



THE
BRIAN CLARKE
CHURCH OF ENGLAND ACADEMY



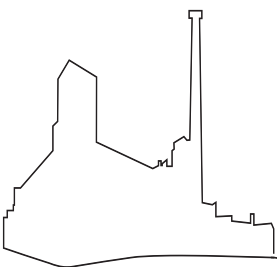
Family Handbook

www.brian-clarke.org

We are delighted that you have entrusted your child into our care at The Brian Clark C of E Academy; our ambassadors for years to come.

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A photograph of Allison Ash, the headteacher, smiling. She is wearing a dark green patterned top and a red lanyard with a badge. The background is a blurred school hallway.

MESSAGE FROM HEADTEACHER ALLISON ASH

Headteacher's Welcome

A warm welcome to The Brian Clarke Church of England Academy

The staff at Brian Clarke provide an excellent education in a school community that is a true microcosm of our town; aspirational, multi-cultural, multi-faith and multi-talented.

We ensure our school's motto of **luceat lux vestra** - let your light shine (Matthew 5:16) - is at the fore of what we do. We celebrate the light within us all and the light we are all drawn to; the light which enables us to grow, thrive and understand.

LUCEAT
LUX VESTRA
LET YOUR LIGHT SHINE - (MATTHEW 5:16)

Our Trust mission of Ambition, Excellence and Community is central to our school values.

We are ambitious for our young people to become everything they can be and are meant to be, to be able to live life in all its fullness (John 10:10). There are no limits to realising potential and as Headteacher I promise to provide an aspirational curriculum for all, underpinned by excellent teaching and pastoral provision. Your child will leave us with the very best recognised qualifications, fully prepared for the next stage of their educational journey.

Building community is also central to our vision. We are a Church of England school that brings together young people of all faiths and none in a multi-cultural, multi-faith school community that is grounded in the school's central, welcoming Christian ethos.

I absolutely recognise that starting secondary school is an important milestone for children and their families. Secondary school is bigger, both in terms of the number of students and in the size of the building. More adults will be working with your son/daughter and the children will be moving around to experience the variety of lessons taught by subject specialists. This means relationships will change. The children are also growing into young adults. Most of growing up can be exciting but some aspects of it can be challenging for the children themselves and also their parents. Whilst things may seem different, I know from our experiences of working with generations of students that we are fully prepared to help them, and you, navigate the complex journey.

At Brian Clarke all the staff make an absolute commitment to doing the best for all our young people. Fulfilling this commitment cannot however be achieved by the school alone. It is vital that we work together as a community of staff, students, and parents to ensure our young people leave us as happy, successful individuals that we are proud to know.

What follows in this handbook is the essential information to help you understand and have clarity around our offer at Brian Clarke, our standards and our approach. The what we, and you, can expect, as well as the why. This means that we can ensure your child and every child gets the most out of the opportunities we provide and the whole school community can flourish.

Thank you for taking the time to read this handbook. I am honoured to be leading The Brian Clarke Academy into the future and starting this journey with your family. I look forward to meeting you at our transition evening and welcoming your child on the transition day.



A NEW SCHOOL FOR OLDHAM THAT IS A TRUE MICROCOSM OF OUR TOWN

**One Family. One Trust.
We stand for ambition,
excellence and community.**

We are part of a Trust whose mission is to be a leader of education and a provider of excellent schools which nurture children and young people and enable all to achieve, progress, experience success, and to become good people, good neighbours and good citizens whom we are proud to know.

We set the bar high. We don't recognise 'good enough'. Cranmer is about excellence – it is at the heart of everything we do.



History of the school

The Brian Clarke CofE Academy is part of the Cranmer Education Trust. Alongside Brian Clarke, the Trust is made up of primary and secondary schools across Oldham and Rochdale. The Trust also incorporates a teacher training school and the East Manchester Teaching Hub and a MFL hub, which support the training and development of new and existing teachers across the North West of England.

Our new school was founded to help meet the need for more secondary school places in the borough which came about as the result of the increasing birth rate, and crucially to provide another good school in the town. In 2019 after a huge application process, the Trust was chosen by the DfE to open Brian Clarke as a new school for Oldham that is a true microcosm of our town.

Our Patron, Crest & Motto

The crest for the school has been designed by Sir Brian Clarke.

The crest is the spinning mill, the iconic symbol of Oldham. We are here because of the mills, which brought together people from across the British Isles and the wider world, to find work and build a future for themselves and their families. The mill symbolizes industry, working hard, working together, and is suffused in light.

LUCEAT
LUX VESTRA

LET YOUR LIGHT SHINE - (MATTHEW 5:16)

Our motto celebrates the light we all have within us, and the light we are all drawn to – the light which enables us to grow, thrive, understand and discern.



Our Patron

Our school is named after Sir Brian Clarke, an internationally renowned artist who works primarily in stained glass; an Oldhamer by birth, who retains strong connections with Oldham and has family here.

We are proud and excited that Brian is the Patron for our school.

Brian's fascination with light has inspired us; and his generosity, as a benefactor for our school, will inspire generations to come – as has the generosity of Thomas Henshaw, the founder of The Blue Coat School.

Our building includes a stained-glass window created by Brian to celebrate learning and the multi-cultural character of the school, shining light into learning and out into the community.



THE TRANSITION PROCESS



It is extremely important to us that both children and parents feel ready to make the step from primary to secondary school and arrive with the confidence to make the most of the opportunities Brian Clarke has to offer.

Engagement in the transition processes will ensure your child has the very best start.

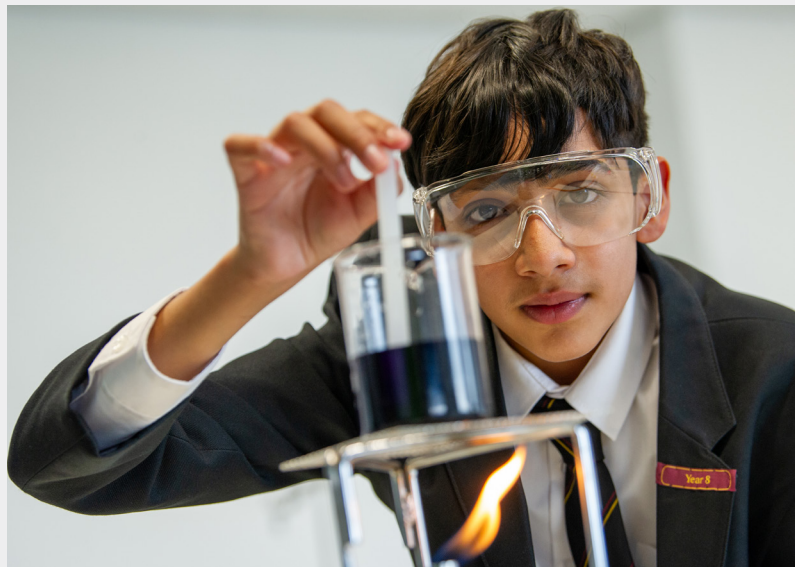
Transition Evening

All children will attend a transition evening with one parent/carer. Due to space restrictions we can only accommodate one accompanying adult with each child. The transition evening will take place in the school hall on **Wednesday 26th June 5.30pm - 7pm**. At the evening you will hear from Mrs Ash, Headteacher. Your child will also get to meet their form tutor and the other students in their form. The transition evening will ensure you are clear on what happens on transition day and the start of the academic year.

Transition Day

All children will attend a transition day at the Brian Clarke Academy on **Thursday 4th July 9am-3pm**. On this day, students will get to meet their form tutor and the other students in their form, and will take part in lots of 'getting to know you' activities. They will also get to meet a number of their teachers and experience 'taster' lessons to get them excited about secondary learning and experiences.

- **Arrival:** Children will need to arrive at Brian Clarke at 9am. We ask that children do not arrive on site any earlier than 8.50am. This is to allow the existing student body to be settled into their lessons. The school is extremely well served by the public transport network, being close to the main bus station and tram stops. Families are able to buy an IGO pass (via Transport for Greater Manchester) for a one-off £10 fee which allows students to travel at a concessionary rate. For those students arriving by car we ask that parents say their farewells at a safe location away from the school site and allow children to walk to the school gate by themselves. Please note that for health and safety purposes parents are not able to drive onto the school site. There will be members of staff and a team of ambassadors meeting and greeting your child and directing them to the hall for their welcome assembly and meeting. It is vital that your child knows their route to and from school so please rehearse this with them to start the good habits early.
- **Dress code and equipment:** Children should come dressed in their full primary school uniform (not leavers hoodies). They will need basic learning equipment (a pencil case of pencil, pen, ruler, rubber) and their school bag. They will not need their PE kit.
- **Refreshments:** All children should bring a mid-morning snack for break time and a bottle of water. A free lunch will be available which includes vegetarian and halal options.
- **Medical conditions and allergies:** If your child has a medical condition or allergies that we need to be aware of for transition day, please inform us in advance by emailing info@brian-clarke.org no later than Friday 28th June
- **Departure:** Children will leave the school at 3pm; again we ask that if parents are picking their children up they do so at a safe distance from the school.
- **Children with EHCPs:** Parents will be contacted by the SENDCo to make specific arrangements if needed.





Transition Bag

At the transition day all children will be given a transition bag. In the bag will be a transition booklet and a reading book. The book is Homer's Odyssey, adapted by Geraldine McCaughrean. This book is linked to their English curriculum. During the transition day your child will have a lesson and be given clear instructions on what to do over the summer with the book and booklet. We will also support with transition videos throughout the summer. When they arrive home after the transition day, please ask them about their day and familiarise yourself with what is contained in their transition bag.

School Visit

All children will be visited by a member of the Brian Clarke team prior to starting the school in September. These visits will start at the end of May after SATS have taken place and will run through until the end of the academic year. These visits are an important opportunity for your child to meet a friendly face and ask any questions they might have about starting secondary school.

Vulnerable Children

Children with EHCPs, those who are in care, children in need or those on the Child Protection registers will be identified by the end of March to organise bespoke transition plans.

Transition Newsletters

We will issue family transition newsletters on the 1st of every month starting in May to communicate any information and updates and to maintain the excitement for your child about starting secondary school.

TERM & HOLIDAY DATES 2024 - 2025

Please note that for this year only, our extra staff training days will take place in September to allow our new staff team to prepare for our opening.

AUTUMN TERM (September 2024 - December 2024)

Monday 2nd September	Whole Staff training Day
Tuesday 3rd September	Whole Staff Training Day
Wednesday, 4th September	Start of Term Year 7
Thursday, 5th September	Start of Term Year 8 and 9
Friday, 25th October	School closes (Half Term)
Monday, 4th November	School reopens
Friday, 20th December	School Closes
CHRISTMAS HOLIDAYS	

SPRING TERM (January 2025 - April 2025)

Monday, 6th January	Students Return
Friday, 14th February	School Closes (Half Term)
Monday, 24th February	School Re-opens
Monday, 31st March	TBC Staff training day* (Eid ul-Fitr)
Friday, 4th April	School Closes
EASTER HOLIDAYS	

SUMMER TERM 2023 (April 2025 - July 2025)

Tuesday, 22nd April	Start of Term
Monday, 5th May	School closes (May Day Bank Holiday)
Friday, 23rd May	School closes (Half Term)
Monday, 2nd June	School re-opens
Friday 6th June	TBC Staff training day* (Eid al-Adha)
Friday, 18th July	School closes
SUMMER HOLIDAYS	

Potential Eid Days. School will be closed to students (subject to change please do not book any holidays)

One further staff training day TBC

Families are asked not to book holidays or events for students on these dates since should they change, all students will be required to be in school and they will be replaced by a new date, to be confirmed nearer the time.

STAFF LIST AND KEY CONTACTS



All our staff (teaching and support) share our vision and values. They are committed to high expectations and are constantly developing their expertise to provide the highest quality teaching that enables all young people to learn and progress.

Senior Leadership Team

- Mrs Ash - Headteacher
- Miss Skillings - Deputy Headteacher Safeguarding and Attendance
- Mr Chadwick - Finance and Operations Manager
- Miss Coleman - Assistant Headteacher - Behaviour and Personal Development
- Mr Stringer - Assistant Headteacher Curriculum Development and Timetable
- Miss Bezer - Assistant Headteacher - Achievement for All
- Mrs Oles - Assistant Headteacher - Student Progress
- Mrs Lawton - Headteacher's PA and Senior Admin Officer

Pastoral

- Mr Goddard - Head of Year 7
- Mr Ahmed - Head of Year 8
- Miss Robinson - Head of Year 9

Achievement for All Department

- Miss Bezer - Assistant Headteacher - Achievement for All
- Mr Bradely - SENDCo



Monday to Thursday

Timings	Year 7 and 9	Year 8
7.45 am – 8.10am	Targeted Intervention*	Targeted Intervention*
8.10 am	All students on site for line up bell. Gates lock at 8.10am	All students on site for line up bell. Gates lock at 8.10am
8.15am	Line Up	Line Up
8.15am – 8.30am	Morning Registration – Equipment Check - Notices	Morning Registration – Equipment Check - Notices
8.30am - 9.30am	Period 1	Period 1
9.30 am- 10.30am	Period 2	Period 2
10.30am-10.45am	BREAK	BREAK
10.45am - 11.45am	Period 3	Period 3
11.45am - 12.45pm	Period 4	Period 4
12.45pm - 1.15pm	Lunch	Pastoral Curriculum
1.15pm - 1.45pm	Pastoral Curriculum	Lunch
1.45pm - 2.45pm	Period 5	Period 5
2.45pm - 3.30pm	Period 6 – Compulsory co-curricular x 2 per week (sessions TBC)	Period 6 – Compulsory co-curricular x 2 per week (sessions TBC)
3.30pm - 4.30pm	Extra -Curricular (Timetable of activities TBC)	Extra-Curricular (timetable of activities TBC)

Friday

Timings	Year 7 and 9	Year 8
7.45 am – 8.10am	Targeted Intervention	Targeted Intervention
8.10 am	All students on site for line up bell. Gates lock at 8.10am	All students on site for line up bell. Gates lock at 8.10am
8.15am	Line Up	Line Up
8.15am – 8.30am	Morning Registration – Equipment Check - Notices	Morning Registration – Equipment Check - Notices
8.30am - 9.20am	Period 1	Period 1
9.20am - 10.10am	Period 2	Period 2
10.10am - 10.25am	BREAK	BREAK
10.25am - 11.15am	Period 3	Period 3
11.15am - 12.05pm	Period 4	Period 4
12.05pm - 12.35pm	Lunch	Pastoral Curriculum
12.35pm - 1.05pm	Pastoral Curriculum	Lunch
1.05pm - 1.55pm	Period 5	Period 5

- School closes early on a Friday. At 1.55 pm Year 7 will be dismissed, at 2pm Year 8 & Year 9 will be dismissed.
- All students must arrive at school by 8:10am at the latest so that they are on time for morning registration at 8:15am.
- *Students will be targeted specifically to attend literacy and / or numeracy support sessions.
- Homework club runs each night after school during period 6.

Compulsory weekly hours: 33

At Brian Clarke all our students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes will lead to recognised qualifications.

Social, moral, spiritual, and cultural development (SMSC) is the golden thread running through all aspects of provision, designed to foster resilience, self-worth, cultural capital, social cohesion and integration.

THE CURRICULUM AT BRIAN CLARKE



The breadth of curriculum provision in Years 7-9 enables a large majority of students to take and enjoy the full EBacc at GCSE (Maths, English, Science, History, Geography and a Modern Foreign Language). Religious Studies is also studied to GCSE exposing our students to the rich tapestry of faith and belief.

At Key Stage 4 this will be supported by an 'open pot' of subjects and qualifications that enable every student to succeed and progress.

Our curriculum extends the school day to create time for enrichment and enhancement to further build social and cultural capital.

The academic, co-curricular and pastoral curriculum ensures students leave Brian Clarke as well rounded, informed and resilient young people ready to take their place in the world.

Principles that underpin our curriculum design: Years 7-11

- **Broad** – so that young people gain knowledge and understanding of the range of ways in which human beings have understood and found meaning in our world; the best that has been thought, said and created.
- **Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
- **Rich** – so that all children and young people can widen their horizons and develop creativity, life experiences, and increase cultural capital.
- **Interconnected** – so that our students are able to see links and connections within and across learning and can synthesize new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
- **Progressive** – learning builds on prior experience, gradually deepening understanding and mastery.
- **Relevant** – so that our young people are prepared for the next stage of their education and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go.

Curriculum Structures

- We run a **two week timetable** ('B' and 'C' weeks)
- The school day consists of five 60-minute lessons Monday to Thursday, with Friday comprising five 50-minute lessons.
- The **co-curricular** offer runs Monday to Thursday. All students take two compulsory period 6 sessions per week.
- A homework club runs every Monday to Thursday after school for 45 minutes.



Key Stage 3 (Years 7-9) Curriculum

During Key Stage 3, students follow a common curriculum which builds on learning in Key Stage 2 and introduces students to new subject disciplines and new levels of understanding.

	Year 7 Fortnightly lesson allocation	Year 8 Fortnightly lesson allocation	Year 9 Fortnightly lesson allocation
English	6	7	7
Maths	7	7	7
Science	6	6	9
Religious Studies	3	3	3
MFL (German)	4	4	4
Geography	3	3	3
History	3	3	3
PE	4	4	4
Art	2	2	2
Drama	1	1	0
Music	2	2	2
Design Technology	2	2	2
Food	1	1	0
Computing	2	2	2
Wellbeing (PSHRE)	1	1	1
Citizenship	1	1	0
Academic Transition Skills	2	1	0
Duke of Edinburgh	0	0	1

Distinctive elements of the Brian Clarke Curriculum

Wellbeing (PSHRE)

The Wellbeing curriculum is taught fortnightly by the form tutor throughout Years 7-11. It incorporates all aspects of the DfE statutory framework for Relationships and Sex Education (2020) which outlines what students should know by the end of secondary school to keep them happy, healthy and safe. The curriculum also delivers elements of the Careers Education, Information, Advice and Guidance (CEIAG) provision to enable our young people to make informed decisions about their future. Statutory areas of learning include:

- different types of relationships including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships,
- how to recognise, understand and build healthy relationships, including self-respect and respect for others; commitment, tolerance,

- boundaries and consent; how to manage conflict and also how to recognise unhealthy relationships,
- how relationships may affect health and wellbeing, including mental health,
- healthy relationships and safety online,
- factual knowledge around sex, sexual health and sexuality,
- healthy bodies and lifestyles including keeping safe, puberty, drugs and alcohol education,
- healthy minds including emotional wellbeing, resilience, mental health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers). The curriculum is planned and sequenced to take into account the age, needs and feelings of students

The intent of the Wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community. It does this by:

- Helping students develop feelings of self-respect, confidence and empathy,
- Equipping students who are members of distinct faith communities to take their place in a rapidly changing and challenging world,
- Providing a framework in which sensitive discussions can take place; preparing students for puberty and giving them an understanding of sexual development and the importance of health and hygiene,
- Creating a positive culture around issues of sexuality and relationships,
- Teaching students the correct vocabulary to describe themselves and their bodies.

The curriculum is pro-active in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject must also be proactive and dynamic; constantly evolving to ensure that it meets the specific needs of the individuals and groups of students within a given year group. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

Our Wellbeing curriculum is also informed by Keeping Children Safe in Education (2021) and Ofsted’s Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2021).



Citizenship

Students have one hour per fortnight of Citizenship in years 7 and 8.

The Citizenship curriculum promotes British Values and provides students with the knowledge and skills to play a full and active part in society. Students learn about human rights, democracy, government and how laws are made and upheld; the ways in which citizens work together to improve their communities.

Through the curriculum teachers ensure students have the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

Units on Active Citizenship provide meaningful opportunities to understand how to be responsible, active citizens who contribute positively to society. When exploring contemporary issues students learn how to contribute to informed debate and the importance of respect and tolerance when others might hold different views to yourself.



Religious Studies

The Brian Clarke Church of England Academy is a Church of England school with a distinctive Christian ethos that welcomes young people of all faiths and none. Part of our ethos - the way that we do things - is that all students study Religious Studies in every year up to GCSE.

It is called Religious Studies for a reason. This is not religious instruction in any faith. It involves learning about religions and world perspectives on the big moral and ethical challenges that human beings face; human rights, discrimination, persecution, war, our relationship with the natural world and the rights of animals. All faiths are equally respected and represented. In understanding faith and non-faith perspectives, RS encourages students to explore and develop their own spirituality and search for meaning and direction in life.

The subject is taught by specialists, and the curriculum enhanced by the contributions of representatives of different faith communities, and particularly the 5 main faiths in the Greater Manchester area; Christianity, Islam, Judaism, Hinduism and Sikhism. The curriculum in Years 7-9 is the Diocesan-approved syllabus which also includes the non-religious world views of humanism, secularism, and agnosticism, so that students understand the range of thinking and philosophies by which different human beings seek to make meaning of the world. All students take Religious Studies GCSE.

The Science curriculum teaches evolution in full. Sometimes students will ask about creationism in Religious Studies. All discussion is encouraged. What we teach students is that this view is not a valid scientific theory and is not held by mainstream churches/faiths.

Modern Foreign Language

German is the core language at Brian Clarke. German is important for its transferable skills because it is highly inflected, learners must engage with grammar which reinforces literacy development in English, particularly for English as an Additional Language (EAL) learners. German's phonemic orthography makes it more accessible to new language learners.

Primary schools study a variety of languages, but this will not impact on continuity of learning. The aim of primary languages is to lay the foundations for successful language learning, i.e., the skills of listening, speaking, and writing and on developing cultural awareness. It therefore does not matter which language has been studied prior to commencing secondary school.

Duke of Edinburgh – Bronze Award (Year 9)

The Duke of Edinburgh Award is one of the ways in which we can help young people to develop skills for life and work, fulfil their potential, and become a good and responsible citizen, and leader in our society. It involves developing a skill, which builds commitment and confidence; volunteering, and making a positive difference to the lives of others; and planning for and undertaking an expedition, which requires teamwork, listening and consideration, self-reliance, and some stoicism. On the way students also learn a range of very practical skills, including map skills, basic first aid, cooking and outdoor risk management.

In Year 9 all students will work towards achieving the Duke of Edinburgh Bronze Award. Large numbers of students then go on to complete their Silver Award (Year 10) as a co-curricular activity.

The course is fully inclusive; appropriate adjustments are made so that all students can participate. The award is highly regarded by both employers and universities.

Collective Worship

Collective worship is fundamental to the Christian ethos of the school. We bring students together in assemblies and in form to reflect amid a busy day. We also hold invitational termly acts of Eucharist worship according to the rites and liturgy of the Church of England.

In law parents have the right to withdraw their children from the teaching of Religious Studies and acts of Collective Worship by making a written request to the Headteacher. However, we expect that parents who send their children to a designated Church of England school recognise the importance of Religious Studies and Collective Worship in the mission and ethos of the school and support the inclusion of students in this part of the curriculum. We are very happy to discuss the curriculum and the materials we use with parents.



THE CO-CURRICULAR OFFER (PERIOD 6)

We want our students to enjoy the opportunities provided by the very best schools.

Enrichment and the co-curriculum are integral to Brian Clarke. We want our students to enjoy the opportunities provided by the very best schools, so that our young people grow in learning, skills, experience and confidence, and develop their whole self in a fully multi-cultural environment where they interact authentically with a wide range of students, and experts/coaches from the wider community.

The offer is delivered through an extended school day with a Period 6 timetabled every Monday-Thursday. All students take part in 2 co-curricular activities per week.



CO-C
EXTR
PROG



All students will achieve at least one nationally accredited co-curricular qualification during their five years at the school, e.g. the Duke of Edinburgh Award; a CREST Award; national Maths or Computing Challenges, or Young Engineers.

Extra-curricular

As well as the co-curricular activities there are also lunch time clubs and an extracurricular timetable of activities for sports and music which are publicised throughout the academic year.

CURRICULAR AND A CURRICULAR GRAMME



SUPPORTING LITERACY AND NUMERACY AT BRIAN CLARKE

A challenging academic curriculum requires high levels of literacy to be able to access that curriculum. All teachers are therefore trained in a consistent approach to literacy development, oracy, reading and numeracy ensuring that across the curriculum students are exposed to the same language and models for decoding, learning new words, reading for comprehension, summarising information and developing extended writing skills.

Reading - There is a deliberate approach to developing a reading culture at Brian Clarke. This starts at transition. As part of the transition process all year 6 students joining the school are given a copy of Homer's Odyssey, adapted by Geraldine McCaughrean. This book has been chosen to engage students and has explicit links to the English curriculum they will be meeting in Year 7. There is also a structured package of support to ensure all students can engage over the summer with the text and tasks associated (for example key role models in the school reading aloud a chapter per week which can be accessed through the school's transition section on the website).

Each form in every year group has 2 x 20-minute structured, pre-planned reading activities, led by their form tutor. This reading pathway supports and builds on learning in English lessons.

Oracy - Staff model and support students to speak clearly and convey ideas confidently using standard English, enabling students to clarify their thinking as well as organise their ideas for writing.

Writing - Staff are trained in a consistent cross-curricular pedagogy to develop students' fluency in writing and their ability to write for extended periods of time.

Academic Transition Skills (ATS)

Students have ATS once a week in Year 7 and once a fortnight in Year 8.

Students come to the Brian Clarke Church of England Academy from a variety of primary schools and all have suffered the impact of Covid-19 on the continuity of their learning and development. They have been taught a variety of ways and to different levels of depth and confidence to structure extended pieces of writing, learn new vocabulary and analyse texts. It is vital that a consistent approach to these skills is developed so all students understand the language and techniques they encounter across the secondary curriculum. Lessons in ATS in Years 7 and 8 supports students with this transition to successfully access the secondary curriculum. Through the topic of History of Medicine in Year 7 and History of the Media in Year 8, students are taught metacognitive strategies including how to plan, monitor and evaluate their own learning; how to effectively summarise information; how to understand and deconstruct new vocabulary, and how to produce extended pieces of writing

Embedded into the ATS curriculum are the principles associated with Accelerated Reader. Accelerated Reader is part of a robust reading strategy where reading is embedded into lessons, form time, and targeted interventions for those who enter year 7 with reading ages below their chronological reading age.



SUPPORTING LITERACY AND NUMERACY AT BRIAN CLARKE

Targeted Literacy and Numeracy Support

As well as the comprehensive universal offer to support students' literacy there is also a graduated response for students who might require extra support. Students' literacy levels are evaluated through appropriate diagnostics and identified cohorts include:

- Students who have not achieved Age Related Expectations at Key Stage 2 in Reading and Writing
- Students who score below their chronological age on reading diagnostic tests
- Students who struggled to engage appropriately with the transition task
- Students identified by teachers as appearing to struggle with accessing texts, articulating ideas, and writing
- EAL students at proficiency levels C and D where there are gaps in inferring, comprehension of more complex curriculum material, structural accuracy, abstract vocabulary and refining English usage



Interventions are evidenced-based for the relevant diagnostic. Interventions are delivered by a trained member of staff. The structure of the school day and early start of 7:45 – 8:15 will facilitate targeted interventions for low readers. All interventions are age-appropriate, short, frequent and evaluated for impact.

Teachers are advised about appropriate in-class strategies to support the students. All staff have access to Key Stage 2 student data and are trained in specific pedagogy to support reading and literacy.

For those below age related expectations in Maths we use Complete Maths to support students within and outside of the classroom. The learning platform is set up with videos and practice tasks as well as online tasks. Complete Maths has content from the primary and secondary curriculums, allowing it to be used at all levels of catch up for students.

A parents' support evening invites parents of targeted students to discuss the curriculum and the support in place.

BEHAVIOUR FOR LEARNING AT BRIAN CLARKE

At Brian Clarke, students will learn in a calm, well-ordered, safe and happy community; where teachers can teach without interruption, students can learn without interruption, people are listened to and the whole community can flourish. High standards of behaviour are expected, always modelled and promoted both during the school day and beyond the school gates.

As parents/carers we ask that you work with us in partnership to reinforce these expectations and behaviours to achieve the best possible outcomes for your child and the school community.

The 'Brian Clarke Way' sets out consistent expectations detailing what is required of students. Through induction, the Brian Clarke Way will be explained, taught and students will be able to practise the expected behaviours so there is absolute clarity around the high standards of behaviour and the reasons for those high standards

The Brian Clarke Way

1. All members of the Brian Clarke community treat everyone with respect at all times.
2. If students have any concerns about the wellbeing of others, they should report it immediately to a member of staff.
3. Students must always follow instructions and requests from members of staff first time, every time.
4. Students must move around the school in a sensible, calm and quiet way.
5. Students must travel to and from school in a calm and dignified way, remembering they are wearing the school uniform and are therefore our ambassadors.
6. Students must be proactive in keeping the school environment clean and tidy. They must be respectful of the school site and never drop litter.
7. Students must not leave the school site during the day.
8. Students must be organised in bringing books, necessary stationery and equipment to school each day.
9. Students must only bring items to school that support their learning and not bring valuable items into school. Students are responsible for looking after their own property in school.
10. Students must wear their school uniform with pride and in line with the school uniform policy at all times. Coats must not be worn inside the school building.
11. 'STARing' – sitting up straight, tracking the speaker, answering in full sentences and listening with respect is expected in lessons.
12. students line up outside the classroom in silence until their teacher greets them to start their 'Do Now'
13. All students respectfully contribute to worship and reflection.

**We want all our students to
be everything they can be and
everything they are meant to be –
to be able to live life in all its fullness**

(John 10.10)

BEHAVIOUR FOR LEARNING AT BRIAN CLARKE

Rewards at Brian Clarke

Recognising and rewarding students' good behaviour, self-discipline and learning is crucial to establishing and maintaining a culture of high expectations. We don't believe that students value impersonal acts of rewards or recognition, they want to show the people in their lives that they are doing well. They want to feel pride. They want what everyone wants, the chance to feel important and valued for their efforts. We aim to ensure students feel valued in the following ways:

- Sensitive and genuine verbal praise from teachers
- Written praise and feedback in exercise books
- Departmental reward letters sent home
- Letters of praise accompanying school reports
- Rewards and special privileges given by Heads of Year
- Recognition in assemblies, wall displays and newsletters
- The Headteacher's Award
- Celebration events with Heads of Year and other members of senior staff
- End of year celebration events including school Speech Night

Department Rewards

Subject Stars are sent home each half term to acknowledge a student's progress, achievements, and attitudes to learning in a chosen subject. The student's name will be displayed on the subject celebration board and an electronic message will be sent to the parent notifying them of their child's achievement.

Celebrating Excellence

At half term, each year group (7 - 11) has a Celebration Assembly where their Head of Year will select students for special recognition, based on positive entries from staff members and contributions to the school and wider community.

Supporting Young People

At Brian Clarke, we recognise that part of growing up can at times be challenging. However, we are committed to supporting and nurturing our young people to enable them to become good citizens with a strong moral compass. Where students make decisions which compromise their safety, their relationships or their progress, staff at Brian Clarke will use a range of strategies and interventions to ensure students learn from their mistakes and have 'a way back'. We do this in several ways and some examples are as follows:

- At transition, the Key Stage 2-3 transition process allows information sharing from primary school to Brian Clarke. We use and disseminate this information as appropriate so all students can make the best possible start to Brian Clarke.
- The Form Tutor monitors and tracks behaviour, progress and attendance. Where concerns arise, form tutors may conduct one to one coaching sessions and contact home.
- The Head of Year works with a range of staff in school to provide bespoke pastoral support from learning mentors, the school nurse, the safeguarding team or members of Senior Leadership.
- External agencies may be called upon for additional support and guidance, when appropriate.
- Social stories are used with students with additional needs/communication difficulties.
- Where a young person is identified as having a Special Educational Need or a Disability (SEND) we strive to remove barriers to learning and put effective provision in place to ensure good progress and outcomes
- When appropriate Restorative Practice is used across the school to resolve conflict and to enable students to reflect on their behaviour and set targets to 'make things better'.

BEHAVIOUR FOR LEARNING AT BRIAN CLARKE

Consequences

Teachers, teaching assistants and other paid staff with responsibility for students have the power to sanction students whose behaviour is unacceptable, who break the school rules or who fail to follow an instruction. Their power to sanction applies to students' behaviour in school and outside school, in certain circumstances. The school will impose reasonable disciplinary penalties in response to poor behaviour.

Classroom consequence system

		Consequence	Recorded behaviour points
B1	Student disrupts their own learning or that of others	Verbal Warning	1
B2	Despite verbal warning student continues to disrupt the learning of others	30 minute after school detention	2
B3*	Should the student continue to disrupt the lesson and learning of others they will be removed from the lesson	Exit to internal exclusion and 60 minute detention after school	3

** staff have the right to issue a student with an immediate B3 at any point during the lesson if the student's behaviour is inappropriate and may have an adverse effect on the learning and or safety of others or themselves*

All consequences are recorded by the school as behaviour points and are analysed by the pastoral teams. Student behaviour records are analysed weekly by the Head of Year and Senior Pastoral Officer and where there are concerns these are communicated to parents/carers and interventions are put in place for example through Pastoral Reports (PR) or Pastoral Support Plans (PSP).



BEHAVIOUR FOR LEARNING AT BRIAN CLARKE

Same Day Detention

The school will issue a 30-minute or 60-minute same day detention for a breach of the rules. Where possible, parents / carers will be notified in advance through a phone call or text message. Detentions start at 2:45 on Monday to Thursday and at 1:55 on a Friday. Detentions are issued for the following reasons

- B2 during a lesson (30 minute detention)
- B3 during a lesson (60 minute detention)
- Inappropriate behaviour during non-structured time
- Inappropriate behaviour during travel to and from school
- Being late to school (30 minutes)
- Being late to lesson (30 minutes)
- Failure to complete homework on time or to an acceptable standard (30 minutes)
- Breach of the uniform policy

Note: The school will determine what is inappropriate and unacceptable at all times

Our system of sanctions are clearly and repeatedly communicated to students. Staff are consistent in their operation of the school rules and the learning behaviours they expect to see to benefit your child and the whole school community.

Evidence from the UK and abroad refers to the necessity of immediacy with sanctions rather than deferred for days later. It also allows the issue to be dealt with and a fresh start for the next day.

Due to transport issues, please explain to your child the importance of not getting a sanction in the first place as you might have to make arrangements to pick them up. Please work with us and explain how inconvenienced your child has made you and the school. This will develop better learning habits and behaviours for you and your family.

Other reasonable consequences include:

- Short detentions at break time
- Exclusion from social time, e.g. loss of break times and lunch times for a period of time
- Confiscation, retention or disposal of a student's property
- A Pastoral Report (PR) or Pastoral Support Plan (PSP) for students who persistently fall below behaviour expectations
- Parent Review Meeting to discuss student conduct and support as appropriate
- In a small number of cases, a student's poor behaviour or failure to respond to help, support and other consequences may result in them being suspended or excluded from school by the Headteacher in accordance with statutory guidelines

BEHAVIOUR FOR LEARNING AT BRIAN CLARKE

Search Procedures

The school has the power to search and is not required to inform parents/carers before a search takes place or to seek their consent to search their child. "Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item."

[Please see the DfE guidance on Searching, Screening and Confiscation.](#)

Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) can be confiscated.

The school will confiscate any items which are deemed 'inappropriate'. Depending on the items these may be returned via parents; passed to the Police or disposed of.

Prohibited items are:

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco, cigarette papers, e-cigarettes;
- Fireworks;
- Pornographic images

Electronic Devices: School staff may examine any data or files on an electronic device if they think there is good reason for doing so. As with physical items the device and/or files may be returned via parents; passed to the police or erased depending on the circumstances.

All incidents of poor behaviour are logged on to the school's MIS. Parents can access their child's record remotely through the MyChildAtSchool app.

Use of Reasonable Force

In addition, all members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The school follows current government guidelines about the use of reasonable force:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

MOBILE DEVICES

Our approach to electronic devices including mobile phones, smart phones, smart watches and MP3 devices is that they are not to be seen or heard at any point during the school day (including before school, break and lunch time).

For clarity, the school day begins immediately when students walk through the school gate and ends when the student leaves the school building. If mobile devices are seen, heard or used by students outside of the following rules, they will be confiscated for **3 school days**. If this period spans a weekend, devices will not be returned until the **3 school days have passed**.

Parents are asked not to put the staff in a difficult situation by asking for devices to be returned early when students have been in breach of school policy. If a student has their mobile phone confiscated twice in the academic year parents will be asked to come in and collect the phone on the second occasion after the 3-day confiscation.

Confiscation Day	Device Return Day (end of school day)
Monday	Wednesday
Tuesday	Thursday
Wednesday	Friday
Thursday	Monday
Friday	Tuesday

1. Students must not use a mobile device or headphones anywhere in school during the school day.
2. Parents wishing to contact their son / daughter during the school day should contact the school. We will deliver the message to students as well as offering pastoral support if it is needed.
3. Students who need to contact parents during the course of the school day should speak to a member of staff, who will make a phone available.
4. Mobile devices in school are the students' responsibility. They should be switched off and kept securely in bags.
5. Students who need to use a mobile after school should do so in a safe place within the school grounds and not on the main road, in line with police advice about mobiles being a major source of street crime.
6. Mobile devices may be confiscated as part of investigations into behaviour / safeguarding incidents. A senior staff member will manage this confiscation in line with safeguarding policy. Parents will be contacted. Content on mobile devices will only be viewed in the presence of the student and only if appropriate. In certain circumstances, mobile devices may be passed to the police.
7. Parents will be notified by email if their child's mobile device has been confiscated and this also serves as a receipt. Devices will be kept securely, in a locked cupboard, in the school office.
8. The school cannot accept any responsibility for the loss of mobile devices which have been brought onto school premises.
9. We permit the appropriate use of photography or video devices by parents at school events and productions. We may question or challenge anyone where we suspect inappropriate use.

Achievement for all (AFA)

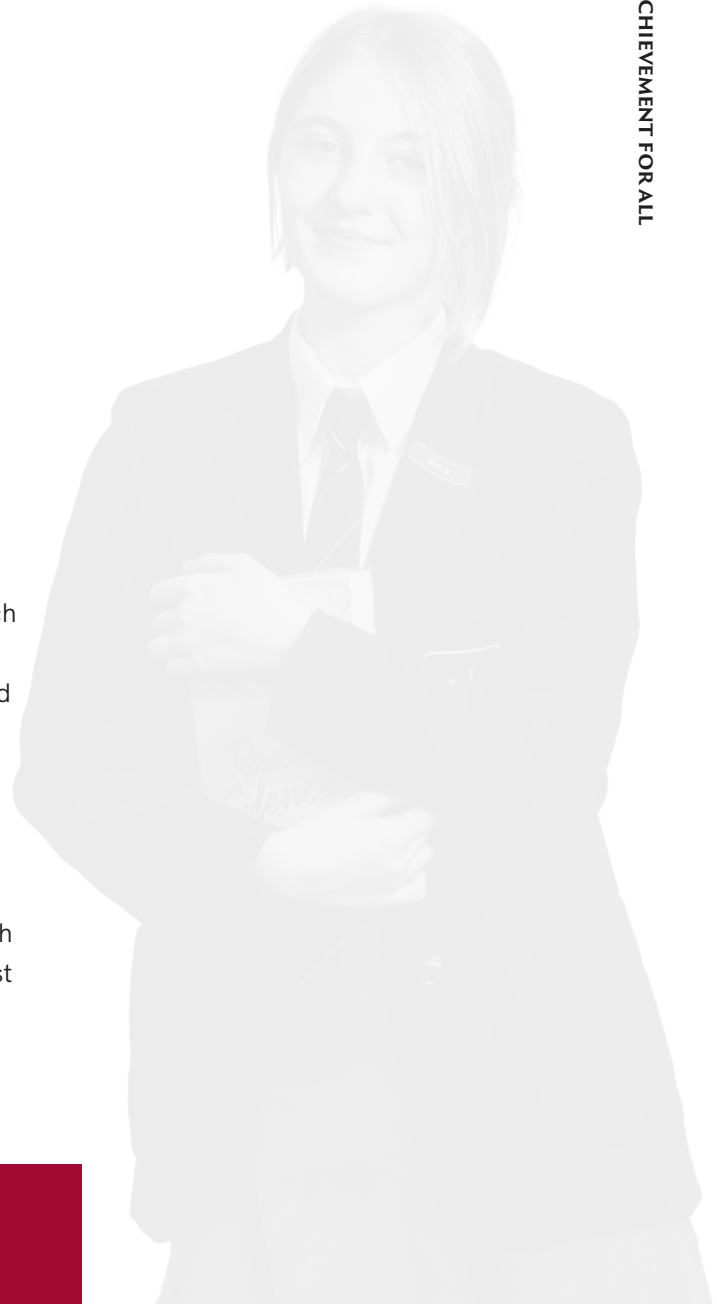
A culture of 'achievement for all' is embedded across our school. This applies equally to students with any kind of additional or special need.

Our universal provision of an ambitious, broad and balanced curriculum is partnered with a rigorous approach to reading and literacy, building character and resilience. Teachers have excellent subject knowledge and are skilled at adapting their teaching, modelling and scaffolding and also providing early intervention where necessary.

Selected and targeted provision are provided by the Achievement for All department. This department is for all - be they disabled, more able, dyslexic, dyspraxic, with learning or behavioural difficulties or for students who just need advice and support.

Need Support?

Our experienced team will always be there to support and help students. Should you require any assistance or have any questions please contact Mr M Bradley (SENDCo) or Miss Bezer Assistant Headteacher who leads the Achievement for All (AFA) department.



At Brian Clarke we have extremely high expectations of our students in all aspects of behaviour. These expectations extend to our high standards around uniform.

Our students must look smart at all times both in and around the school grounds and when in the community, recognising that they are our ambassadors for our school (please see the full Uniform Policy for a visual guide and statutory guidance).

UNIFORM AT BRIAN CLARKE



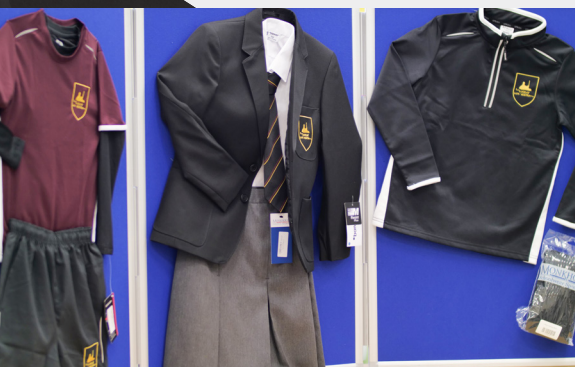
School Uniform

*Note: Items marked with * are available from our uniform supplier (see section 7). Other items may be purchased from any retailer.*

- *Black blazer embroidered with the school badge.
- *Grey skirt in a 2 pleated back and front style (not straight). No other designs are acceptable and skirts must not be rolled up. Whilst the style of the skirt is mandatory, the skirt as a uniform item is not: trousers are permitted for all students.
- Plain mid grey conventional trousers. No jean, leggings, skinny fit trousers, tight fitting trousers or tracksuit bottoms. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- Skirts must be worn with white ankle socks or black tights.
- Trousers must be worn with plain dark grey, black or navy socks.
- *Thin stripe tie 52".
- Plain black V-neck jumper for the colder weather.
- Plain white long or short sleeved shirt. Shirts must be tucked into skirts or trousers at all times.
- Plain black shoes with no motifs (trainers, boots and pumps are not suitable).
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain black and well secured.
- Outdoor coat in predominantly blue, grey, black or similar dark colour. Discreet branding will be permitted however large motifs on coats are not acceptable. Denim, leather jackets or hoodies are not acceptable.
- Coats must be taken off before entering the school building.
- School bag for equipment, books and PE kit.

PE Kit

- *Burgundy Brian Clarke Training t-shirt.
- *Black Brian Clarke training shorts.
- *Black Brian Clarke jogging bottoms
- *Black Brian Clarke quarter zip training top.
- Trainers.



UNIFORM AT BRIAN CLARKE

Seasonal considerations

A black long sleeved and/or legging style base layer may be worn under the regulation PE kit during the colder months.

In the case of severe weather when boots are worn for the journey to and from school a pair of shoes should be brought to change into when inside school.

Coats must not be worn in the school building.

Blazers must be worn at all times but during exceptionally hot weather permission may be granted to remove blazers by the Headteacher.

Jewellery, hair, cosmetics and piercings

Jewellery / Belts

- Other than a wristwatch, no jewellery is permitted. This means that we do not allow any piercings.
- Parents and young people should be aware that the law does not allow children under the age of 16 to give their consent for intimate piercings.
- Students will be asked to remove any non-permitted jewellery immediately.
- The school does not take responsibility for the loss or damage of any jewellery, including wristwatches, brought onto the school site.
- Belts worn with trousers must be black and have a small buckle. Branded buckles are not permitted.

Hair

- Hair should be smart and appropriate for school.
- For reasons of health and safety hair that meets the shoulder must be tied back.
- Extreme hairstyles are not permitted. There must be no patterns, tramlines or undercuts and skin heads are not acceptable. The school is the arbiter of extreme.
Students' hair must be within their natural colour range.
- No hair jewellery is permitted.
- Hairstyles linked to cultural heritage are permitted at the discretion of the Headteacher, where
- necessary in consultation with faith or cultural leaders.

Cosmetics

- Body art and tattoos are not allowed throughout the school. The Tattooing of Minors Act 1969 makes it illegal for anyone to tattoo a young person under the age of 18.
- Students are not permitted to wear make-up.
- We do not permit false nails, nail varnish or false eyelashes.

Expectations of parents and carers

We expect our parents and carers to support us at all times in relation to upholding our high standards. Parents are responsible for ensuring that their child has the correct uniform and PE kit, and that every item is:

- Clean
- Clearly labelled with their child's name
- In good condition

We encourage parents and carers to donate any outgrown or leavers' uniforms to the school if it is clean and in good condition. By doing this, we can offer these items to other Brian Clarke families as second-hand items and help to maintain affordability for all.

Parents should contact their child's Head of Year in the first instance if they would like to raise any issues regarding uniform.

Any parental disputes about uniform will be resolved locally and by mutual agreement where possible. Parents have the right to raise any unresolved issues to the Headteacher via the complaints policy.

Expectations of students

Students are expected to wear the correct uniform at all times whilst:

- On the school premises
- Travelling to and from school
- Attending out-of-school events, school trips and anywhere else where they are representing the school unless informed otherwise by the trip / event leader

Non-adherence to the policy

Staff will closely monitor students to ensure that they are in the correct uniform, every day.

Where it is deemed a pupil is not in the correct uniform or where their general appearance does not fall in line with policy, this may be dealt with in a number of ways which may include:

- Uniform card signing
- Detention
- Social time exclusion
- Uniform report
- Parental contact
- Internal exclusion
- Substitute uniform

The Headteacher reserves the right to send home any students who is deemed to be inappropriately dressed or presented for school.

In cases where it is suspected that financial hardship has resulted in a pupil not complying with uniform policy, staff will take a mindful and considerate approach to resolving the situation.

Lost property

Students are responsible for collecting their own lost property. Where items are clearly labelled with a name tag, students will be contacted to collect. Any lost property not claimed within six weeks of being handed in will be cleaned and offered out as second-hand uniform or donated to charity.

Equipment

Students must bring the equipment listed below each day.

- suitable school bag
- pencil case,
- black pen,
- pencil,
- ruler
- rubber
- protractor
- sharpener
- Casio Fx83GTX calculator (can be purchased from school)
- reading book
- school planner
- any specialist equipment, such as PE kit

ATTENDANCE AT BRIAN CLARKE



We are committed to ensuring that students, parents and carers understand the absolute importance of 100% attendance at school. Absence from school has a detrimental effect on a student's academic progress and evidence has shown it is the greatest determinant of underachievement at all phases. Poor attendance may also be an indicator of other issues that need resolving either inside or outside school. Absence from school may mean that a young person is more vulnerable to risks associated with safeguarding such as sexual and criminal exploitation, including county lines activity. We therefore make working with students and their families on attendance our top priority. We will work tirelessly to create a school that students want to attend. Great attendance will always be an indicator of our success.

- Students are expected to arrive at school at 8:10am at the very latest to ensure they are lined up at 8:15am ready to be greeted by their form tutor.
- Tutors check uniform and equipment each day to ensure students are ready for learning and can have a successful day.
- We insist on punctuality to each and every lesson. Being late to school and lessons is disruptive to the learning of all.
- Late to lesson is defined as students not arriving within 3 minutes of the start of every lesson.*
- If your child arrives to school after 8:25 (the end of Form Time registration) they will be marked as absent from the morning session. The absence will be recorded as unauthorised and will affect their attendance record.
- Students who are persistently late for school and/or whose attendance is affected as a result of poor punctuality will be dealt with under our Attendance Policy.

**Lateness to registration or lesson will incur a same day 30 minute after school detention*



Attendance during one school year	Equivalent days	Equivalent session	Equivalent weeks	Equivalent lessons missed
95%	9 days	18 sessions	2 weeks	54 lessons
90%	19 days	38 sessions	4 weeks	114 lessons
85%	29 days	58 sessions	6 weeks	174 lessons
80%	38 days	72 sessions	8 weeks	228 lessons
75%	48 days	96 sessions	10 weeks	288 lessons
70%	57 days	114 sessions	11.5 weeks	342 lessons
65%	67 days	134 sessions	13.5 weeks	402 lessons

Reporting absence

When a student is absent for example because of illness, parents/carers must telephone the school that same morning before 8:10am. Parents/carers need to report the absence to the Senior Pastoral Officer for their child's year group.

If the absence exceeds five days, supporting medical evidence is required.

Persistent Absence (PA)

Any student who has an overall attendance of below 90% is considered to be in the persistent absence category.

Any student who is PA will be monitored and put on an action plan. The Senior Pastoral and Education Welfare Officer will meet with students and their families whose attendance causes concern. Where necessary home visits are made. In situations of persistent truanting, a parent/carer may be fined.

Appointments

Only emergency appointments for dentists, opticians and doctors should be made during school hours. Routine appointments should be made out of school hours. Evidence for any appointment will always be asked for and brought into school prior to the event.

Holiday leave of absence

Holidays must not be taken during term time. School holidays are published a year in advance. Government legislation states that Headteachers may not grant leave of absence for holidays during term time unless there are exceptional circumstances which make time off in term time unavoidable.

Parents requiring leave of absence for exceptional circumstances should apply in writing to the Headteacher. The exceptional reason should be outlined in detail and evidenced. Holiday cost, climate and availability will not be considered as exceptional circumstances. We may look at other factors when deciding whether to authorise an absence request including the student's record of attendance and whether they will miss any examinations.

Parents who take their children on holiday without permission will incur unauthorised absences for their child. These remain on their child's record and will be monitored. Following a Supreme Court ruling in September 2017 the Local Authority reinstated Fixed Penalty Notices for term time holidays of 5 days or more and the school will enforce this in every case. Parents will also be issued with a Fixed Penalty Notice and or court action if they do not ensure their child attends school regularly.

Other requests for absence

Requests for absence for acting, modelling, sporting engagements or other commitments/interests should be submitted in writing to the Headteacher and will be considered individually considering the impact of absence on a student's progress. Absence are unlikely to be authorised on or just before exam periods.

Part time employment cannot be accepted as a reason for non-attendance at detention or failure to do homework. Parents are reminded that no child under the age of 13 may be employed and that for children of 13-16 full details must be sent to the Local Authority by the employer within four days. For any queries contact your Local Authority.

Unexplained/ unexpected absences

If we have not had contact from parent/carers to inform us of a student's absence by 8:25 on the first day of absence, we:

Day 1	Contact parents/carers by telephone to confirm a student's absence, the reason for this absence and the expected date of return. This takes place between 8:25 and 9:25am
Day 2	If a student is still absent and we have been unable to speak to a student's parent/carer on day 1, a further attempt to contact parents is made
Day 3	If a student is still absent and we have been unable to speak to a student's parent/carer our Senior Pastoral Officer/Attendance Officer will undertake a home visit to find out the nature of the absence

We will continue to contact all known numbers for the student until we make contact with parents/carers or establish that the student is missing.

If we are unable to obtain a satisfactory explanation for a student's absence, they are considered missing in education. The school will work with the Local Authority and other partners as appropriate to find out the reason for the student's absence and get them back into school as soon as possible.

Where this is not possible, the student will be off rolled after 20 days of non-attendance. Further information about this can be found in the school's Missing Student policy.

Working with students and parents when there is an attendance concern

Brian Clarke operates a traffic light system in relation to school attendance.

Green - No Concerns	Intervention
97%+	Praised for punctuality and good attendance
Yellow - Concern	Intervention
95%-96.9% 8-10 days	Form tutor to contact home to discuss strategies for improving attendance or supporting students if their absence is unavoidable Followed up in writing by Senior Pastoral Officer (SPO) Head of Year and Senior Pastoral Officer monitor attendance for 1 month
Amber Risk of underachieving and safeguarding concerns	Intervention
93% - 94.9% 10-14 days	Parents/carers and student invited in for a meeting with Head of Year and Senior Pastoral Office / Attendance Officer to examine reasons for absences. Attendance targets set and strategies agreed between home and school to ensure met. Followed up in writing by SPO/ Attendance Officer If attendance improves this will be celebrated
Red Extreme risk of underachieving and safeguarding concerns	Intervention
Below 92.9% 14+ days	Parents/carers and student invited into school to attend an Attendance Panel consisting of the Deputy Headteacher, SPO/Attendance Officer and a representative from LA Education and Attendance Service. If poor attendance is not for medical reasons (there is no medical evidence) the following are considered: <ul style="list-style-type: none"> • Fast Track to attendance intensive support programme signed and agreed by home and school • Enforcement. If parents fail to ensure their child attends regularly the school will meet the Education and Attendance Service to explore legal methods of enforcing school attendance including penalty notice/prosecution

Lunchtime Arrangements

We are very excited to be working in partnership with Cucina, a proudly chef-led business, who make our food on-site and from scratch.

Students have the opportunity to purchase food at break time and lunch time from the school restaurant. Students have 15 minutes at break and 30 minutes at lunch. A breakfast club runs every morning from 7:45am in the school restaurant. A variety of healthy foods are available including both non-Halal and Halal foods and vegetarian options. Please see the school website for example menus.

All students must stay on site during lunch time. All food including packed lunches are to be eaten in the dining hall. Fizzy drinks and chewing gum are not allowed in school. Students must not eat or drink anywhere except in the dining room/restaurant.

Cashless Catering

We use cashless catering technology ParentPay for the purchase of food in our restaurant. This system has many advantages for students and their parents/carers:

- Each student has an account, which is topped up online
- Each student pays in the same way
- If a student qualifies for free school meals, their account will be automatically credited each day with the standard free school meal amount
- Having control of their own account helps students to learn important life and budgeting skills
- The cashless system speeds up payment and lunch-time queues, so your son/daughter will spend less time waiting
- All transactions are available to view in the online account, so you can see what your child has eaten on any given day

Each student will need to create a biometric fingerprint account in order to facilitate this. Parents/ carers will then be able to credit their child's account online to enable their child to purchase food from the restaurant by using the fingerprint scanner. Further information regarding Biometric Technology can be found on the school website under the 'catering' section.



Free School Meals

If your son/daughter qualifies for a free school meal, their account will be automatically credited each day with the standard free school meal amount. Any unused balance does not carry forward to the next day, but parents/carers can add money to their account to use at breakfast or break by following the instructions above. If your child qualifies for a free school meal but isn't on the school list, or if the entitlement is about to expire, please ring Welfare Benefits as soon as possible.

Phone: 0161 770 6688 or

Email: welfare.benefits@oldham.gov.uk

Website: https://www.oldham.gov.uk/info/200231/education_grants_and_allowances/161/school_meals

We're making it even easier for parents to view their child's academic performance

My Child At School (MCAS) app

MyChildAtSchool [MCAS] is a portal enabling parents to view their child's academic performance in real-time via a web browser. This facility allows exclusive access your child's attendance, assessment and behaviour whenever the parent/carer wishes. As well as student performance data, the portal also provides general useful information about school such as the Academic Calendar and Announcements.

We strongly encourage all parents to download the free MCAS app ([MyChildAtSchool - Login](#)). This is the quickest and easiest way for us to communicate with parents and it will be our preferred method of communication. The app is free to download. We can provide support for parents to help them set this up if required.



COM
WIT



How to Access MCAS

To login to the MCAS Parent Portal you will need to have a valid e-mail address registered with the school and an Invitation Code which the school will send to you before the start of the academic year.

From within your web browser type www.mychildatschool.com this will open the login page. If you need help setting this up, please contact the school.

COMMUNICATION WITH FAMILIES

PASTORAL CARE & SUPPORT

Through high expectations, nurture and support students will leave us as people we are proud to know, ready to take their place as a positive, lifelong contributor to the wider world.

It is vitally important that we work together as a school community to ensure the best for your child and each and every child that attends Brian Clarke. Parents and carers play a crucial role in ensuring their child achieves at the highest levels, meets their targets and makes the most of the opportunities available to them.

Our strong systems for pastoral support and mechanisms for communication will facilitate this.

Form Tutors:

The Form Tutor is the first port of call for both students and their parents/ carers. They are the person who supports and champions their tutees through their personal development and learning journey. Tutors, the Head of Year and Senior Pastoral Officer will remain with their year group for the 5 years.

- Tutors will spend 15 minutes with their forms in the morning and 30 minutes in the afternoon
- The sequenced pastoral curriculum will be delivered during form time

Head of Year (Teaching) and Senior Pastoral Officer (Non Teaching):

Each year group has a Head of Year and Senior Pastoral Officer that follows the year group and their families throughout their five years.

Learning Mentors and Pastoral Support Officers:

Some students might require more support at times. Our team of Learning Mentors and Pastoral Support Officers are there to provide any potential extra support.

If you have any concerns in relation to your child's general progress, achievement or Wellbeing then please contact the Form Tutor in the first instance.



How we update you in relation to your child

- Parents' information evenings: towards the start of each academic year there is a parents' information evening where parents and carers are given important information on the academic and pastoral year ahead
- My Child At School (MCAS) app: allows parents/carers to view, manage, receive information and alerts and communicate with the school all in one place. It is free to download (see communications section above)
- Texting: used to pass on short notice information, e.g. detentions, closures
- Email: linked to MCAS (see above)
- School website: up to date information regarding policies and term dates
- Letters: rewards confirmations, general information
- Brian Clarke Newsletter: This is where we will celebrate all that has been achieved as a school community during the half term and also signpost future events and key dates

Reporting Progress

Reports:

At Key Stage 3 (Years 7-9), parents will receive three reports per year:

- In the Autumn term this will be school standards only to reflect their attitude to learning in each subject.
- In the Spring and Summer terms this will be school standards alongside a measure of how the pupil is progressing through the subject curriculum. These reports will inform parents of what the pupil knows and understands and what they need to do to improve

Parents' evenings:

Parents / carers will have 2 parents' evenings at Key Stage 3.

Any parent/carer who has any concerns about any aspect of provision (curriculum, pastoral, administrative) is encouraged to contact the school at their earliest possible opportunity to register their concern with their child's form tutor.

All such concerns will be recorded. Where there is a cause for concern details will be forwarded to the most appropriate member of staff for their attention and investigation who will acknowledge and respond within 2 working days (unless the concern is deemed serious and requires a more immediate response).

Parents will be kept fully informed of the situation and final outcome.

Communicating with your child during the school day

Please contact the main office if you have an urgent message for your child during the school day. We ask students to speak to a teacher or member of staff at break or lunchtime if they need to get an urgent message to their parents. This means school is aware of the issue and can support your child in dealing with any issue.

We ask that any non-urgent issues (such as topping up lunch accounts or making after school arrangements) are made outside of school hours.

Students must not communicate with parents via mobile phones during the school day (please see mobile devices policy on the school website under the 'Policies' section).

Illness during the school day

The school has qualified first aiders who can look after students in emergencies, but we do not have a school nurse.

If a student is injured or becomes unwell during the school day, they should ask a teacher to refer them to student services. A first aider will assess the situation and decide if it is necessary to contact parents.

Please note that staff are not medically trained to treat or diagnose ongoing ailments and existing injuries and do not hold medications to treat students with conditions such as toothache or eczema.

PASTORAL CARE & SUPPORT

Administration of medicines

The school's policy is not to administer any form of medicine, including paracetamol. However, if a student must take a prescribed medicine during the school day the parent can bring the medicine into school. The parent will be required to provide details of the medication and sign a medication form. There are storage facilities for spare inhalers, EpiPens and insulin which we ask parents to provide where appropriate in line with school policy.

A member of staff will store the medicine and the student will come and take it at the appropriate time.

School Nurse Service

If you would like your child to see the school nurse please ring the main office and we will set up an appointment.

Lost property

When students join Brian Clarke we ask that all items of clothing and personal possessions are clearly labelled. All lost property is handed in to reception and if a student loses an item s/he should ask reception if it has been found.

Items that are not named/claimed will displayed at the end of each term and then donated to charity if there is no claim; any suitable unclaimed items, including uniform and coats, will be cleaned and made available to families.

Safeguarding

The school and governing body are committed to safeguarding and promoting the welfare of children and young people and require all staff to share this commitment. It is our desire to create an environment where staff and students feel able to raise concerns and where concerns will be listened to with readiness to take appropriate action.

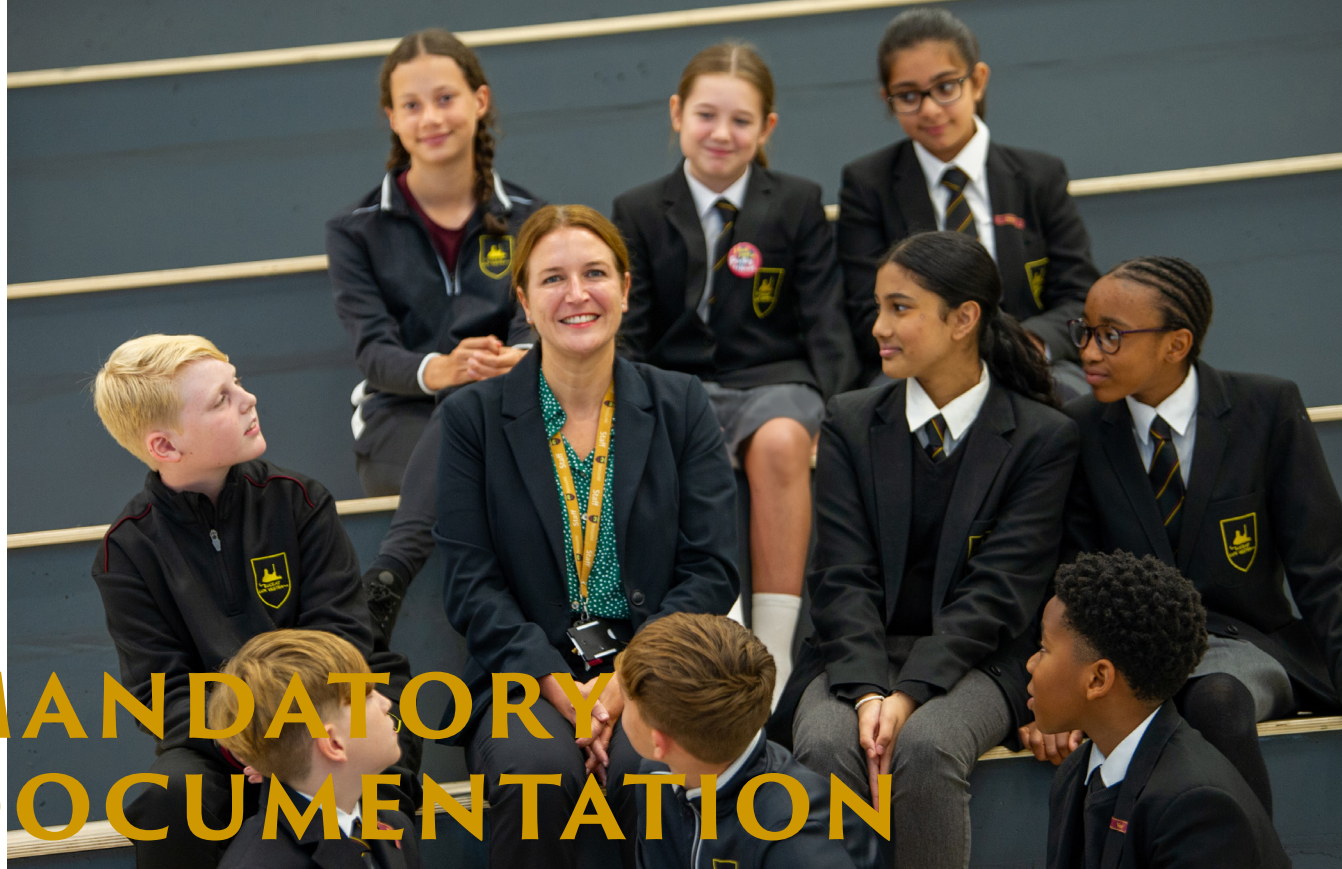
If you have a Child Protection or Safeguarding concern you can contact Ms Skillings (Deputy Headteacher and Designated Safeguarding Lead) or a member of the Safeguarding Team.

Alternatively, if you have an immediate concern about the safety of a child please call the Police on 999.

External Agencies

For other parental support, here are some useful contact details:

- Barnardos: [Believe in children | Children's charity | Barnardo's \(barnardos.org.uk\)](#) / 0800 157 7015
- Young Minds: [YoungMinds | Mental Health Charity For Children And Young People](#)
- Domestic Abuse: [Domestic abuse: how to get help - GOV.UK \(www.gov.uk\)](#)
- Oldham Council family support: [We can help | Oldham Council](#)



MANDATORY DOCUMENTATION AND DATA COLLECTION

Each year, parents are sent a data collection form to complete. This allows us to collect statutory information and ensures that we have all the relevant, up to date contact details for parents and any wider family members. It is very important that when parents receive this form, they complete and return it by the deadline stated.

There are also a number of mandatory documents which parents/carers must read before students join us in September. These can be found under the Policies and Procedures section of the school website

- Behaviour for Learning Policy
- Anti-Bullying Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Mobile Devices Policy
- Cashless Catering/Biometrics
- Data Protection Policy
- Conditions for use of images
- Privacy Notice

We also ask you to read the additional information on the following aspects of school life:

- Curriculum Policy
- Uniform Policy

Music Tuition

A letter will be sent to parents regarding registering for instrumental and music tuition.

HOME – SCHOOL AGREEMENT

THE BRIAN CLARKE ACADEMY

Below is the Home-School Agreement for the Brian Clarke Academy which sets out the expectations for all in the school community. We ask that you read this with your child. A copy of this agreement is in the Student Planner and we ask for parents/carers and students to sign this agreement.

The Brian Clarke Academy will ensure:

- All students have access to a rigorous and academically challenging curriculum enabling all students to realise their full potential
- A consistently high standard of teaching
- A safe and stimulating environment where students can enjoy learning and flourish
- Parents have regular updates on their child's progress
- Students' successes are rewarded and communicated to parents
- We contact home if there are any concerns in relation to progress, attendance, or behaviour
- We contact home if a student is sanctioned with a same day detention

Parent/Carers will ensure:

- Your child has the correct uniform, learning equipment and PE kit when necessary
- You support the school's policies on behaviour, mobile devices and uniform including same day detention
- Your child attends every day, on time unless they are ill
- Your child does not take extended family trips or holidays during term time
- Your child completes homework on time and to the best of their ability
- You attend any parent information, parent's evening or other required meetings that enable you to support your child in school
- Your child attends the co-curricular electives that they have signed up to
- You contact school if your contact details change

Students will ensure that they follow the Brian Clarke Way by:

- Treating everyone with respect at all times.
- Reporting any concerns about the wellbeing of others to a member of staff as soon as possible
- Following instructions and requests from members of staff first time, every time
- Moving around the school in a sensible, calm and quiet way
- Travelling to and from school in a calm and dignified way, remembering you are wearing the school uniform and are therefore our ambassadors
- Being proactive in keeping the school environment clean and tidy. Never drop litter
- Not leaving the school site during the day
- Being organised in bringing books, necessary stationery, and equipment to school each day
- Bringing items to school that support their learning and not bringing valuable items into school
- Wearing the school uniform with pride and in line with the school uniform policy at all times. Coats must not be worn inside the school building
- 'STARing' – sitting up straight, tracking the speaker, answer in full sentences and listening with respect is expected in lessons
- Lining up quietly outside the classroom until their teacher greets them into the classroom
- Respectfully contribute to worship and reflection

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