

# LEES BROOK COMMUNITY SCHOOL

An Academy specialising in Sport,  
Languages and Vocational Education



**Information For Parents**  
**2012-2013**

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### The School Website

*Full versions of all the School's policies together with an electronic version of this prospectus, the prospectus for the Skills Academy and more information about the School are available on our website:*

[www.leesbrook.co.uk](http://www.leesbrook.co.uk)

# LEES BROOK COMMUNITY SCHOOL

An Academy specialising in Sport, Languages and Vocational Education

## WELCOME TO LEES BROOK

We hope you find the information in this brochure helpful. Of course, a brochure cannot give a complete picture of life at the School. You will only get this by coming and seeing first hand what it is like and the opportunities it offers. You are welcome to visit at any time – you do not need an appointment. Simply call in and we will be happy to show you round, tell you about the School, and answer any questions you may have.

**Learning and achievement is at the heart of the School.** We believe learning should be both enjoyable and challenging and all youngsters, no matter what their ability, can achieve. This applies as much to our students with special educational needs as to those who are academically able, who are gifted and talented in some way, or who have outstanding ability in areas such as sport. Though we are very proud of the results our students have achieved over the years, achievement at Lees Brook is not just measured in success in GCSE or other examinations. Alongside exam success, you will find high levels of achievement in art, dance, drama, ICT and sport, and in other areas of School life such as student leadership. We constantly strive to help each of our students develop to the full whatever talent she or he possesses.

**The learning climate and culture** that has been developed over the years has had tremendous impact on achievement. There are no groups that underachieve and boys' achievement is particularly good.

**At Lees Brook you will find a well-ordered, caring environment in which youngsters quickly develop confidence.** This is supported by high standards of professionalism from our enthusiastic and well-qualified staff. Good relationships and mutual respect flourish in an atmosphere that is relaxed but purposeful. We have high expectations and demand a great deal of our students and of ourselves.

**Standards of behaviour are excellent** and the way students support and take responsibility for each other reflects their commitment to the values of the School. They know that, over the years, they have made, and continue to make, Lees Brook the very special place that it has become. In other words, if Lees Brook is a good school, it is so because of them.

**The school buildings** are very much past their best and we are expecting a complete rebuild to be announced shortly. In the meantime, Derby City Council is spending £2 Million on the buildings to improve conditions and ensure that they remain safe while we wait for a new school. In contrast to the main buildings, the new Construction Centre, *The Skills Academy* (post 16 Centre) and the ATP (Artificial Turf Pitch) and changing rooms have provided us with state of the art facilities for sport and vocational courses which our students are enjoying using. They have given us a taste of what it will be like when the rest of the school is in new buildings.

**Lees Brook has established a reputation for being innovative and forward looking**, but with a disciplined learning environment that encourages and enables youngsters to succeed – a true community for learning. I hope you will come and find out for yourself what Lees Brook has to offer. I am sure you will not be disappointed!

I look forward to meeting you.

Best wishes

**Phil Dover**

Head

### **GENERAL INFORMATION**

Lees Brook Community School is a comprehensive school for boys and girls aged 11-18 years. On the 1<sup>st</sup> September 2011, we became an Academy funded directly from the department for education and no longer under the control of the local authority.

Before Lees Brook converted to become an Academy, we had established 'Trust School' status with Derby College, Derby County FC, Rolls Royce and Marriott Breadsall Priory Hotel & Country Club as our Trust Partners. Our admission limit is 219 students per year in Years 7-11 and 150 across Years 12 & 13. Places for students in Y7-11 are allocated according to the School's Admissions Criteria. You can obtain details of this and the School's 'normal area' from the School or the Derby City Children and Young People's Department.

### **ENHANCED RESOURCE SCHOOL (ERS)**

Since 1995, Lees Brook has been an Enhanced Resource School. This year we have 15 places for students with a special educational needs profile for OLD (Other Learning Difficulties). ERS admissions are arranged by Derby City Children and Young People's Department.

### **TRANSITION FROM PRIMARY SCHOOL TO LEES BROOK**

Our strong transition programme for Year 6 pupils includes regular contact with our partner primary schools, after-school clubs and activities for primary pupils, Junior Links Club for Year 6 in the summer term and two Induction Days when Year 6 pupils go to lessons in the School.

### **SUPPORT FOR LEARNING**

The School supports the learning needs of students in a variety of ways. Teaching approaches take into account the preferred learning styles of students and the different ways in which boys and girls learn.

Each subject's programmes of study and learning resources are designed to cater for the full ability range and the individual needs of all students. Teaching Assistants give in-class support across the curriculum. There is some withdrawal from lessons or subjects when identified students work in the Learning Support Centre on individual programmes.

After-school Study Support Club for Key Stage 4 students, extra classes and holiday revision courses and are a feature of School life. The ICT rooms are open before and after school and at lunchtimes for students to use for classwork and homework. Our new 'Virtual Learning Environment' is being developed to make learning resources available to students at any time and in any place where the internet can be accessed.

In recent years, the programme for gifted and talented students has included mentoring by university students, summer schools, special projects with industry and other agencies.

### **LEARNING CENTRE**

The School has a Learning Centre where Teaching Assistants work with students in small groups and one-to-one situations. This might be on basic skills, numeracy or reading, or it might be working with older students to support them with their GCSE coursework.

## **STUDENT ORGANISATION, CARE AND GUIDANCE**

The School has five Communities, each with 9 or 10 tutor groups. When Year 7 students arrive at Lees Brook, they are in their own 'Year 7' Community. From Year 8 onwards, they join a mixed-age tutor group within one of the other four Communities – Dovedale, Edale, Milldale, and Wyedale. In each Community, a Learning and Behaviour Manager has oversight of the general welfare and behaviour of all the students in their Community.

Form Tutors know their students individually and are responsible for monitoring their progress and attendance as well as day-to-day matters. Form Tutors have a meeting with the parents of students in their group once a term.

## **WORKING TOGETHER**

We keep in regular contact and work with parents where there are problems either with work or behaviour. We do not use sanctions lightly, but they are part of our policies and procedures. We expect that parents who choose to accept a place at Lees Brook for their child are also choosing to accept and support our policies and procedures. When parents and the School work together and support each other, it benefits the youngster.

## **CODE OF CONDUCT**

Students are expected to follow the school rules, laid down in the Code of Conduct displayed in all classrooms around the school and in Student Planners. This includes adhering to the rules about dress, jewellery, hairstyles. (Please see the separate section on School Dress Code)

**BEHAVIOUR AND DISCIPLINE** (Please refer to the separate section for more detailed information)

The school has very clear expectations about behaviour in lessons, around the school, on the way to and from school and while students are off-site on trips, visits or other activities. Where behaviour falls below our expectations, we use a range of strategies and sanctions to help the student improve. These include detentions at break, lunch time and after school. Parents are given 24 hours notice of an after school detention in the Student Planner. We do not need parental permission to keep a student in detention. (Please see the separate section on Behaviour and Discipline)

## **BULLYING, RACISM AND DRUGS**

The school has a strong 'no bullying' policy and we will not tolerate bullying behaviour of any kind. This includes name calling, verbal or sexual abuse, threatening behaviour, harassment, bad language and spitting. Racist behaviour or attitudes will also not be tolerated. Students whose behaviour is aggressive or racist may be excluded from the school.

We want Lees Brook to be a drug-free zone. It is a non-smoking site and students are not allowed to smoke on the way to or from school. Clothing, bags and equipment must not have drug-related slogans or symbols on them. Any student who brings illegal drugs onto school premises or who gets involved in drug-related behaviour in school, may face permanent exclusion. (Please see the separate section on Behaviour and Discipline)

## **REWARDS FOR ATTENDANCE, BEHAVIOUR; AWARDS FOR PROGRESS AND ACHIEVEMENT**

The effort students make to attend regularly and punctually, and to behave well, is recognised and rewarded through the Reward System. Effort, progress and achievement in academic work are recognised through the Achievement Award Scheme.

## THE CURRICULUM

As well as meeting the requirements of the National Curriculum, we give each student the opportunity to follow a broad and balanced curriculum that meets their needs and interests.

At Key Stage 3, students have lessons in the core subjects of English, Mathematics, Science, ICT, PE and RE. Their curriculum is also made up of lessons from Art, Design & Technology, Humanities (Geography and History), Modern Languages (French, German and Spanish), Performing Arts (Dance, Drama and Music) and PCE (Personal and Community Education which includes Information, Advice and Guidance and Health Education).

At Key Stage 4, students follow examination courses. They continue to study the core subjects of English, English Literature, Mathematics, Science, ICT and RE. PE remains a compulsory core subject and students can also take GCSE PE and BTEC Sport.

Students have a choice of further examination courses from a very wide range of subjects that include traditional academic subjects and vocational courses as shown below (courses are reviewed each year and some new courses may be added or courses removed):

### GCSE courses

English	Geography
English Literature	German
Mathematics	Graphics
Science	History
Biology	Music
Business	PE
Chemistry	Physics
Dance	Resistant Materials
Drama	Religious Studies
Electronics	Spanish
French	

### Vocational courses

<b>BTEC:</b>	Science
Agriculture	Sport
Art	<b>At Rolls Royce</b>
Business	Engineering
Hospitality & Catering	<b>At Derby College</b>
Children's Care, Learning & Development	Motor Vehicle
Construction	
ICT	
Media	
Performing Arts	

## MONITORING OF STUDENT PROGRESS AND ACHIEVEMENT

Students are given target grades, based on prior attainment and expected national progress, in each of their subjects. Reports each half-term show progress towards meeting target grades. Subject Evenings, at which parents can meet subject teachers to discuss their child's progress, are held at key times during the year. Dates for these, and the Form Tutor/Parents meetings are given at the start of each School year and are in the Student Planner.

Students at Key Stage 4 are assigned mentors to help them achieve their target grades in their examination courses.

## INFORMATION, ADVICE & GUIDANCE

Information, Advice and Guidance is an integral part of the PCE curriculum. A planned programme of work starts in Year 7 and becomes increasingly important in years 9, 10 and 11. All students are given time with a professional Careers Adviser. The Work Experience Programme gives students the chance to take up a one week placement with a local employer after completing a 'Preparation for Work Experience' Course.

## **POST 16 EDUCATION**

Lees Brook has very close links with Derby College and a large number of our students move on to take courses at the College after leaving school. Those taking some vocational courses at Levels 2 and 3 will go to the impressive new buildings at the Roundhouse on Pride Park or to Broomfield College near Morley. A small number of students go on to Burton College and South East Derbyshire College and others will attend Lees Brook's own Sixth Form, 'The Skills Academy'.

Students wishing to take AS/A level courses transfer to the Joseph Wright Sixth Form Centre, Derby College's flagship site in the city centre. An increasing number also go on to Bilborough Sixth Form College in Nottingham. A small number transfer to other schools with sixth forms in Derby city or the surrounding areas. These include Chellaston School; the Millennium Centre at Littleover School; St. Benedict School and Sixth Form; and Woodlands School in the city and Ecclesbourne School; Friesland School; and John Port School outside the City, in Derbyshire.

### *The Skills Academy*

Lees Brook's sixth form is called 'The Skills Academy', offering Entry Level and Level 1 vocational courses in seven vocational areas – Business and Retail, Construction, Hair, Beauty, Health and Social Care, Hospitality and Catering and Sport. Level 2 courses are available for Year 13 students staying on for a second year. The Skills Academy is housed in a new £3.3m building with state of the art facilities. For further information about the Skills Academy, please contact Joe McColgan, (Assistant Head). The Skills Academy's telephone number is 01332 676479 or email: [skillsacademy@leesbrook.derby.sch.uk](mailto:skillsacademy@leesbrook.derby.sch.uk)

## **EXTRA CURRICULAR ACTIVITIES AND OUT-OF-LESSON TIME LEARNING OPPORTUNITIES**

Lees Brook has a rich and varied programme of extra curricular activities and out-of-lesson time learning opportunities. There are sports and other clubs at breakfast, lunchtime and after the end of the school day. Our teams play competitive sport against other schools. Students can take part in the Duke of Edinburgh's Award Scheme, have music tuition, play chess, develop their ICT skills, or take part in dance, drama and music performances. Field trips enrich work done in class across the curriculum and residential visits and camps support the personal development of students. Socially, there are visits to places such as Waterworld and the theatre and residential visits at home (Isle of Wight, Camping) and abroad (France, Barcelona, Berlin, New York). Students are allowed to take part in these activities as a reward for their hard work, good behaviour and positive attitudes.

## **A SCHOOL FOR THE WHOLE COMMUNITY**

The school is committed to Adult Community Learning through classes, Family Learning Days and participation in school activities such as coffee mornings, carol concerts and visits such as the German Christmas Markets trip. The school facilities, particularly the new ATP (Artificial Turf Pitch) are used by local sports and community groups.

## THE SCHOOL DAY

The school day for students starts with Registration at 8.45a.m. each day.

There are 5 one-hour lessons, three before lunch and two after. On most days, lessons finish at 3.25pm. The timetable is organised over a two week period, so each week is identified as Week 1 or Week 2. This information is in Student Planners and displayed around school.

At the end of Lesson 1 (10.00a.m.) there is a 15 minute break when snacks and drinks can be bought in the Food Courts.

Lunchtime is 12.15p.m. to 1.20p.m. There is a five minute afternoon Registration at 1.20p.m.

On Monday of Week 2, school finishes at 2.25pm for students. The earlier finish enables teaching staff to have a fortnightly two hour training session. On these afternoons, students who wish to remain in school will have supervised private study until 3.25pm.

There are breakfast clubs before the start of the school day and other clubs, study support and extra-curricular activities at lunchtime and at the end of the day.

	<b>MONDAY Week 1</b>	<b>MONDAY Week 2</b>	<b>TUESDAY-FRIDAY Both Week 1 &amp; 2</b>
8.45a.m.	Registration	Registration	Registration
9.00a.m.	Lesson 1	Lesson 1	Lesson 1
10.00a.m.	<i>Break</i>	<i>Break</i>	<i>Break</i>
10.15a.m.	Lesson 2	Lesson 2	Lesson 2
11.15a.m.	Lesson 3	Lesson 3	Lesson 3
12.15p.m.	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
1.20p.m.	Registration	Registration	Registration
1.25p.m.	Lesson 4	Lesson 4	Lesson 4
2.25p.m.	Lesson 5	School day ends	Lesson 5
3.25p.m.	School day ends		School day ends

## LUNCHTIME ARRANGEMENTS

Generally, students are not allowed off site at lunchtime unless there are special circumstances that have been agreed between parents and the school beforehand. Y11 students must also stay on site except where:

- 1: parents have sent in a note to ask if their child may go home for lunch and to confirm he/she will be going home (not to local shops or elsewhere)
- 2: school gives permission for the student to go home.

If permission is given, the student will be issued with a special pass, which he/she must show when leaving the site. Students must leave the site at 12.15p.m. and not return until 1.10p.m. Anyone who abuses this privilege will have it withdrawn. If a student lose or forgets their pass, they will not be allowed off site. Permission to go home at lunchtime is not given to everyone but as a reward to students whose behaviour is good and whose work is up-to-date.

## SCHOOL LUNCHES

The school operates a cashless cafeteria system and students pay for their food and drink using a swipe card. If a student loses or damages their swipe card, they have to pay for a replacement. Students can put money on their card by cheque using the box near Reception (make sure their name and form are on the back of the cheque), by taking money to Mrs Sweeting (Catering Manager) or by using the revaluation machines in the Food Courts. Students can use these machines to see how much money they have on their card.

Students can buy lunch in any one of three Food Courts – **Sandwich Select** (selling a range of sandwiches, wraps, baguettes and jacket potatoes with filling), **Italian** (selling pizza, pasta, cold meats and salads) or **Traditional and Continental** (selling dishes such as vegetable curry, sweet and sour pork, spaghetti bolognese, chili-con-carne). Menus for each Food Court are published each week in advance.

**Students must never use their swipe card to buy food or drinks for another person.**

Mid-day supervisors and senior members of staff are on duty at lunchtime.

## LEES BROOK – A HEALTH PROMOTING SCHOOL

Lees Brook is a health promoting school and has been awarded the Healthy School Standard (we were the first school in Derby to achieve this). We want to encourage a healthy lifestyle, with students taking part in sport and physical activity and eating healthily. We are currently working towards the Healthy School Enhancement Award which is given to schools that work closely with other agencies and can demonstrate that their work makes a lasting improvement on the health of their students.

We offer opportunities for students to take part in a wide range of sport and physical activities, including athletics, badminton, basketball, climbing, cross-country, cycling, dance, the Duke of Edinburgh Award scheme, football, gymnastics, netball, trampolining, and Sports Leadership courses. These activities are widely promoted through tutor groups, information boards and PE lessons.

The Food Courts at Lees Brook offer only healthy food and drinks, reflecting our healthy eating policy. Whichever Food Court a student chooses to eat in, no processed food is served. Chips are seldom offered and then only as part of a traditional dish – fish and chips or, for vegetarians, veggie burger and chips. Instead, you find:

- Food is freshly cooked and fresh vegetables are used within main courses
- More pasta, rice and salads, pitta bread and wholemeal sandwiches are on sale
- More fresh fruit and yoghurts; water, fruit juices and milk – no 'fizzy' drinks

Students are allowed to carry bottles of water with them and to drink from these around school and in lessons. Other drinks, such as fruit juice, should only be drunk at break and lunch time. Fizzy drinks such as colas and lemonade are not suitable for school and students should not bring them.

## SCHOOL DRESS CODE

An important part of being a Lees Brook student is showing by your appearance that you are part of the school. Wearing clothing and footwear that conforms to the dress code is a condition of admission to the school. Students must also obey the rules about hairstyles and jewellery. Students not in correct dress code may be withdrawn from lessons.

Our dress code can be bought from Morleys on Nottingham Road. Morleys stocks all items with and without the School name. Clothing that conforms to dress code rules without the school logo can be bought elsewhere, but it must be plain. **No other logos of any kind are allowed. Leather or denim style clothing of any kind is also not allowed.**

### DRESS CODE RULES AND GUIDANCE

**School is a working environment, not a place for displays of high fashion, extreme hairstyles or for wearing items of clothing as fashion accessories.** Clothes worn for school should be suitable for a working environment - clean, practical, and sensible, and students should look smart and tidy. Clothing that is provocative in any way is not suitable and should not be worn.

**Hairstyles:** No extreme hairstyles. Hair must not be cut too short (Grade 2 minimum) or with tramlines or patterns. Heads must not be shaved either fully or in places. **Dyed hair:** only full head or highlights in normal hair colours. No blocks of colour. For safety reasons hair must be off the face and in certain lessons tied back if it is long; **hair accessories** must be black or white. **Caps** must be plain black with no logos and are to be worn outside only.

**No make-up or coloured nail varnish. No nail extensions. No tinted/dyed eyelashes. No fake tan/tinted moisturiser. No eyebrow shaving. No tinted contact lenses. No tattoos.**

**No jewellery** except for one pair of **plain gold studs** (which must be removed for PE), a wrist watch, and medical or religious jewellery (please bring a note from home for this). **No body piercing jewellery, retainers of any kind or plasters to cover these.** Plain black suits, blazers, jackets and ties may be worn.

Though the school does not have a blazer as part of its dress code, students may wear plain black suits, blazers or jackets and trousers if they wish. White shirts and plain black ties may also be worn.

**Tops:** Must be absolutely plain black, white or gold (not yellow); no logos other than the **school logo/name**. T-shirts will not be part of the dress code from 2012 onwards, however, polo shirts and short sleeve shirts and blouses will be allowed. Tops must not be see-through, low-cut (i.e. no cleavage exposed) or tight fitting; they must be long enough to ensure the midriff area is not exposed. Tops revealing too much flesh are not suitable for school. Collars on shirts must not be worn up around the neck; tops must be tucked into skirts and trousers all the way round or worn outside **but not tucked in just at the front.**

**Skirts/dresses:** Plain black, not too short above the knee, too tight, or full length (for safety reasons).

**Trousers:** Plain black, full length; not low-fitting at the hips or with wide belts (a plain black narrow belt can be worn). No track-suit bottoms, jeans, cargo pants, combat trousers, trousers with pockets on the side of the legs, or leggings. Trousers should not be tucked into socks.

**Culottes:** Plain black, tailored culottes or tailored shorts (in summer)

**Shoes/trainers:** Plain black and flat (heel height no more than 3 cm); discreet decoration may be allowed but no obvious coloured tags, logos, buckles; shoes must be properly laced up with black laces. Boots can be worn in winter. No mules, sandals, open-toed, sling-back shoes.

Black socks for trousers; white or black socks with skirts or culottes; plain black or flesh-coloured tights (not fish-net).

**Outdoor Coats:** Plain black or with school logos; no design features/decoration such as zips, buckles etc. No leather or denim. Knee length over-coats can be worn but not full-length coats. Fleeces worn as outdoor coats must be plain black with no logos. Plain black 'hoodies' can be worn but the hood must not be worn up around school other than outside when it is raining. **Scarves and gloves must be plain black and worn outside only.**

**Bags** must be big enough to hold an A4 folder. No handbags or bags that are fashion items. No graffiti, offensive or drug-related slogans, symbols or badges on bags, books or folders.

No clothing, clothing style or accessories that may be seen as showing affiliation to 'gangs' such as bandana's or baseball caps. Sensible sunglasses (not over large or toy-style) may be worn outside on sunny days. Thin, plain black belts may be worn with trousers but not as a fashion accessory.

## CLOTHING FOR SPECIALIST SUBJECT AREAS

### PE

PE is a compulsory subject at Key Stage 3 and Key Stage 4. Students must bring their kit to every lesson, even if they have brought a note asking if they may be excused for a medical reason. Non-participants are still expected to get changed and will be given another role to play in the lesson, either as a judge or referee, assessing activities or some other tasks. Parents cannot give permission for their child to miss PE. On-going medical problems will require a note from a doctor.

### PE KIT:

**Indoor:** White top & socks, indoor trainers/plimsolls; white shorts (boys), black skirt & PE knickers (girls), black leotard (girls, optional)

**Outdoor:** Black reversible rugby top, long black socks, black shorts (boys/girls), sweat top or tracksuit top (cold weather). Students may wear plain black tracksuit bottoms (please send a note from home asking permission) but this may not be suitable for all activities, so it will be at the teacher's discretion.

**DANCE** Black T-shirt and shorts or leotard and leggings; bare feet/dance shoes.

**ART** Old shirt

**DESIGN TECHNOLOGY** Apron

**CONSTRUCTION** Overalls, safety boots

**HAIR & BEAUTY** Tunic

**CATERING** Catering whites

**AGRICULTURE/HORTICULTURE** Overalls and safety boots

## **UNDERLYING PHILOSOPHY**

Learning is the central purpose of the school. Good behaviour and full attendance make effective teaching and learning possible, while poor behaviour and irregular attendance disrupt these processes. We want Lees Brook to be a place where:

- effective learning happens;
- all people feel valued and secure;
- there is mutual respect;
- everyone can succeed, whatever their limitations

We are committed to:

- developing self-discipline in all youngsters;
- maintaining a secure, calm and ordered environment in which youngsters can learn and teachers can teach safely and without disruption.

Without good discipline nothing worthwhile can be achieved. The school's discipline system is, therefore, an aspect of its educational work and an expression of its care for all members of the school community equally.

For all our youngsters, awareness of what is acceptable and unacceptable behaviour is important not just in school, but in the community, the workplace and all areas of adult life beyond school.

## **PRINCIPLES**

<sup>1</sup>Our Behaviour and Discipline Policy is founded on the following principles:

1. All students have a right to learn in a secure, calm and ordered environment and to achieve their full potential.
2. All members of staff have a right to carry out their duties in a positive, mutually respectful climate.
3. Each member of the school community is responsible for his/her actions and behaviour, and must accept the consequences of those actions.
4. Each one of us is responsible for the school community and to everyone in it.
5. We value difference. All members of the school community are to be respected and are entitled to be shown respect by others.
6. We will distinguish between the person and the person's behaviour, making it clear that while we may not like a person's behaviour, it does not mean we do not like the person.
7. We will challenge and deal with poor behaviour in a just, fair and consistent manner. Dealing with poor behaviour by the use of sarcasm and humiliation is never acceptable.

8. Parents, students and the school share jointly the responsibility for ensuring that youngsters develop self-discipline and understand their responsibilities towards others.
9. We will make our ethos, values and expectations explicit to ensure that our parents and youngsters know about and understand them so they can be actively involved in contributing towards the policy and procedures that help secure good behaviour.
10. We will develop a pro-active response to behaviour management that encourages, recognises and rewards good behaviour and improving behaviour.

### **ANTI-BULLYING POLICY**

We pay particular attention to dealing with bullying and the school has a strong no-bullying policy. We will not tolerate bullying behaviour of any kind. Name calling, teasing, threatening behaviour, physical contact (eg hitting, pushing, pinching or kicking), harassment and bad language, verbal abuse and sexual abuse are all regarded as bullying. Generally, any student who chooses to behave in such a way will be given a warning for a first offence (which may include a pre-exclusion warning letter to parents) followed by an internal exclusion for a second offence. A student will be withdrawn from lessons to work in the Behaviour Support Centre or the Internal Exclusion Room and will be supervised at break and lunch time. If these sanctions are not effective, and the behaviour occurs again, it may result in a fixed term exclusion.

**Serious incidents of physically aggressive behaviour in which students are hit, punched, kicked, beaten up or seriously assaulted in some way, will result in an exclusion from school even for a first offence; where the exclusion is for a fixed-term, further offences may lead to permanent exclusion.**

### **ANTI-DRUGS POLICY**

We want Lees Brook to be a drug-free zone. Outdoor coats, caps, bags or any equipment must not have drug-related slogans, symbols or badges on them. The school is a no-smoking site. Students are not allowed to smoke in school, or as they come to and from school. Smoking materials are not to be brought into school. Drugs are not something to joke about. **Any student who brings illegal drugs onto the school site, or who takes part in any situation on site involving illegal drugs, will be permanently excluded.** If a student knows that another student has brought illegal drugs onto site, he/she should report this immediately to a member of staff. Failing to report this would be a very serious matter and could result in exclusion from school.

### **CODE OF CONDUCT**

Students are expected to follow the school rules, laid down in the Code of Conduct, for the consideration and safety of each member of the school community. This includes the wearing of correct school dress. The Code of Conduct is displayed in every classroom and around the school and there is a copy in the Student Planner. We expect students to show respect for, and courtesy to, members of staff and to speak to them politely. Students are expected to always address members of staff either using their name (Mrs ..... Mr.....) or by saying 'Sir' or 'Miss'.

Spitting, vandalism and damage to property, or behaving in ways that brings the school into disrepute (either in or out of school), are all regarded as serious issues. Students may be given a written warning, an internal exclusion or a fixed term exclusion from school.

**Rewards:**

These are given in recognition of good behaviour, meeting targets, improvement, achievement, effort. They range from prizes and awards to participation in special events and activities.

**Sanctions:**

These are given to punish unacceptable behaviour and, at times, as a deterrent.

Some strategies can be used in different ways for different purposes at different times and with different students. To be effective, the strategies we use need to be appropriate and are chosen with a degree of flexibility that takes account of individual circumstances.

**Strategies that are used with students:**

- Daily Report: identifies positive and negative behaviours in lessons through codes
- Attendance Report: records attendance and punctuality
- Target Report: identifies specific targets student will meet in each or specific lesson
- Reducing Incidence Targets: sets targets for number of times student is allowed to behave in a specified way on a reducing scale (e.g. you can only be late twice this week/you can only call out once this lesson); to address specific problem behaviours.
- Homework Report
- Confiscation of items such as jewellery or mobile phones for a period of time
- Work/behaviour review
- Pastoral Support Programme
- Multi Element Education Plan
- Mentoring – one to one or small group
- Emotional Literacy Programmes including anger management, stress management and organisational skills.
- Regular reporting to Community Manager/Head/Deputy Head/Assistant Head
- Detentions at break/lunch time/after school
- Withdrawal from lessons to work in the Learning Centre
- Withdrawal from lessons to work in the Behaviour Support Centre. This will include loss of social time and supervised lunch in the Behaviour Support Centre with a restricted choice of lunchtime menu.
- Behaviour Contracts
- Written pre-exclusion warnings
- Working in the Internal Exclusion Room as an alternative to exclusion from school. This will include loss of social time and may also include a change of arrival/departure time.
- Working in the Internal Exclusion Room of a partner school as an alternative to exclusion
- Exclusion from school

**PLEASE NOTE: AFTER HOURS DETENTIONS**

**We do not need parents' permission to keep students in detention.** Parents will be given 24 hours notice of an after-hours detention. This will be written in the student's planner and it is the responsibility of the student to show their parents the notification so they are aware of it. It is not the school's responsibility to ensure that students get home safely after an after-hours detention. That responsibility lies with the parent and it is up to the parent to make any necessary arrangements. This is not a valid reason for excusing a student from an after-hours detention. The best course of action is for a student to avoid doing anything that might result in them being given an after-hours detention in the first place.

## **EXCLUSIONS**

Exclusion from school is very serious. Most students who are excluded learn from the experience and never get excluded again.

Guidance on exclusions and the procedures to follow (including appropriate documentation) are given in the DFES document 'Improving Behaviour and Attendance' (2006).

In extreme cases, a student may be permanently excluded from the school. This could be

- where a student's behaviour becomes so disruptive that it threatens the good order of the school
- where a student continues to deliberately break school rules in spite of warnings
- for repeated and deliberate disregard of the school's code of conduct
- where a very serious incident has occurred that threatens the well being or health and safety of others
- for a breach of the school's anti-drugs policy or anti bullying policy

## **PERMANENT EXCLUSION**

Government guidelines are quite clear that a decision to permanently exclude a student is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort. It would be appropriate, therefore, for the Head to exclude a student permanently for persistent and defiant misbehaviour, including bullying

At times, there may be exceptional circumstances where the Head feels it appropriate to exclude for a first or one-off offence such as:

- Serious actual or threatened violence
- Sexual abuse or assault
- Drugs offences
- Carrying an offensive weapon

## **BEHAVIOUR SUPPORT CENTRE**

The school has an on-site Behaviour Support Centre which is used to help students who are experiencing problems with their behaviour either in class or around the school and those who are at risk of exclusion. It provides separate short-term individual curriculum work and reflective programmes to encourage students to take responsibility for their behaviour and consider positive ways forward. It is a positive preventative strategy and not a 'sin-bin'.

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## **HOLIDAYS IN TERM TIME**

Students should not be taken out of school for a holiday during term time. Research shows a clear link between good attendance and high achievement. We realise that holiday companies offer out of season discounts and raise prices during official school holiday times, but the regulations are clear that we cannot authorise an absence for this reason.

Although we have the power to authorise an absence from school in term time, we only do so in **exceptional circumstances**. Students have 13 weeks statutory holiday time

and we believe this is ample time to arrange holidays. Since September 2009, holidays in term time have been authorised on very few occasions. If, however, you think there is a compelling reason for your child to miss school for a family holiday, you should complete a leave of absence request and send it to Mr Whittaker at least 4 weeks in advance of the proposed absence. Proof must be provided if you are planning to attend a family wedding abroad. Remember: financial difficulties and cheaper holiday prices are not considered valid reasons to grant leave of absence. If a youngster is withdrawn for a holiday during term time and we have not agreed the absence, this will be recorded as unauthorised and may result in the involvement of the Education Welfare Officer and possible legal proceedings.

## **Extract From the SPECIAL EDUCATIONAL NEEDS POLICY**

### **Admission Arrangements**

No student will be refused admission to Lees Brook on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

#### Admission Criteria:

1. children who are looked after by a local authority in accordance with Section 22(1) of the Children Act 1989
2. children who are both living in the catchment area served by the school and have brothers or sisters of compulsory school age still attending the school at the time of their admission
3. other children living in the catchment area at the time of admission
4. children who do not live in the catchment area served by the school but who have brothers or sisters of compulsory school age attending the school at the time of admission
5. other children whose parents have requested a place

### **Curriculum Access and Provision**

In order to meet the learning needs of all students, teachers differentiate work. They plan their teaching to meet individual learning needs and they mark work and plan homework effectively.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways with provision for students being related specifically to their needs. A provision map records a graduated response for individuals.

#### The range of provision includes:

- in class support for individuals and small groups with an additional teacher or Teaching Assistant (TA)
- small group or individual withdrawal with Teaching Assistant or Learning and Behaviour Mentor (LM)
- further differentiation of resources
- study buddies/cross age tutors
- homework/learning support club
- MEP tutorials

- Wave 3 interventions
- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service STePS or other support services for advice on strategies, equipment, or staff training

In its Disability Equality Scheme, the school has identified steps to increase or assist access for students who are disabled. Current facilities are shown in the table below:

	Main School Buildings	Post 16 Centre
Wheelchair access	Limited access	Full access
Disabled toilets	Yes (C Block/Sp Hall)	Yes
Disabled parking	Yes	Yes
Highlighted steps (outdoor) for partially sighted students	Yes	Yes
Highlighted stairs for partially sighted students	Partly	Yes
Textured surfaces	No	Yes
Ramps	Few	lift to 1 <sup>st</sup> floor
Handrails	No	Yes
Showers	Yes (C Block)	Yes
Easy access for taxis/other transport	Yes	Yes

#### **Links with Education Support Services**

The school is committed to maintaining useful contact with support services in the Children and Young People's Services. For students at School Action Plus any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS) (Pat Greatorex)
- Specialist Teaching and Psychology Service (STePS)
- Educational Welfare Service (Kate Cheetham)

SENCo network meetings provide an opportunity for the SENCo to meet with other SENCos.

#### **Links with Other Services**

The school maintains effective working links with:

- SEN Support Team
- Speech and Language Therapy Service
- Connexions
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service
- Specialist Child and Adolescent Mental Health Services
- Autism Support Services

**Links with Other Schools/Integration Links**

- SENCo networking with other secondary schools
- Links to primary schools in order to provide outstanding transition to secondary school

**Staff with responsibility for SEN****SENCo and SEN team:**

SLT person responsible for Inclusion	Zoe House (Deputy Head)	Qualified Teacher
SENCo	James Hatton	Qualified Teacher
Child Protection Officer	Deirdre Graham	Qualified Teacher

A School Governor is also nominated each year to act as a link back to the governing body.

## LEES BROOK EXAMINATION HEADLINES 2011

### Another Year of GCSE Success Keeps Lees Brook Well Ahead of National Averages

- **62% of students gained 5 or more Higher Grades including English and Mathematics.**  
This is 8% above last year's National Average (54%).
- **93% of students gained 5 or more Higher Grades.**  
This is 18% above last year's National Average (75%).
- **52% students achieved 10 or more Higher Grade passes.**
- **The Total Point Score** (the score that accounts for all the grades of all the students in Lees Brook) is **527 points per student**, 86 points above last year's National Average (441 points).
- **42%** of students achieved a higher grade in a **Foreign Language**. (2009 National Average - 28%)
- **75%** of students achieved two or more higher grades in **Science** (2009 National Average - 61%)
- **99%** of students achieved **at least 1 GCSE** .

### Superb performance at the highest level

- **4 students achieved 10 or more A\*/A grades.**
- **52 students achieved 5 or more A\*/A grades**
- **53%** of students achieved **at least 1 A\*/A grade**. Up from 52% in 2010 and 41% in 2009.
- **1 student achieved 13 A\*/A grades.**
- **12 students passed GCE 'AS' Mathematics** (Advanced Level Maths - normally studied in the first year of the sixth form). **One student achieved an 'A' grade and two achieved a B!**

### Outstanding performances by students with Special Educational Needs

- **97% of students** left with at least 5 GCSE or equivalent grades
- One student with a Statement of Special Educational Needs achieved 9 higher grade GCSE and a further two achieved 8 higher grades

### Significant levels of 'added value' show that Lees Brook students make excellent progress

- Department for Education and OfSTED Value added data has put the College in the **top 17%** of schools for **Value Added Progress** in three of the last four years.
- This means that Lees Brook students across the ability range get better GCSE results than would be expected in 5 out of 6 other schools!

### Both boys and girls perform well

- **60%** of our **boys** achieved **5 or more Higher Grades** including English and Mathematics, compared to 51% Nationally in 2009
- **65%** of our **girls** achieved **5 or more Higher Grades** including English and Mathematics, compared to 58% Nationally in 2009
- Nationally girls do better than boys. At Lees Brook, the gap has been very small for some time with boys equaling or outperforming girls in some recent years. This year, 94% of boys achieved 5 or more higher grades while the girls achieved 91%. Again, both boys and girls are well ahead of last year's national averages (boys 71% and girls 79%) but on this measure, our boys have done better than the girls.

## OFSTED

Lees Brook had an Ofsted inspection in September 2006. The school was judged to be 'good with many outstanding features'. A copy of the full report is available from the school or from the Ofsted website [www.ofsted.gov.uk](http://www.ofsted.gov.uk). It is the school's intention to be judged 'Outstanding' at the next inspection and we are working hard to ensure we achieve this. In July 2010, Ofsted informed us that our examination results and other data indicated that we were sustaining the high standard of performance seen in the 2006 inspection. They placed us on a five year inspection cycle meaning that our next full inspection will be after September 2011.

### **What the report of the 2006 inspection says:**

'Lees Brook is a good community Sports College with a strong ethos where students are valued, listened to and respected.'

'In most lessons teaching is good or better and students respond well to challenging tasks, clear learning objectives and opportunities to reflect on their performance and how they could improve.'

'A strength of the curriculum is the innovative use of a broad range of accreditation and vocational opportunities to engage the interests of students and recognize their achievements. The care, guidance and support given to students is good and has many outstanding features. Staff have a passion to develop their students into confident, mature and caring individuals.'

'The college works outstandingly well with other schools, agencies and community links to enrich the students' education and ensure their well-being. As a result the students' personal development has many outstanding features. They feel safe, well cared for and able to contribute to the improvement of their college.'

'The personal development of students is outstanding. Staff and students have a shared understanding of their rights and responsibilities. This results in a happy and safe community which helps students develop the skills and attitudes for work and leisure in later life.'

'Students are mature, tolerant and supportive of others. They are able to share concerns with staff, for example about bullying or racism, knowing that they will be taken seriously. This supports newcomers to the college and enables those with learning difficulties and disabilities to be accepted and to make progress.'

'The quality of teaching and learning is good...Teachers' expertise, enthusiasm for their subject and understanding of how to manage the behaviour of classes and individuals encourages students to be excited by new knowledge and skills. As a result, students develop a strong sense of purpose and concentrate and co-operate very well.'

'The college is a well ordered and a secure place for learning. It helps Year 7 students to settle quickly. Good use is made of the student planner to reinforce routines and expectations. Tutor groups which mix students from Year 8 to 11, enable older students to forge relationships with new students and take on responsibilities.'

'The college takes its duty of care very seriously with child protection and health and safety procedures well set up.'

'Senior staff have established a calm and productive climate for learning and set high expectations for both staff and students.'