



**LEES BROOK
COMMUNITY
SCHOOL**



LEES BROOK COMMUNITY SCHOOL



Brochure for Year 7 2021

COVID19 statement, March 2021: Some of the information contained within the brochure may be subject to change due to COVID19 constraints.

ARCHWAY LEARNING TRUST

Welcome to Archway Learning Trust, a family of ten schools across Nottingham and Derby. The vision of the Trust is to support all young people and particularly those who are struggling to be successful. We are committed to 'the transformational power of education' and strongly believe in the strength which comes from schools, teachers and students all working together.

We look forward to you and your family becoming a part of the family of Archway Learning Trust; we will respect and celebrate your unique heritage and background, support your endeavours and celebrate your successes.

From the beginnings of your family's relationship with Archway Learning Trust we will help you and your son /daughter 'BUILD' and develop their character so they can face the many challenges of learning , of building friendships and developing socially and emotionally to become independent learners ,who can live out their aspirations and dreams.

We look forward to a long and successful partnership.

LEES BROOK COMMUNITY SCHOOL

WELCOME TO LEES BROOK

Lees Brook Community School (LBCS) is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' is at the core of our school.

Lees Brook is a school that cares for the people within it. Within our safe, successful and positive learning community, we promote a high performance learning culture that allows everyone to be the best that they can be. We believe that our students are all equally important. We encourage them to welcome and celebrate their differences and operate an inclusive ethos designed to ensure all our students achieve their full potential whatever their starting points and aptitudes. We encourage students to value each other and the relationships they make. We have very high expectations and we challenge every member of our school community to raise their aspirations and develop their confidence in order to succeed.

I am delighted that the school continues to go from strength to strength. Our academic outcomes continue to improve every year and we are constantly building on the educational opportunities that our students are offered. We set high standards in every area of school life. Only through doing so will our students have the opportunity to achieve the level of excellence that we want for them.

We aim to produce students who can think for themselves, who are socially confident, and who have the skills to succeed in further education, work and in life. As a school, we offer a wealth of extra-curricular activities and opportunities to our students and we have excellent relationships with a large range of employers from local businesses to global companies such as Bombardier and Rolls Royce. Academic outcomes are important to the success of any school, however I strongly believe it is as equally important to produce well rounded young people who will go on and thrive in the world of work.

I am particularly proud of the fact that Lees Brook is now one of the leading Duke of Edinburgh providers in the city, we usually have over 140 students annually completing either the bronze or silver award. This year, we have enrolled all of our Year 9 cohort onto the Bronze Duke of Edinburgh Award and this has continued even with the challenging circumstances presented to us with COVID -19.

I arrived at Lees Brook as a student teacher in 1997 and have been here for 24 years. I am immensely proud to now be the Headteacher and feel extremely privileged to work with students, staff, parents, governors and a local community who all expect the very best from our school.

Best wishes



Zoe House
Headteacher

OUR AIMS

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

OUR VALUES

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;
- Each one of us has a right to feel safe, secure and free from bullying in school;
- Each one of us has 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 pupils and their parents to enable each youngster to achieve success in all areas of life – academic, personal, physical, social;
- Raising standards of achievement, increasing access and widening participation in PE and Sport for everyone in our school, partner schools, wider community and Derby City;
- Changing the culture for learning in our community by raising self-esteem, recognising achievement, promoting pride within the local area and providing pathways for talented performers;
- Building a community for learning in which everyone (pupils, parents, staff, governors, and the wider community) sees learning as a life-long process for them to engage in.

PLAYING THEIR PART

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.

STUDENT LEADERSHIP

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.

TRANSITION FROM PRIMARY SCHOOL TO LEES BROOK

Our strong transition programme for Year 6 pupils includes:

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

STUDENT ORGANISATION

We have a horizontal tutor group system, this means that the students are in tutor groups with people from their year group rather than a mixed age tutor group. There are Year Leaders for each of the year groups and they will stay together throughout the students' time at Lees Brook.

WORKING TOGETHER

We keep in regular contact and work with parents where there are problems either with attendance, 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 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

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 targeted in-class support and provide other intervention.

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.

THE SCHOOL DAY

At School you have 5 one-hour lessons every day. You start each day with Registration with your tutor group. You should be on site by 8.30am.

Proposed School Day from September 2021

Registration	8.40am – 9.05am	
Period 1	9.05am – 10.05am	
Period 2 & Break	10.05am – 11.20am	Staggered break times
Period 3	11.20am – 12.20pm	
Period 4 & Lunch	12.20pm – 2.00pm	3 staggered lunches – year groups to be decided
Period 5	2.00pm – 3.00pm	

LUNCHTIME ARRANGEMENTS

Using the schools' biometric cashless catering system, fingerprint scanners are used to pay for food – no cash is required at the till. Payment can be made via the online gateway system, which can be accessed via a link on the homepage of the school website. It is your responsibility to make sure that you have money on the system at all time.

A selection of hot and cold food is available and is served in the Dining Hall. Menus are displayed in school and are also available to view on the school website. Mid-day supervisors and senior staff are on duty at lunchtimes.

BEHAVIOUR AND DISCIPLINE

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

The non-negotiables for students are fundamental to Lees Brook's Behaviour Policy. We expect:

- 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 is 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.

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

More serious incidents may lead to students being placed in either our on-site exclusion facility, 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

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.

Go4Schools

From September, we will be using a system in school called Go4Schools to support classroom management. Teachers use it for a range of reasons, however the key ones are to arrange seating plans, set homework, to record any behaviour or reward sanctions issued to the students and record achievement data. This creates an effective overview of all positive and negative activity in the school.

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 breakdown of your child's behaviour; furthermore you will be receive academic achievement information including assessment grades and end of year reports. It will also notify you if your child receives a reward point in school or if they receive a behaviour point and/or a detention.

THE CURRICULUM

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 and 8 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 and will follow a three-year Key stage Four programme. 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. 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.

MONITORING OF STUDENT PROGRESS AND ACHIEVEMENT

All students from Year 7 to Year 11 will be given GCSE target grades to aspire to, in each of their subjects. These are initially based on prior attainment at KS2 and regularly reviewed using 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

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.

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 Student Mentor
- Further differentiation of resources
- Support in the Learning Centre
- Multi Educational Plans
- '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
- SEN Support Team and Speech and Language Therapy Service
- Community Health Service and Family support and safeguarding
- Specialist Child and Adolescent Mental Health Services
- Autism Support Services

IMPORTANCE OF READING

Developing reading skills is an essential part of a student's academic and personal development. At primary school there is a huge emphasis placed on reading and at secondary school this is no different. To ensure that students continue developing their reading skills at the expected rate or above, we have clear expectations that students need to follow.

Reading Book

As part of basic equipment students are expected to bring a reading book with them each day. They will be sanctioned using the consequence system if they don't. This book should be challenging, engaging and age appropriate. Students are expected to read every day. A student is also expected to have completed a book/novel every half term depending on their reading age and ability.

Use the library

The school library has a wealth of reading material that students can loan out and it is open before, during and after school most days. There are also reading clubs and activities available. We have a school librarian to support students with their reading choices.

Library Lessons

In Years 7 and 8 students will have a reading lesson every fortnight where they will be taught and they will develop specific reading skills. They will be reading independently and having guided reading sessions. The class teacher and school librarian will ensure that students are reading challenging, engaging and age appropriate texts in all year groups to enhance their development.

Reading Mentoring

Numerous opportunities are on offer for students to improve their reading such as peer mentoring and guided reading. If selected, students must attend these sessions and try their hardest to see their reading age progress.

Whole School Reading Events

During the year there will be whole school reading events such as World Book Day and National Poetry Day. Students are expected to fully participate in these events and contribute to any work based around these days.

Reading in subjects other than English

Reading is developed across the curriculum and is not solely the responsibility of the English department. Students will be expected to read a wide variety of texts as part of their learning and their reading skills will be developed as part of this. Students must participate fully in these reading activities.

HOMEWORK

Homework is important. It is a way of getting you to invest some of your own time in your education. It helps develop self-discipline and the ability to study independently, which you will need when you are taking Key Stage 4 examination courses.

Homework can take many forms (reading, writing, research, practical work); you may not get the same fixed amount each evening. An extended piece may take several homeworks (or several weeks). Some subjects will set homework every week while others (like Expressive Arts) will set it every other week.

Follow these simple rules to be on top of your work instead of falling behind:

- Check Go4Schools to see what homework has been set
- If you don't understand the homework, ask the teacher to explain it.
- Don't spend hours on one piece and then find you haven't enough time to do the rest. Manage your time so you complete all homework.
- Do your best. If you don't put enough effort in and the homework is below the standard required, you may have to do it again.
- Don't leave it until the last minute.
- If you are going out somewhere, do your homework before you go out rather than trying to do it when you get back.
- Take advantage of what school offers: ICT rooms, the Library and the Learning Centre are available before/after school and at lunch time for students to use.

CAREERS INFORMATION, ADVICE & GUIDANCE

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. Whilst at Lees Brook, 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.

ENRICHMENT ACTIVITIES AND RAISING ASPIRATIONS

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 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, 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 support the personal development of students. Socially, there are visits to the theatre and national sporting events, and residential visits at home and abroad.

As part of our continuing focus on raising aspirations, 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.

Artsmark Gold Award

In August 2019, we were very proud to be awarded the Artsmark GOLD award. This is the only creative quality standard for schools and educational settings and is accredited by Arts Council

England. It supports schools to develop and celebrate their commitment to arts and cultural education. The award is national recognition of the expressive arts opportunities that are offered to students at Lees Brook.

SCHOOL UNIFORM

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 expect parents to fully support the school’s uniform expectations.

Students must also follow 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.

PE required items

Black Lees Brook logo round neck t-shirt	Essential
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Black Lees Brook logo shorts or skort	Essential
Black socks	Essential
Trainers	Essential – trainers used for indoor lessons must be clean
Black Lees Brook logo Jumper ~ <i>It should also be noted that this will be the only jumper allowed</i>	Optional (however this is recommended during colder weather as lessons will still take place outside)
Black long sleeve base layer top	Optional (however this is recommended during colder weather as lessons will still take place outside)
Plain black sport leggings or black with minimal discrete logo	Optional (plain black cotton leggings are not acceptable)
Plain black tracksuit bottoms or black with minimal discrete logo	Optional
Outdoor studded boots	Optional but recommended for football and rugby (moulded or plastic studs only – no metal studs)
Shin pads	Optional but recommended for football and rugby
Mouth guards	Optional but recommended for rugby (boys only)

Please note ALL students have to bring and wear kit for all PE lessons, this is regardless whether they are a performer or a non-performer.

EQUIPMENT FOR LESSONS

- Pens (black/blue and red)
- Fine whiteboard pen
- Highlighter pen
- Pencil and pencil sharpener
- 30 centimetre ruler
- Scientific calculator
- Maths set
- Colouring pencils/felt tip pens
- Glue stick
- Eraser
- Small earphones for Keyboard and Music technology. (These are available to purchase for £1).
- Reading book

LEAVE OF ABSENCE REQUESTS IN TERM TIME

Lees Brook School will not grant leave of absence during term time unless there are explicit exceptional circumstances. If leave of absence is required for an exceptional reason, parents must 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.

The following requests are not deemed to be exceptional circumstances;

- Cheap availability of holidays, hotels, flights etc.
- Work commitments
- 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 unauthorised holidays taken in term time may be passed to the Education Welfare Service who may 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.

TERM DATES 2021-2022

THE SCHOOL YEAR	
Autumn Term 1	*Thursday 2 nd September – Friday 22 nd October
Half Term 1	Monday 25 th October – Friday 29 th October
Autumn Term 2	Monday 1 st November – Wednesday 22 nd December
Christmas Holiday	Thursday 23 rd December – Friday 7 th January
Spring Term 1	Monday 10 th January – Friday 18 th February
Half Term 2	Monday 21 st February – Friday 25 th February
Spring Term 2	Monday 28 th February – Friday 8 th April
Easter Holiday	Monday 11 th April – Friday 22 nd April
Summer Term 1	Monday 25 th April – Friday 27 th May
Bank Holiday	Monday 2 nd May
Half Term 3	Monday 30 th May – Friday 3 rd June
Summer Term 2	Monday 6 th June – Friday 22 nd July
*Please note students will return on Monday 6 th September due to Staff Development Training Days on the 2 nd & 3 rd of September.	

STAFF DEVELOPMENT AND TRAINING DAYS	
INSET Day 1	Thursday 2 nd September
INSET Day 2	Friday 3 rd September
INSET Day 3	Monday 24 th January
INSET Day 4	Thursday 30 th June
INSET Day 5	Friday 1 st July

ADMISSION ARRANGEMENTS AND ADMISSIONS CRITERIA

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). See note below.
2. Children who are both living in the catchment area served by the school and have brothers or sisters 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 attending the school at the time of their 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.

In categories 2 to 5, when choices have to be made between children satisfying the same criteria, children living nearest to the school, measured by a straight line between their residence and the school, have priority. In category 6, places will be allocated in the same order of priority as for categories 2 to 5. Where children in category 6 have equal priority, places will be allocated to those living nearest to the school, measured by a straight line between the home address and the school.

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.

CHILD PROTECTION AND SAFEGUARDING

Child protection is defined as safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care: and
- Taking action to enable all children to have the best outcomes.

Everyone working in, or for our school, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
- Identifying children who may be in need of extra help, or are suffering or likely to suffer significant harm, and taking the appropriate action, working with other services as needed.

We will ensure that parents and our partner agencies are aware of our child protection policy by ensuring that it is displayed in school reception area/s, by raising awareness at initial meetings with parents of new pupils and at parent teacher meetings and ensuring that it is on the school website.

NEW SCHOOL BUILDINGS

The school has a Dance Studio and large Sports Hall, 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. 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 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 and Hospitality and Catering. Students working towards level 2 and 3 complete Technical qualifications which have been designed in collaboration with employers and industry professionals. 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.