

STUDENT SERVICES GUIDE

2016

PRIMARY LIAISON

Our aim is that all our students should feel both comfortable and confident in school as quickly as possible. To foster this, we encourage parents and children to visit the school during working hours to experience the climate and atmosphere for themselves. We invite potential new students and their families to look round the school throughout the year

Our Open Day and Evening in October gives everyone in the community the opportunity to look around the school on a normal day. In addition we have an Activity Day which is run by our staff on a Saturday in October and is open to all Year 5 and 6 students.

If you choose the school and are successful in gaining a place, then we have an extensive Induction Programme for both students and their families. This begins with visits to each primary school to meet all children who will be attending Brine Leas School. In June we have Intake Week which includes an evening for parents and students to meet the new Progress Tutors. This evening is also an opportunity for parents[#] to meet the Headteacher and Progress Manager for Year 7. The busy programme continues with Intake Day where we invite students who have been offered a place at Brine Leas to come in and experience a typical school day with their own timetable. There is also an Intake Disco on the Friday for all Year 6 as well as students from BLS who are currently in Year 7 & 8, and is an excellent chance to start making friends. Year 6 parents are also invited for cheese and wine with the Brine Leas Leadership Team on this evening.

In September, our new students in Year 7 follow a carefully prepared programme which allows our intake to learn how the school is organised, to appreciate what is expected of them, to make new friends and establish excellent work habits.

In October, before Half Term, we run a residential trip open to all our Year 7 students. This is the only trip we do as a school that takes a whole year group away. The week is action packed full of a variety of outdoor and indoor activities including team building, bushcrafts and water sports. This trip is always a huge success and every year we take around 215 students. There is an Information Evening in September where a member of the Conway Centre in Anglesey comes to talk to parents about the residential trip. Progress Tutors will also be available for parents wanting to know how their child is settling in.

ADMISSIONS TO BRINE LEAS SCHOOL

The Governors of Brine Leas School act as their own admission authority, applying their own admission criteria.

[#] *For the purpose of clarity, the term 'parent' has been used throughout this document. Please accept that it embraces anybody who has parental responsibility for a child.*

Our admissions policy is in a separate booklet and is similar to the Local Authority, Currently the sibling link is at a higher category than the Local Authority policy). The policy states that all applicants will be treated fairly without regard to race, creed or any other factor. There is, therefore, no entry test or selection for students to enter Brine Leas School.

This policy of fairness continues within the school where the Positive Schooling Code of Conduct states that all children will be treated equally regardless of gender, ethnic background, age or physical ability.

In practice there may be some practical limitations on this policy. These arise from the needs and educational requirements of some individual students that may lie outside the ability of the school to meet, or from the number of parents wishing to send their son or daughter to this school.

Admissions are governed by the number of places within this school and there is a separate Admissions Policy. Provided there is a place available for each applicant then the school will admit all applicants.

EQUALITY & FAIRNESS IN PRACTICE

These principles find expression in the school's Positive Schooling Programme and the operation of the Heads of Year and House system. Also, the school operates according to its Child Protection Policy and Inclusion Policy.

Brine Leas School believes that every pupil has the right to be brought up in a safe environment that:

- *is free from violence*
- *is free from theft*
- *is free from discrimination*
- *is free from verbal, physical, social and sexual abuse*
- *strives to protect the victims when any of the above freedoms are violated*

CONTACT WITH FAMILIES

We aim to develop an active partnership between the school and the community and contact is encouraged at all levels. There are formal Parents' Consultation Evenings (dates can be found in the school calendar). In addition, Reports and Blue Cards inform parents of their child's academic performance and general well being. Problems arising with a student are referred to parents as a matter of course and we always welcome parents into school at any time to discuss the progress of their son or daughter. We don't pretend to be perfect and a healthy dialogue between Brine Leas School and our parents ensures the best possible education and care are provided; usually, this is done through the Progress

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Tutor initially. As the school website develops, key information is displayed and a calendar of events keeps families up to date with the exciting programme. This is a vital aspect of our School and Home Partnership.

All parents are given access to 'My Child at School' where they can monitor attendance, behaviour, homework and much more.

The school enjoys the support of an active Parent, Staff & Community Association (PSCA), which works extremely hard; its work is greatly appreciated, both for the creation of more informal links between the school and the local community and for the funds raised to support teaching at classroom level.

Sometimes, help and guidance may be sought from Social Care, Educational Psychologists or other outside agencies. This level of support will be coordinated through our Student Support Team who use a one to one approach to understanding individual student's needs. Occasionally a student may be sent for alternative provision at another school or excluded from school until assurances are given about behaviour. Troublesome students should never be allowed to prevent others from learning in a proper atmosphere. If all else fails, students who will not follow the school's code of conduct are permanently excluded.

Fortunately, such exclusions are rare. Prevention is better than cure and we therefore keep our teaching groups as small as possible and try to ensure that students are placed in teaching groups which match their ability and needs. Our emphasis upon positive schooling and our close links with parents mean this school operates like a family and so most problems can be tackled and resolved.

ANTI-BULLYING PROGRAMME

The school has a well-developed and effective programme for discouraging and dealing with bullying. During our last inspection, OFSTED said that bullying was not a problem but we remain alert to deal with an issue that will always arise in large groups of students. We regularly survey children and listen to their views. Our anti-bullying policy is available to view on the school website. Many students become Safeguarding Ambassadors, offering peer support to others to make sure every pupil feels that they have someone to talk to in any situation.

THE HOUSE SYSTEM AND PASTORAL CARE

At KS3 and KS4 there are around 1100 students. This is large enough to be exciting and well resourced, whilst ensuring that every student is known and valued as an individual.

All children need the reassurance of a secure relationship with their 'own' Progress Tutor and a range of activities and interests that will reward their interest and enthusiasm. The Progress Tutor will know the most information about your child's attainment and personal development through out school. They are also the strongest link to parents. We have, therefore, created a care structure that emphasises continuity and individual involvement.

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There are five Progress Managers who support behaviour and academic progress. All students are also members of a "House" led by a Head of House. Each child is placed in a Progress Group (which is part of the House) with a tutor who is responsible for the child's well being and progress in school. There are 9 Progress Groups in each Year, except for current Year 8 where there are 10.

The Tutor usually remains with his/her group for five years and in this way, the Head of House, Progress Manager and Progress Tutor provide continuity of care for the student and his/her family.

Ownership of our Student Support System is taken by the students. They are placed in positions of responsibility within each House. These include Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl, Prefects, Peer Mentors and Progress Representatives. House Officials are all expected to set an example to others.

The House system is probably the key aspect of school life for most students. Its competitions, social activities, rewards and responsibilities stimulate loyalty, involvement and much enjoyment. It is this sense of purpose that is so important in the school's overall approach to learning.

POSITIVE SCHOOLING AND REWARDS

All students have the right to learn and all teachers the right to teach. This is the foundation of the school's code of conduct. Students who work well and do their best are rewarded.

We believe that students need to be encouraged to do their best at all times. At Brine Leas School there are three key elements in our "Positive Schooling" approach:-

1. We emphasise and encourage student involvement in a wide range of activities, not simply extra curricular clubs and societies but House competitions as well.
2. Within lessons we operate a merit and reward system which positively encourages students to stay on task and perform to the best of their ability.
3. The school has a well-defined Code of Conduct which all students are expected to follow. Good discipline is an important part of the school's daily life.

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