

# **LEES BROOK COMMUNITY SCHOOL**



## **Brochure for 11-16 School 2018**

**Please see separate Brochure for The Skills Academy**

# LEES BROOK COMMUNITY SCHOOL

## WELCOME TO LEES BROOK

We are proud of what you will find here - a well-ordered, caring environment in which our young people quickly develop confidence, and 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, demanding a great deal of our students and of ourselves.

**Learning and achievement is at the heart of the School.** We believe learning should be both enjoyable and challenging and that all youngsters, no matter what their ability, can achieve. This includes students with special educational needs, those who are academically able, or gifted and talented in some way, or those who have outstanding ability in areas such as sport. Achievement at Lees Brook is not just measured by success in GCSE or other examinations. High levels of achievement in art, dance, drama, ICT, sport, and other aspects of School life (such as student leadership) sit alongside exam success. We constantly strive to help each of our students develop the talent she or he possesses. Students feel safe and the instances of bullying are dealt with swiftly and decisively.

**Standards of behaviour are good** 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.

**On the 1<sup>st</sup> January 2017, we became part of The Northworthy Trust** (Chief Executive, Mr Neil Calvert). The Trust consists of ourselves, The Long Eaton School and Merrill Academy. We have already been working closely with these schools to generate school improvement and look forward to this continuing.

**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



**Zoe House**  
Headteacher

## OUR AIMS

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### 1 For the School Community

- Build a school community that values learning and achievement
- Make learning an enjoyable experience through a rich and varied curriculum
- Be an open, honest, supportive and caring community that sets good examples, gives clear guidelines, and has high expectations of work and behaviour
- Provide a well-ordered environment in which students and staff can work and pursue their lives in peace and security
- Promote tolerance, sensitivity and mutual respect in personal relationships
- Challenge and deal quickly and effectively with all forms of bullying behaviour, including aggression and racial, sexual or verbal harassment and abuse

### 2 For our students

- Value each individual and the unique contribution he or she brings to the life of the School
- Develop positive attitudes to learning in our students
- Encourage and enable them to become independent and effective learners so they might realise their potential and achieve at the highest level
- Foster their curiosity, imagination, creativity and independent thinking
- Enable them to grow in personal and social maturity
- Nurture their self-respect, dignity and confidence so they can make the most of the opportunities they are offered
- Teach them ways of resolving conflict that are non-violent
- Prepare them for life beyond school and develop their self-reliance and self discipline
- Encourage their community development so they become active participants in their communities and in the life of the school

### 3 For our partners in education

- Work with partner schools, external agencies, parents, employers, and local businesses for the benefit of all our students
- Recognise that education is a co-operative and collective enterprise that extends throughout life

## PLAYING THEIR PART

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Students at Lees Brook make the school a good place by:

- caring about everyone in it;
- behaving well and setting a good example;
- being welcoming and friendly to visitors;
- taking care of the buildings and the grounds;
- never doing anything that lets them, or Lees Brook, down.

## OUR VALUES

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**At Lees Brook we see education as enabling people, individually and collectively, to take control of their lives.**

### **We believe that:**

- how we learn is as important as what we learn, and the kind of person we each become matters as much as what we achieve;
- each of us is responsible for our actions and our behaviour;
- we each have a right to feel safe and secure in School and to be free from bullying;
- we each have a right to learn and achieve at the highest level we are capable of;
- the way in which we deal with other people matters, so we should always treat other people as we would wish to be treated;
- we learn from our mistakes as well as our successes.

**Our shared vision** is to help all our students to develop socially, emotionally and academically, to give them self-confidence and self-belief, and to enable them to achieve personal success and fulfilment. This vision is underpinned by a strong values framework that seeks to develop our students as moral human beings, committed to the values of respect for oneself and others, social justice, tolerance, and compassion, believing that while we are individually responsible for our behaviour and actions, we can be a positive influence to support those around us. To achieve this, we want the school to be a true 'Community for Learning' in which we all see learning as a lifelong process to engage in.

## OUR MISSION

**As a Learning Community, Lees Brook Community School is committed to:**

- Working with our students, their parents and our partners in education and industry to enable each youngster to achieve success in all areas of life – academic, personal, physical, social;
- Strengthening the culture for learning in our community by raising self-esteem, recognising achievement, promoting pride within the local area, and providing pathways for progression;
- Building a community for learning in which everyone – students, parents, staff, governors and those in the wider community – sees learning as a life-long process for them to engage in.

## STUDENT LEADERSHIP

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Student leadership is a key aspect of the personal development of our students. As well as developing responsibility and independence, it supports personalised learning, provides opportunities for work related learning, strengthens affiliation to the school, and is a powerful means of building a sense of community. We provide many and varied opportunities for students to develop and demonstrate leadership. We train students as Young Leaders to assist with extra-curricular activities in Lees Brook and in our partner primary schools. Every student is offered responsibility in school and there is a strong and effective School Council.

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

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Our strong transition programme for Year 6 pupils includes:

- regular contact with our partner primary schools;
- Junior Links Club;
- two Induction Days when Year 6 pupils come to Lees Brook and take part in lessons with their new tutor group.

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

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Following consultation with governors, some parents, the school council and staff, we decided to move to horizontal tutor groups in September 2016. We have had vertical tutor groups for 20 years at Lees Brook and although there are benefits to this system, we feel that the advantages of a horizontal system outweigh these. Horizontal tutor groups mean that the students are in tutor groups with people from their year group (as they were in Year 7) rather than a mixed age tutor group. There are Heads of Year for each of the Year groups and they will stay together throughout the students' time at Lees Brook.

## **WORKING TOGETHER**

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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**

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Students are expected to follow the school rules, laid down in the non-negotiables displayed in all classrooms around the school and in Student Planners. This includes adhering to the rules about uniform, jewellery, and hairstyles. You will find more detailed information in a separate section on the school website.

## **SUPPORT FOR LEARNING**

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The School supports the learning needs of students in a variety of ways. Teaching approaches take into account students' learning styles and the different ways in which students learn. 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 and provide other intervention. Some students are withdrawn from lessons to work in the Learning Centre on individual programmes.

After-school Study Support Club for Key Stage 4 students, extra classes, and holiday revision courses are a feature of school life. The ICT rooms are open regularly for students to use for class work and homework.

### **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 work.

### **PUPIL PREMIUM**

The school is given additional funding to support the learning and achievement of students who are, or have been, in receipt of free school meals. This funding is used in a number of different ways and the progress of these students is regularly monitored. More detailed information about how the additional Pupil Premium funding has been used is given in a separate section on the website.

## **BEHAVIOUR AND DISCIPLINE**

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Following the school rules and adherence to the school's dress code policy is a condition of admission into the school. The school rules and full Behaviour and Anti-Bullying Policy are displayed around school and on the school website.

**These non-negotiables for students are fundamental to Lees Brook's Behaviour Policy:**

- Pride is taken in written work and is well presented
- No talking over teachers or other students
- Good manners, respect and politeness
- Good effort shown
- Equipment brought to every lesson
- Homework completed to the required standard
- Accepting consequences/attending detentions when issued
- Arrive on time and settle to work quickly

The development of good relationships between staff and students is central to the success of Lees Brook. All staff in the school set high standards of behaviour and endorse the school rules. If a student decides not to follow the school rules or our lesson expectations the following consequences will be imposed:

### **CONSEQUENCE 1 - C1**

A C1 will be issued to students who do not meet our lesson expectations or the equipment for learning expectations of the lesson. Repeat offenders for C1's will escalate to C2's. If a student is issued a C1 it also removes the R1 reward point.

### **CONSEQUENCE 2 - C2**

A C2 will be issued to students whose behaviour warrants a detention which will be set and actioned by the class teacher. A C2 can be sanctioned by either a break, lunchtime or after school detention. If a student is issued a C2 it also removes the R1 reward point.

### **CONSEQUENCE 3 - C3**

A C3 will be issued to students whose behaviour requires intervention from a member of the Senior Leadership Team or Behaviour Support staff. If a student receives a C3 the minimum sanction issued is an after school detention set for the same day. If a student fails to attend the after school detention students will spend the following day in our on-site exclusion centre. A student issued with a C3 also removes the R1 reward point.

### **ON-SITE EXCLUSION CENTRE/FIXED TERM EXCLUSION/PERMANENT EXCLUSION**

More serious incidents may lead to students being placed in either our, or a partner schools' on-site exclusion centre. Persistent poor behavior or a serious breach of the school's Behaviour Policy will result in a fixed term or permanent exclusion from school.

### **BULLYING, RACISM AND DRUGS**

The school has a strong 'no bullying' policy and will not tolerate bullying behaviour of any kind. This includes name calling, verbal or sexual abuse, threatening behaviour, cyber bullying, 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 main 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. Bringing illegal drugs onto school premises, or getting involved in drug-related behaviour in school will lead to permanent exclusion.

## **REWARDS**

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The effort students make to attend regularly and punctually, to behave well, and to work hard at their studies, is recognised and rewarded through our reward system. Rewards are given in recognition of good behaviour, meeting and exceeding targets, improvement, achievement, and effort. They range from prizes and awards to participation in special events and activities.

### **REWARD 1 - R1**

A reward point will be given to all students every lesson for meeting lesson expectations. If a student doesn't meet these expectations the point will be withdrawn (for example if they haven't got equipment or forget homework). This gives students the potential to achieve 25 reward points a week.

### **REWARD 2 - R2**

An R2 is worth three reward points; this will be given to a student who does something that exceeds the lesson expectations (for example high effort levels or high quality work produced). Students can only achieve one R2 per lesson.

### **REWARD 3 - R3**

An R3 is an exceptional award and is worth ten reward points. It will be given if a student produces work or demonstrates behaviour that is outstanding or exceptional. All potential R3 nominations must be referred to the Heads of Year or Learning Directors.

## **ClassCharts**

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You may be aware that we have been using Class Charts in school. Teachers use it for a range of reasons, however the key ones are to arrange seating plans, set homework and to record any behaviour or reward sanctions issued to the students. This creates an overview of all positive and negative activity in the school for staff.

There is a parent and pupil app to accompany this piece of software that allows you to view school information about your child. The app will give you information about homework and attendance, as well as an overall behaviour analysis and a weekly break down of your child's behaviour.

The live activity feed will also notify you if your child receives a reward point in school or if they receive a behaviour point and/or a detention. We don't think positive news gets shared at home enough by students and we are trying to encourage as much of this as possible. Below is a reminder of the rewards and behaviour codes and what they mean.

#### Reward System:

- R1 - Awarded for meeting lesson expectations \*
- R2 - (worth 3 points) awarded when a student does something that exceeds lesson expectations
- R3 - (worth 10 points) awarded when a student produces work or demonstrates behaviour that is outstanding or exceptional

\*At the end of every day, 5 R1 points will be added as long as your child has not received any behaviour sanctions during the day.

#### Behaviour System:

- C1 - Not meeting lesson expectations (for example talking, shouting out) or equipment for learning expectations (for example not having the correct equipment)
- C2 - When a detention has been issued due to unacceptable behaviour
- C3 - When poor behaviour is persistent and requires the attention of the Behaviour Team/Senior Leadership Team

#### Homework:

Teachers will set homework on Class Charts and will record on Class Charts if it has been handed in on the due date and to an acceptable standard. The colour codes they will use for this are:

- |        |  |
|--------|--|
| Yellow | Homework set but there is a valid reason why it has not been completed |
| Green  | Homework handed in on time to the expected standard                    |
| Red    | Homework not handed in on time or to the expected standard             |

This record will stand even if homework is handed in later or improved. It is essential that your child understands the importance of meeting deadlines and consistently producing work at an appropriate standard.

## **THE CURRICULUM**

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Lees Brook prides itself on giving each student the opportunity to study a broad and balanced curriculum that meets their needs and interests. We believe that our curriculum is challenging and stimulating and is aimed to meet the needs and aspirations of our students. To enable all students to achieve their potential, some subjects are grouped according to ability, whilst others are taught in mixed ability classes.

### Key Stage 3

At Key Stage 3, all students have lessons in the core subjects of English, Mathematics, Science, Modern Foreign Languages (French and German) and Humanities (Geography, History and RE). Their curriculum is also made up of lessons from Design and Technology, Performing Arts (Dance and Drama), Expressive Arts (Music and Art), Physical Education, Computing and Citizenship which includes citizenship, careers information, advice and guidance as well as social, moral, cultural and health education. Moving through years 7 to 9 students begin to select subjects to study in more depth in readiness for their option choices at GCSE.

### Key Stage 4

At Key Stage 4, all students follow examination courses. They continue to study the core subjects of English Language, English Literature, Mathematics and Combined Science at GCSE level. In addition all students continue to have lessons in Physical Education and Religious Studies. Students choose to study further examination courses from a wide range of subjects that include traditional academic subjects and vocational courses as shown below. Courses are reviewed each year and new courses may be added or removed.

## COURSES AVAILABLE

GCSE courses	GCSE courses	Vocational courses
English Language	French	Business
English Literature	Geography	Catering
Mathematics	German	Construction
Combined Science	Graphics	Engineering (Rolls Royce)
Triple Science	History	Hair and Beauty
Art	ICT	Sport
Computer Science	Music	
Dance	Philosophy & Ethics	
Design Technology	Physical Education	
Drama		
Film Studies		
Food & Nutrition		

## MONITORING OF STUDENT PROGRESS AND ACHIEVEMENT

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All students from Year 7 to Year 11 will be given minimum expected GCSE grades to achieve and target GCSE grades to aspire to, in each of their subjects. Minimum expected GCSE grades are set based on prior attainment at KS2 and target GCSE grades are based on regular teacher assessments and on-going student progress at Lees Brook.

Parents will receive termly reports that will indicate how their youngster is progressing towards these academic targets, with early intervention put in place if students start to consistently fall below expectations. Subject evenings are held for each year group during the year for consultation with class teachers. In addition, parent/form tutor evenings are held in order to report how youngsters are progressing personally and socially, as well as getting the overview of academic progress.

## CURRICULUM ACCESS AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

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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 (Multi Educational Plan) tutorials
- 'Wave 3' interventions such as 1:1 Support for Literacy, Numeracy, Motor Skills, Speech and Language Development, Dyslexia and Social Skills
- Provision of alternative learning materials/ special equipment
- 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	Full access	Full access
Disabled toilets	Yes	Yes
Disabled parking	Yes	Yes
Highlighted steps (outdoor) for partially sighted students	Yes	Yes
Highlighted stairs for partially sighted students	Yes	Yes
Textured surfaces	Yes	Yes
Ramps	Yes	Yes
Lift	Yes	Yes
Handrails	Yes	Yes
Showers	Yes	Yes
Easy access for taxis/other transport	Yes	Yes

### **Links with Education Support Services, other services and other schools**

The school is committed to maintaining useful contact with support services in Derby City's Children and Young People's Services and any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Specialist Teaching and Psychology Service (STePS)
- Educational Welfare Service

The school also maintains effective working links with:

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

## **CAREERS INFORMATION, ADVICE & GUIDANCE**

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Careers Information, Advice and Guidance is an integral part of the citizenship curriculum. A planned programme of work starts in Year 7 and becomes increasingly important in years 9, 10, and 11. Students are given the opportunity to talk to a professional Careers Adviser. The Work Experience Programme gives students the chance to take up a one week placement with a local employer in Year 10.

### **THE SKILLS ACADEMY**

The Skills Academy is a small and friendly Sixth Form with a unique approach to vocational education from Entry Level to Level 3 in industry-standard facilities. The vocational subjects on offer include Construction, Hair, Beauty, Health and Social Care, Hospitality and Catering and Sport. Students working towards level 2 and 3 will now complete the new 'T' qualifications which are widely recognised by employers. The level 3 qualifications will also count towards students' UCAS points. Students can work towards achieving GCSE maths and English or functional skills. More information about the Skills Academy is available in a separate section on the website.

Students wishing to take A level courses transfer to other schools and colleges in and around Derby, including The Long Eaton School, Derby College's Joseph Wright Sixth Form Centre, Chellaston School, the Millennium Centre at Littleover School, St. Benedict School and Sixth Form, and Woodlands School as well as Ecclesbourne School, Friesland School, and John Port School in Derbyshire, and Bilborough Sixth Form College in Nottingham.

## **ENRICHMENT ACTIVITIES AND RAISING ASPIRATION**

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At Lees Brook we believe that providing a rich and varied programme of enrichment activities and experiences helps students to develop new skills and cultivate qualities such as commitment, resilience, leadership and team work. These skills and qualities raise their aspirations, prepare them for the choices they make at the end of their schooling and enable them become active citizens in their community. 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 the theatre and national sporting events, and residential visits at home and abroad. Students are allowed to take part in these activities as a reward for their hard work, good behaviour, and positive attitudes.

As part of our Raising Aspirations programme, local employers, apprenticeship providers, colleges, and universities visit the school to meet students. Students also take part in events at Rolls Royce, Toyota and other major industries to give them insight into the world of work. Visits to universities enable them to experience the variety of opportunities available through higher education.

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

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Lees Brook is committed to providing a range of learning and leisure activities for families and members of the wider community to take part in; these include events like coffee mornings, school performances, and other special events. The school facilities are used by local sports and community groups and the school has a partnership with Derbyshire FA to develop football in the local area. During holiday periods, the school works with other organisations to provide a range of activity schemes for children and young people in the local area.

## **LEES BROOK – A HEALTH PROMOTING SCHOOL**

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Lees Brook is a health promoting school and we encourage our students to have a healthy lifestyle, taking part in sport and physical activity and eating healthily. We work closely with other agencies and our aim is to make lasting improvements to the health of our students. We offer opportunities for students to take part in a wide range of sport and physical activities which are widely promoted through tutor groups, information boards, and PE lessons.

Lees Brook provides healthy food and drinks rather than processed food, reflecting our healthy eating policy. Our school meals offer:

- food that is freshly cooked and fresh vegetables within main courses
- pasta, rice and salads, pitta bread, wraps, and wholemeal bread sandwiches
- fresh fruit and yoghurts, water, fruit juices and milk – no 'fizzy' drinks

The canteen is open from 8.00am and serves breakfast options for students. 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. Students should not bring fizzy drinks such as colas and lemonade to school. The school has water fountains providing chilled water to encourage students to drink plenty of water. Menus for school meals are published in the dining hall and on our website.

## SCHOOL UNIFORM

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We believe uniform contributes to the ethos of the school and wearing clothing and footwear that conforms to the uniform rules is a condition of admission to the school. We want our students to take great pride in their appearance. Uniform sets an appropriate tone and students show they are part of the school by wearing it. We ask parents to fully support the school's uniform expectations.

Students must also obey the rules about hairstyles and jewellery. Students not in correct uniform, or in breach of the rules about hairstyles, may be withdrawn from lessons.

The uniform consists of a black blazer with the Lees Brook badge, a white shirt, tie, black trousers or a black skirt, black shoes and socks. Our uniform can be bought from Morleys on Nottingham Road.

Outdoor Coats must be smart and a dark colour; not display any offensive logos and taken off in all lessons. Less formal items such as hooded tops and tracksuit tops are not permitted. Bags must be big enough to hold an A4 folder. There should be no graffiti, offensive or drug-related slogans, symbols or badges on bags, books or folders. More detailed information about our school uniform can be found in a separate section on the school website.

### 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:** Black t-shirt, black shorts (boys/girls), black socks, trainers. Black reversible rugby top and a black skin or plain black long sleeve equivalent can be worn under the t-shirt once the weather is colder. Students may wear plain black tracksuit bottoms or fitness leggings but this may not be suitable for all activities, so it will be at the teacher's discretion. No hooded jumpers or fashion sportswear to be worn.

**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

## LEAVE OF ABSENCE REQUESTS IN TERM TIME

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There is a clear link between excellent attendance and high achievement. The Government is extremely concerned about the high levels of absence from school that are attributed to parents taking their children on holiday during term time. Therefore, it decided that from 1<sup>st</sup> September 2013 schools could no longer grant leave of absence during term time unless there were explicit exceptional circumstances. Ofsted closely monitor school attendance, including inspecting school registers, as part of their on-going drive to raise standards in all schools and academies.

If leave of absence is required for an exceptional reason, parents should request an 'application for leave of absence' form at least four weeks in advance. In some circumstances, additional supporting information/evidence may be required. Please note that requesting leave of absence does not mean that it will be authorised, and in most cases it will not be.

### **The following requests are not deemed to be exceptional circumstances;**

- Cheap availability of holidays, hotels, flights etc
- Large family/friendship groups
- Work commitments
- Time share agreements
- Mistaken dates
- Believing the reason would be authorised by the school
- Excellent attendance and behaviour record
- Birthdays
- Holidays for family weddings or to see relatives

Parents should be aware that all unauthorised holidays taken in term time will be passed to the Education Welfare Service who will issue a Penalty Notice. If parents take a holiday without notifying the school and there is sufficient evidence to suggest a holiday has been taken, then the same actions will apply.

## ADMISSION ARRANGEMENTS AND ADMISSIONS CRITERIA

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Children are admitted to Lees Brook on the basis of the following criteria:

1. children who are looked after (in the care of or accommodated by Derby City Council or another local authority).
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 stated Lees Brook Community School as a preference on the common application form

6. children whose parents stated Lees Brook Community School as a preference on the common application form but did not return the form to Derby City Education Authority by the closing date

No student will be refused admission to Lees Brook on the basis of his or her special educational need. In accordance with the SEN and Disability Act 2001, the Children and Young Peoples' Act 2014, and the SEN Code of Conduct 2014, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

For more detailed information on Admissions, please see separate section on the School website

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

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Since 1995, Lees Brook has been an Enhanced Resource School. This year we have at least 16 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.

## **CHILD PROTECTION AND SAFEGUARDING**

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Parents should be aware that the school is required to take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, we follow the Child Protection procedures established by Derby City Council and inform the Social Care Services of the concern.

Lees Brook has an experienced Inclusion team including a full-time Counsellor, resident school nurse and a deputy Safeguarding Lead who has experience in Social Care. This support can be accessed by both main school and Post 16 students, as we appreciate a number of students access our provision through our enhanced resource facilities.

We are a caring school and work closely with outside agencies to ensure your child's safety is paramount.

## **NEW SCHOOL BUILDINGS**

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On November 3rd 2014, we moved into our brand new school building. This and the refurbished Sports Hall with new changing facilities, Dance Studio and Gym, together with the other high quality, state-of-the-art facilities at the school – The Skills Academy (post 16 vocational centre), Construction Centre, and the 3G FTP (3rd Generation Football Turf Pitch) and changing rooms – has created a campus fit for education in the 21<sup>st</sup> century and beyond. Every teaching room in the new building has an interactive projector and whiteboard, and specialist rooms for Art, Drama, Design Technology, ICT, Media, and Music. The Hall and Drama Studio has professional theatre standard lighting and sound, with retractable bleacher seating in the Hall, making it a high quality performance space. The building also has specialist facilities for supporting students with special educational needs, disabilities, and behaviour issues with a Student Services Office, Medical Room, Counsellor, and Behaviour Support Centre.

## **GENERAL INFORMATION**

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