to log all rewards and sanctions. You will be sent log on details for your parent account and will be able to track how many rewards your child has received, and any behaviour warnings issued and/or referrals to IMPACT.

## ATTENDANCE

All pupils of school age must attend school regularly. The school expects a high standard of attendance and punctuality from all its pupils and we regularly monitor each pupil's record. We expect attendance at 97% or above.

We expect parents to:

- inform the school by 9.00am **every day that your child is absent**, indicating the cause and likely duration of the absence.
- encourage their child to attend school regularly and punctually, and to appreciate the importance of good attendance and punctuality.
- notify the school, **in writing**, when an absence ends, stating the dates and cause of the absence.
- make every attempt to arrange dental appointments, medical appointments and holidays outside of school hours/terms.

We expect your child to:

- appreciate the importance of good attendance and punctuality, and the effect that both will have throughout their life.
- recognise that a good record of attendance and punctuality will enable the school to provide a supportive reference for college, university or employment.
- provide a note from you, as parents/carers to be given to the tutor which explains the absence.
- find out what work, including homework, has been missed, make up work missed and ask subject teachers to explain any areas that need to be clarified.
- apologise when they are late, as a matter of courtesy.

Any pupil achieving 100% attendance in a term will be rewarded with a 'Good News' postcard, sent home by Heads of Year. Any pupil achieving a 100% attendance in a whole academic year will be rewarded with a personalised letter from the Principal, as well as a certificate, sent home by Heads of Year.

### **Please note**

Your child will not be given permission to have a holiday during term time. However, in an emergency or under exceptional circumstances, permission for leave of absence must be sought from the Principal by completing a 'Leave of Absence During Term Time Request Form'. This should be completed and returned at least four weeks prior to booking any flights. Please do not book any flights before getting permission from the school.

If school initiatives to improve attendance fail to resolve poor attendance, formal action - including the issuing of Penalty Notices - and more serious sanctions for persistent absenteeism may be considered.

# SAFEGUARDING

## Safeguarding Your Child

We take the safeguarding of your child very seriously. The school is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential, free from harm, abuse and discrimination. This commitment is reflected in the school's approach to [child protection](#) and the [prevention of bullying](#).

### *Child Protection*

The school has clear policies and procedures to safeguard and promote the welfare of young people at the school.

All of our staff, governors and volunteers are checked by a Government agency (Disclosure and Barring Service) before they can work at the school.

We ensure staff have the skills, knowledge and understanding necessary to keep children safe through the provision of regular training on child protection issues. A qualified Designated Safeguarding Lead (Child Protection Officer) within the school provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care. There is also a Designated Lead for Looked After Children.

As part of the school's safeguarding measures, we also ensure our pupils are not exposed to inappropriate political or controversial messages. Through our pursuit to develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged. We are alert to the indicators of radicalisation and take steps to protect those who may be susceptible to messages of violence. All concerns are reported and, where necessary, referred to external agencies.

### *Prevention of Bullying*

Ours is a 'No Bullying' school. We will support the victims of bullying so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and, once again, find school a happy and peaceful place in which to learn.

We will deal with bullies positively to demonstrate to them the harmful effects of their actions and how it is against the ethos and values of good human beings. We will use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.

Parents can support us in these important areas by being positive role models and by challenging any stereotyping or abusive messaging at home.



## THE SERVICE TO COMMUNITIES CONTRACT

Our school is not an inward-looking organisation. It recognises the importance of society and the contribution each individual must make to sustain it. Our mission to serve our community is underpinned by:

- A determination to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.
- A sense of personal accountability and of responsibility to others.
- A commitment to charitable endeavours and to making a difference to our world.

### A Curriculum to Promote Citizenship

Active Citizenship is built into the PSHE curriculum and is related to educating for democracy, equality and peace. It includes the key concepts of: rights and responsibility; democracy and justice; diversity and inclusion. It will consider all of these in a local, British and global context.

Community work is an important part of the vision for our pupils and will be a regular part of The Appleby Centre life. This work will make an important contribution to the overall ethos and objectives of the school.

The Community work of the school will develop empathy and compassion. This richness of experience will stand our pupils in good stead wherever their future path takes them – whether into the world of business, the professions, the world of social enterprise itself or simply in their role as active citizens in the local and global community.

# COMMUNICATION

## The School Website

The school website ([www.highfieldleadershipacademy.com](http://www.highfieldleadershipacademy.com)) is updated regularly and is the principal source of news and information about the school.

## Newsletters

The school will provide regular newsletters to keep our pupils, staff and parents updated on school life. A Pupil Newsletter will be provided every term and a Principal's Newsletter will be issued every half term. Newsletters are archived on the school website.

## Text Messaging Service

Text messages are used by the school to remind you of important information and deadlines including revision classes or after-school clubs that your child should attend, as well as to let you know when we send a letter home with them. If the school needs to remain closed or finish early (e.g. due to snow), we will send a text message to you. Where the school does not open, we will send a text message by 7.30am in the morning.

The text messaging service is a quick and easy way to provide key information to parents in a timely manner. It is therefore important that you provide the school with a preferred mobile phone number and update us of any changes to this.

Regular phone calls home will take place for all Pathway 1 and 2 pupils in Appleby.

## Communicating Progress

Your child's key worker will phone you on a regular basis to keep you informed about progress.

## Pupil Planners

All pupils are given a Pupil Information Planner at the beginning of each school year. The planner includes school term dates as well as the individual pupil's timetable. The planner is a formal document and pupils are expected to look after their planners with the utmost care and respect. It is used on a daily basis as part of their form tutor timetabled lessons. Parents will also receive a copy of their child's timetable. Highfield uses an electronic homework system, Classchart, and all parents will receive a username and log in as well as a link to the App which will enable you to track all homeworks issued.

# UNIFORM

Highfield Leadership Academy promotes excellence in everything its pupils undertake. The uniform and appearance of our pupils will support the ethos of our school, demonstrating their pride at being part of the school and enabling them to act as ambassadors for the school.

High standards of presentation are required at all times when wearing the school uniform. Whenever the school uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from school.

The items listed below are compulsory for all pupils (unless otherwise indicated). Our approved uniform retailers are detailed below. Other items can be bought from a variety of retailers.

## Girls - Main School Uniform

- Blazer – Royal blue with Academy crest
- Skirt – Blue checked, to the knee
- Trousers – Plain black trousers
- Blouse – plain white, short/long sleeves
- Yr group tie
- Socks (plain black under-the-knee cotton socks, or black/white ankle socks), or thick black tights
- Jumper – Plain black, V-necked jumper (optional)
- Plain/formal black shoes – no sports brands (Nike, Adidas), Converse, sandals, sling-backs etc.

## Girls - PE Kit

- Polo shirt: Navy/sky blue with Academy crest
- Skort or shorts: Navy/sky blue
- Zip up funnel neck jumper: navy/sky blue with Academy crest (optional)
- Socks: Navy/sky blue or white ankle socks/trainer socks
- Plimsolls optional: for gymnastics only
- Trainers (must not be canvas)

## Boys - Main School Uniform

- Blazer – Royal blue with crest
- Trousers – Black tailored (not customised or 'skinny' type – no jeans)
- Shirt – Plain white, short/long sleeves
- Yr group tie
- Socks – Black
- Plain black, V-necked jumper (optional)
- Plain/formal black shoes – no sports brands (Nike, Adidas), Converse, sandals etc.

## Boys - PE Kit

- Polo shirt: Navy/sky blue with Academy crest
- Shorts: Navy/sky blue
- Zip up funnel neck jumper: navy/sky blue with Academy crest (optional)
- Socks: Navy/sky blue or white ankle socks/trainer socks
- Plimsolls optional: for gymnastics only
- Trainers (must not be canvas)
- Football boots and shin pads

GCSE PE: Full navy polo shirt with Academy crest.

*Under armour tops can be worn in cold weather but must be navy.*

### *Uniform Additional Items and Issues*

- No jewellery to be worn, except for a single pair of small gold or silver stud earrings and a watch. No other form of body piercing is allowed. Jewellery must be removed before doing P.E. lessons.
- No make-up, nail varnish, acrylic or gel nails may be worn.
- Unnatural hair colours and extreme hairstyles (shorter than a number 2) are not permitted.
- Casual sweatshirts, hoodies, and denim clothes must not be worn.
- Coats must be removed on entering the building.
- Hair bands and bobbles should be plain and in Academy colours.
- Pupils should have a sensible rucksack or bag (preferably blue or black) in which to carry their equipment, books and kit.
- Tattoos are forbidden.

### *School bag/pencil case/stationery bag*

School bags, pencil cases or stationery bags must not display offensive or political images or slogans.

### *Banned items*

MP3 Players, iPods and electronic gaming equipment must not be brought into school. Pupils in The Appleby Centre will be expected to hand their phone to staff on arrival at school. Mobile phones are not allowed to be visible during Academy hours.

### *Financial support*

Families that are experiencing genuine hardship and require support to purchase the uniform may meet with the Principal to discuss.

### *Breaches of uniform code*

Uniforms will be checked on a daily basis to ensure they conform to our policy and that pupils look smart and well presented. In the event that a pupil has the wrong uniform, the teacher or member of staff will challenge the pupil and instruct them to address the issue.

For significant and repeated breaches of the uniform code, the matter will be referred to the Head of Year and a parental meeting will be arranged to address the concern.

If a prohibited or offensive item (such as an offensive image or slogan on stationery) is brought into school, the item will be confiscated.

### *Basic Equipment*

At Highfield, we expect each pupil to have the following basic equipment:

Pencil (HB)	Rubber
Pen with Black Ink	Glue Stick
Folder A4	30cm Ruler
Compass	Protractor

# GENERAL PROCEDURES

## Illness

If a pupil falls ill in school, they should inform The Appleby Centre staff. If the staff think it is appropriate for the pupil to go to the medical room or go home, then the pupil will be escorted to the school office. If the illness is a cause for concern, the school office will contact parents as soon as possible.

## Appointments

All routine medical/dental appointments must be arranged outside of school hours. However, if a pupil has an unavoidable appointment during school hours, they must have a note from their parents to give to their form tutor. Pupils are required to sign out on leaving and sign back in on returning. The signing in and out book is located in the main school office. Pupils will not be allowed to leave school during school time unless they are collected by a parent or other close relative. The time out of school should be minimal and pupils must not miss whole mornings or afternoons just because they have an appointment.

## Leaving the School Building

A pupil may have to leave school during the school day. In order to do so, they must have written authorisation for this from their Head of Year or a Senior Leader and must sign out at the school reception. Pupils will not be allowed to leave school during school time unless they are collected by a parent or other close relative.

## Lunchtime and Break time

**All social times will be spent in The Appleby Centre. There will be supervised access to an outside enclosed area.**

Lunch will be brought to The Appleby Centre each day. Pupils will have a choice of options. There will be structured activities for pupils to engage in during lunch and break times.

School caterers will be made aware of any special dietary requirements, and requests will be submitted according to an agreed process.

## KEY POLICIES AND PARENTAL CONSENT

In order for your child to play a full role in the educational activities of the school, parents will be asked to provide consent to a number of procedures and activities through the Parent Annual Consent Forms. These include consent or agreement to:

- the Home – School Agreement (including Parent Code of Conduct).
- school trips and other activities that take place off school premises.
- the provision of first aid or urgent medical treatment or confidential medical advice during school time on site or on any school trip or activity.
- the School Internet Acceptable Use Policy.
- the Pupil Information and Communication Technology Acceptable Use Policy.
- the Pupil Privacy Notice.
- the use of photography, video and images within school.
- The Canteen Acceptable Use Policy

### The Home-School Agreement

A Home-School Agreement has been drawn up in order to cement the commitment of the school, you and your child. It states:

#### As a pupil, I will...

- respect the mission and ethos of the school.
- demonstrate at all times the values of Service, Teamwork, Ambition and Respect.
- promote fundamental British values (including democracy, the rule of law, freedom of speech, freedom of thought and freedom of association) and reject all forms of discrimination and extremism.
- aim for the best possible standards in my studies, both at home and in school.
- attend school every day and arrive on time.
- attend all intervention or revision classes identified for me, punctually.
- dress correctly for school, including on all trips, and bring the necessary equipment each day.
- care for the school environment and the environment around the school.
- ensure that I use the internet safely and sensibly so that it does not bring harm to me or others.
- work to my full potential in all subjects.
- participate fully in leadership programmes.
- complete homework on time, to the best of my ability.

#### As the parent(s)/carer(s), I/we will...

- respect the mission and ethos of the school.
- support the school by promoting the values of Service, Teamwork, Ambition and Respect in the home and attending parents' events and induction sessions offered by the school.
- promote fundamental British values and reject all forms of discrimination and extremism.
- support the school's efforts by encouraging the best possible standards in my child's studies.
- ensure my child attends school every day and arrives on time.
- ensure my child punctually attends all intervention and revision classes identified for them (these sessions are often after school, at weekends or during school holidays).
- arrange all medical and dentist appointments after school or during holiday time to ensure my child does not miss any learning time.
- organise family holidays outside of term time so that no learning in school is missed.

- support the school's Homework Policy by providing a quiet working area at home for my child to study.
- ensure that my child arrives at school appropriately dressed and with the correct equipment every day.
- ensure that my child uses the internet safely and sensibly so that it does not bring harm to him/her or others.
- attend all parent meetings, including performance review and Head of Year/Pastoral Lead or Class Teacher meetings (as needed) to discuss my child's progress and welfare.
- encourage my child to participate in the school's leadership programmes.
- contact the school if I have any concerns about my child's progress or welfare.
- abide by the Parent Code of Conduct.

#### As a school, we will...

- provide a safe, caring and stimulating environment that is true to our mission and inclusive ethos, and which protects against all forms of discrimination and rejects extremism.
- support the development of your child by fostering the values of Service, Teamwork, Ambition and Respect in school.
- provide an inclusive, values-driven education offer that ensures equality of access for all.
- support the development of exemplary leaders who uphold fundamental British values of democracy, the rule of law, freedom of speech, freedom of thought and freedom of association.
- encourage the highest expectations of our pupils. We will expect your child to attend school on time every day, ready to learn and keen to achieve.
- deliver a high-powered, knowledge-based academic curriculum and set challenging academic targets that are appropriate to your child's ability and aspirations.
- inform you on a regular basis about your child's progress towards these targets, in an easily understandable form.
- ensure carefully focussed traditional teaching within lessons which are well-planned and structured, and cater for your child's specific needs and ability.
- ensure that work is assessed regularly and positive feedback is given to your child on their progress and how they can improve further.
- organise and deliver intervention and revision sessions for your child where we feel that this is needed to help them reach the best possible grades.
- offer a rich and diverse leadership programme that grows character and inspires charitable and social action.
- arrange regular opportunities to meet with teachers to discuss your child's progress.
- support your child to use the internet safely and sensibly so that it does not bring harm to him/her or others.
- support your child to overcome any problems that hinder their learning and their personal development.
- make arrangements to meet with you within a reasonable time if you wish to come into school to discuss any matter.

## School Trips and Other Activities Taking Place off School Premises

At various stages of the year, there will be planned activities that take place away from the school site.

We will ask for your consent at the start of the academic year. The trips and activities covered by this consent include:

- all visits (including residential trips) which take place during the holidays or a weekend.
- all visits that take place as part of the curriculum during the normal school day.
- adventure activities at any time.
- off-site sporting fixtures outside the school day.

The school will send you information about each trip or activity before it takes place. You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

## First Aid and Medical

The school has staff trained in the administration of First Aid or urgent medical treatment should the need arise. We seek parents' permission to allow trained staff to make decisions about the wellbeing of pupils during school time on site or on any school trip or activity. We are also required to gain parents' permission (for pupils below Year 9) for your child to speak to the school nurse (if they wish to do so) and receive medical advice in a confidential manner.

## School Internet Acceptable Use Policy

As part of pupils' curriculum enhancement and the development of ICT skills, the school is providing supervised access to the Internet, including email.

Various projects have proven the educational benefits of Internet access, which enables pupils to explore a wide range of information sources throughout the world. Although there are concerns about children having access to inappropriate material via the Internet, the school takes a range of measures to minimise these risks. A filtering system is in operation which restricts access to inappropriate materials, and this is reinforced by the ICT staff who teach the safe and appropriate behaviours to adopt when using the Internet, email and other technologies.

Internet use is supervised and filtered within our school, but families should be aware that some pupils may find ways to access material that is inaccurate, defamatory, illegal, or potentially offensive to some people.

During school, teachers will guide pupils towards appropriate material, keeping the ethos of the school in mind. At home, families bear the same responsibility for guidance that they would exercise with other information sources such as television, telephones, and films.

## Information and Communication Technology Acceptable Use Policy

This policy is available to read on the school website.

Having read the ICT Acceptable Use Policy, your child will be required to sign the following summary and declaration:

*The following policy guidelines apply to all school computers and devices (including WiFi) and also any mobile and tablet devices that you use in school.*

- *DO NOT share your school account password with anyone.*
- *SAVE your work to Z: drive.*
- *DO NOT access others' accounts.*
- *DO NOT use the Internet to:*



- *access/transmit illegal or obscene material, or material that discriminates on any grounds*
- *access chat or social networking sites (e.g. Facebook, Twitter)*
- *access gaming sites*
- *download unlicensed material such as music, videos, TV programmes etc.*
- *order items from online shopping or auction sites.*
- *DO NOT open emails that you think may contain inappropriate material or a virus.*
- *DO NOT reveal any personal information about yourself online or via your email.*
- *DO NOT deliberately port scan or use port scanning software.*
- *DO NOT use peer to peer file sharing software (e.g. KaZaA, BearShare, Morpheus) to download or upload obscene, copyrighted or illegal material.*
- *DO NOT connect or attempt to connect to ICT systems without permission.*
- *DO NOT run server operating systems or services without permission.*
- *DO NOT make, install or distribute unauthorised copies of computer software.*
- *DO NOT connect any form of network device (i.e. routers, wireless access points, switches or hubs) to the ICT network.*
- *DO NOT copy files (images, music, video, text) that are copyright protected.*
- *DO NOT publish or share any information that damages the reputation of the school.*
- *DO NOT deliberately or unintentionally cause the interruption of any school service or another user's data or system e.g. by virus infection.*
- *DO NOT deliberately damage/vandalise hardware equipment in school.*
- *DO NOT intentionally waste limited resources, including printer ink and paper.*
- *DO NOT save personal media images, sound and videos in the file server network.*
- *DO NOT hack or physically interfere with another user's computer.*
- *DO NOT contact staff via social networking sites.*
- *DO NOT bully others online and report any bullying to a member of staff.*
- *REMEMBER the school may monitor your use of IT systems and online behaviour to maintain a safe school.*

## Privacy Notice – Pupils and Families

### WHO PROCESSES YOUR INFORMATION?

Star Academies, who operate the school, is the *Data Controller* of the personal information you provide to us. This means it determines the purposes for which, and the manner in which, any personal data relating to pupils and families is to be processed.

The Head of Governance and Corporate Services is our *Data Protection Officer*. The Data Protection Officer's role is to oversee and monitor our data processing practices. If you have any queries regarding anything in this privacy notice, please write to:

Head of Governance and Corporate Services

Data Protection Officer

Star Academies

Shadsworth Road

Blackburn, BB1 2HT

or email [governance@staracademies.org](mailto:governance@staracademies.org)

Why has my child been put on the SEN register for their behaviour?

*Data shows that, over time, we can see a pattern of disengagement in his/her education. This is resulting in a significant learning gap. It is important at this early stage that we recognise that your child needs additional support to help them to engage. This support is all about breaking down barriers to learning and building up their resilience within a school environment. The behaviours we are seeing are a communication from them that they need this support and we are using in-school experts to support them at this critical point in their education.*

Why has my child been put on the SEN register for their anxiety?

*We can see that anxiety is presenting in their behaviours (we are seeing behaviours like poor attendance, not wanting to go to lessons, withdrawn etc.) It is well documented that children at all ages can suffer with anxiety that, if left without support, will likely result in a lack of engagement in learning over time. We know that with the right support we can help your child to manage feelings and emotions that are very real. We need to work together to build their confidence and resilience when presented with challenges.*

What support will they get?

*Higher staffing ratios will allow us to support your child with their academic progress and allow us to help them to understand the triggers that set off behaviours we are seeing. Within The Appleby Centre, staff will be trained in supporting children with their emotional wellbeing and helping them to take responsibility for their own learning. This centre is different... it is about inclusion and it will help to get them back (in time) to mainstream lessons.*

What does it mean being on the SEN register?

*That they are entitled to more support whilst in school and beyond. They will have annual reviews with clearly set targets that, as a school, we will work on with you and your child. We will assess the need for an educational health care plan which would then support your child throughout their education, giving them access to additional support from professionals. As a parent, you would be given additional support throughout your child's education.*

What will they do at break and lunch?

*They will not follow the same school day as other children in school. This will allow us to work with them on their social skills and behaviours within school. We will support them in accessing social and planned activities to help them to access whole-school break times. As they progress and we feel they are moving towards Pathway 3, we will set targets around break and lunch time to allow them to earn time with other children on whole-school breaks. This will help them make good choices at this time and enable them to take responsibility for their own behaviour and the impact that this has on their own and others' progress.*

Why can't they go out at break and lunch to see their friends in the mainstream part of the school?

*We can see from historic behaviours that it is clear that break time overstimulates them. There may be too many young people around, it may be too noisy or there may be too many opportunities to make the wrong choices. We can see that they need training and support to be able to deal with the hustle and*

*bustle of a large school environment. Once a child is in Pathway 3, they will have access to whole-school break and lunch time.*

Will they ever be allowed out of the centre?

*Yes – Pathway 1 will access specialist rooms with centre staff to be able to build up their experiences and for them to re-learn the routines and boundaries needed to be part of the whole-school curriculum.*

*Pathway 2 – will access some option subjects to allow them to experience the whole school with very clear boundaries and expectations around how they should manage triggers and behave within the whole school*

*Pathway 3 – Will access the whole school most of the time and receive additional support within The Appleby Centre (This will be planned around their individual needs)*

Who knows they are on the SEN register?

*Staff within school will know and you. We will report this to the trust and local authority when requested. This is treated as private and confidential.*

Will they still have access to all the GCSEs they have chosen?

*We have looked at all the data and we will strip back some of the offer that is being made based on progress in all areas (including core curriculum). We will work with you and your child to ensure they have what is needed for their next steps. This will mean, for some, that they do not have access to all subjects chosen.*

How many staff will there be?

Within the centre we will have:

- *Centre Leader*
- *HLTAs (Higher Level Teaching Assistants)*
- *TA (Teaching Assistant)*
- *Specialist teachers*
- *SENCO*
- *Assistant Principal will have oversight.*

Who will deliver the lessons?

*Specialist teachers will plan and deliver core curriculum.  
HLTA staff are specially trained in supporting this with additional small group teaching in all areas.*

Will they still get taught by teachers?

*Specialist teachers will plan and deliver core curriculum*

What will happen if my child struggles to cope in the centre?

*We will be communicating with you daily, putting plans in place with them and you to break down the barriers. They will have key staff trained in developing resilience and they will work on techniques to support them in the whole school. If things are not working, then you will be part of the planned solutions.*

*We know, with the right support, we can make this work for all of our young people, but we accept this is new and may take a little time.*

What time will they start and finish?

9.10am – 2.10pm

If a pupil is Pathway 2 and is attending a green option subject P5, they will be expected to remain in school until 3.10pm

Will there be a uniform?

*Yes – we will follow the whole-school uniform policy. This is very important as it allows us to support them in moving into other pathways and keeps the students identifying as Highfield students.*

Will they still go to assembly?

Pathway 3 will still attend assembly.

Start times of Pathway 1 and 2 mean pupils will not be in school during assembly time

How often is their progress reviewed?

*Each half term, we will meet to review progress against set targets. New targets will be set to ensure we are moving towards the goal of accessing Pathway 3 over time.*

Will I be part of the review?

*You will be central to each review. This will be driven by what is best for your child and we know that when home and school work together on this, we see far better outcomes and faster progress.*