

BRANSTON COMMUNITY ACADEMY



PARENTS' HANDBOOK 2021-22

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(The information in this Handbook is correct for the 2021-22 academic year at the time of publication. Arrangements or details may change during the year. Parents/Guardians are always kept informed.)

INTRODUCTION

Branston Community Academy has achieved both local and national recognition for all round excellence. We received a national award for student achievement in public examinations in 2014, 2015 and 2016 and that level of academic strength has been sustained for a number of years and acknowledged by school inspectors, Ofsted.

As a large, flourishing, 11 – 18 co-educational Academy, it can offer an unsurpassed range of curriculum breadth and on-site facilities, from Community Library and Nursery to Heron's Gym

It is, however, our reputation for a high quality of teaching and learning, and its disciplined yet caring and supportive environment, of which the Academy itself is most proud. Incoming teachers and visitors alike classify the Academy as "calm" and "friendly". We expect our students to show consideration and self-discipline at all times; "kindness or nothing" is our mantra.

The superb progress students make academically is true across the ability range - our most able students, least able students and all in between gained examination success in excess of expectations.

Our curriculum is broad and innovative, combining traditional academic routes with high quality vocational pathways. We aim to give all students, both male and female, a scientific and an artistic education of quality, as well as time to consider moral and social questions, and the personal response to them which all educated people must finally be able to form.

AIMS

It is difficult to reduce our hopes and traditions to a few brief aims, but in fact just as we have only one published Academy rule, "We will act with consideration and respect towards others at all times" (kindness or nothing), which underlies all other guidelines, so our ultimate aim, is that our students succeed and are as happy as they can be in doing so.

STUDENTS AND COMMUNITY

We aim

- 1) to provide for every student an equal opportunity to attain his or her fullest personal, social and academic development.

Since we have some beliefs on what will help us reach that goal, some supporting aims are to help students to be

- (a) happy and secure
- (b) motivated and hard working
- (c) sensitive to other people

- 2) To give all our students, when they finally leave us, the confidence and maturity, knowledge and skills to handle whatever life may have in store.
- 3) To provide a welcoming and supportive setting for a varied programme of Community activities.

PARENTS/CARERS

- 4) To encourage easy, friendly and effective home-school relationships with parents and guardians whose children are the students at Branston.

TEACHERS/NON-TEACHING STAFF

- 5) To provide for every member of staff the opportunity to attain his or her fullest professional development, in the interests of the staff themselves, their students, the Academy and the education service.

ADMISSIONS POLICY

September 2021

1. Admissions

- 1.1 The published admission number is 208.
- 1.2 In accordance with legislation the allocation of places for children with the following will take place first; Education, Health and Care Plan (Children and Families Act 2014) where the school is named. Remaining places will be allocated in accordance with this policy.
- 1.3 The Governing Body will admit all those who have applied for a place at Branston Community Academy provided that sufficient places are available. If the number of those requests for entry is too high, priority in the allocation of places will be as follows:
 - 1.3.1 First, to those in public care, sometimes referred to as 'looked after' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
 - 1.3.2 Second, to those who have a sibling who will still be attending the Academy when the child is due to start.
 - 1.3.3 Third to those who have had a sibling attend the Academy and left within the last 3 years.
 - 1.3.4 Fourth to children of members of staff provided that they have been employed for a minimum of two years at the time of application and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
 - 1.3.5 Fifth, as nearest non-selective school (*This applies when the school is the nearest state funded non-selective school to the child's address admitting children to the relevant year group; this is calculated by Lincolnshire County Council school admissions team using straight line distance*).
 - 1.3.6 Sixth, by Straight line distance from the child's home to the Academy

2. Process of application for the normal intake year

- 2.1 Arrangements for applications for places in Year 7 at Branston Community Academy will be made in accordance with Lincolnshire County Council's co-ordinated admission arrangements; parents resident in Lincolnshire can apply online at www.lincolnshire.gov.uk/schooladmissions, they can also apply by telephone, or ask for a

hard copy application form, by telephoning 01522 782030. Parents resident in other areas must apply through their home local authority. Branston Community Academy will use the Lincolnshire County Council's timetable published online for these applications and the relevant Local Authority will make the offers of places on their behalf as required by the School Admissions Code.

- 2.2 A parent whose request for admission is refused can appeal to an independent appeal panel. Any appeal against a decision not to admit a Year 7 student should be sent to the Academy before the end of March.
- 2.3 *If any of the criteria above are oversubscribed the tie-break will be straight line distance with the child living nearest being offered the place.*
- 2.4 *If two or more children are tied for the last place a lottery will be drawn by an independent person, not employed by the school or working in Children's Service Directorate at the local authority*
- 2.5 The Governing Body has the right to investigate any concerns it may have with respect to the accuracy of information provided by parents on an application form and to withdraw the offer of a place if there is evidence that parents have made misleading or fraudulent claims.
- 2.6 The governors will keep a waiting list up until the end of the autumn term. This list is kept in the order given above and it is where the child stands in relation to these criteria rather than the length of time on the waiting list that will determine if a place is offered. From this point, if a child's name is still on the waiting list, it will be transferred on to the Mid-Year Admissions reserve list (see 3.3 below).

3. Mid-Year Admissions

- 3.1 Applications are made on the Lincolnshire mid-year admissions form or directly to the school, but applicants for places in Years 10-11 will need to be aware that Key Stage 4 qualification routes already started in other schools may not be able to be continued or contribute to successful outcomes from the school's examination board syllabuses. Applications will be considered up to the PAN at the point of entry for that year group.
- 3.2 To apply via the local authority, you should contact the Education Team on 01522 782030 or email schooladmissions@lincolnshire.gov.uk
- 3.3 If you wish your child to join the school and the year group is full, your child will be added to the mid-year reserve list. This will be kept in the order of the oversubscription criteria. The time you have been on the list is not taken into account. *If it is necessary to refuse a place, then you will be informed of your right of appeal.*

The list is cleared at the end of each academic year. If you would like your child to be placed on the reserve list for the following academic year, please contact the school.

If a place becomes available, because the year group drops one below the Published Admission Number (PAN), that place must be offered first to the child ranked highest on the list, and then, if necessary, to the other children on the list in rank order until it is filled (full details in section 2.14 of the Schools Admission Code).

4. Admission of children outside their normal age group

- 4.1 Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Parents wishing to make these requests must contact their home local authority for guidance on the procedure to follow. Parents resident in Lincolnshire should call 01522 782030 or email schooladmissions@lincolnshire.gov.uk for advice on the procedure to follow.

4.2 It is important for parents to note that they will have the opportunity and responsibility to provide whatever evidence they wish to support their request. Branston Community Academy will make decisions on the basis of the circumstances of each case and in the best interests of the child concerned.

This will include taking account of:

- the parent's views;
- any available information about the child's academic, social and emotional development;
- where relevant, their medical history and the views of a medical professional;
- whether they have previously been educated out of their normal age group;
- any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely
- the views of the Principal

5. Children of UK Service Personnel (*UK Armed Forces*)

5.1 In order to support the military covenant aimed at removing disadvantage for UK service personnel (UK Armed Forces), and Crown Servants returning from abroad the following arrangements will apply;

If an application is supported by an official letter declaring a posting and a relation date then an intention to move to a confirmed address or quartering within the UK will be accepted for a child for the purposes of implementing the oversubscription criteria.

Where an application is not supported by an official letter declaring a posting and relocation date, or is not being made due to a new posting then the child's current address will be used to examine the application against the oversubscription criteria until the child is formally resident in the new address.

Proof of intended occupation of the residential address such as mortgage statement, exchange of contracts or signed tenancy agreement will be required. For applicants participating in the Future Accommodation Model trial, a letter accepting an address under the scheme will be accepted if a signed tenancy agreement cannot be provided.

An offer may be withdrawn if a child does not reside at the address listed on the application form if the school is oversubscribed and use of an incorrect address has resulted in a place being denied to another child who would otherwise have been offered the place.

If a confirmed address cannot be provided and a family have provided the required proof of posting, a unit postal address will be accepted for the purposes of operating the oversubscription criteria. This will be for the base to which the parent has been posted.

In all cases where an applicant is considered after national offer day of the admitting year and parents can demonstrate that the child is a child of a crown servant returning from abroad or is a child of a serving member of the armed forces, the governors will consider whether to offer a place at a school even if the school has reached its official PAN. When making the decision whether to offer over PAN the governors will consider the circumstances of each case including,

- If the applicant would have been offered a place had they applied on time in the admissions round of the year of entry,
- Whether there is any child on the reserve list with higher priority under the oversubscription criteria,
- Whether admission of a further student would prejudice the efficient education and efficient use of resources and this prejudice would be excessive,

The Governors have discretion to admit above the admission number in these circumstances but they are not obliged to do so. If a place is refused, parents will be informed of their right of appeal.

In all cases the child must have met the required standard to be educated at the school.

6. Appeals

6.1 The procedures for appeals relating to Year 7 admissions will be in accordance with all relevant legislation. The Academy has chosen to continue having appeals organised and heard by the County Council Legal Service section. They provide an independent panel separate from the admission system. The decision of the appeal panel is binding on all parties

7. Fair Access

7.1 Local Authorities are required to have Fair Access Protocols in order to make sure that unplaced children who live in the home local authority, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children above the published admissions number to schools that are already full. Students allocated under fair access protocols will take precedence over those on a waiting list. Branston Community Academy will participate in Lincolnshire County Councils the fair access protocol.

8. Definitions

8.1 Sibling

- *A full brother or sister, whether or not resident in the same household.*
- *Another child normally resident for the majority of term time in the same household, for whom an adult in the household has parental responsibility as defined in the Children Act 1989.*
- *In the case of twins (or two siblings in the same age cohort) and where there is only one place available in the Academy, both will be considered together as one application provided that both have met the standard for entry to the Academy. The Academy will be authorised to exceed its admissions number by one.*

9. Straight Line distance

Straight line distance as calculated electronically to three figures after the decimal point (e.g. 1.543 miles) by Lincolnshire County Council school admissions team from the Post Office Address Point of the home to the Post Office Address Point of the School.

10. Home Address

10.1 This is the address where the child lives for the majority of the school term time with a parent who has parental responsibility as defined in the Children Act 1989 or any child in the household where an adult in the household is defined as a parent for the purposes of Section 576 of the Education Act 1996. This could include a person who is not a parent but who has responsibility for her or him.

10.2 It could include a child's guardians but will not usually include other relatives such as grandparents, aunts, uncles etc. unless they have all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and their property.

10.3 Where your child lives normally during the school week with more than one parent at different addresses, we will take as the home address, the address where your child spends the majority

of time. If you can show that your child spends an equal amount of time at both addresses during school term time, you can choose which address you would like us to use on your application.

- 10.4 If you have more than one home, we will take as the home address the address where you and your child normally live for the majority of the school term time.
- 10.5 As an admission authority we have the right to investigate any concerns we may have about your application and to withdraw the offer of a place if we consider there is evidence that you have made a fraudulent claim or provided misleading information, for example a false address was given which denied a place to a child with a stronger claim.
- 10.6 We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

11. Year 12 (Sixth Form) Admissions

- 11.1 The Published Admission number, for non-Branston students, is 20.
- 11.2 Sixth Form Entry requirements:

Pathway	Description	Criteria
Pathway 1 – A level subjects	Students will usually study three A level subjects. A levels are linear qualifications that will be assessed externally at the end of two years	A minimum of 6 GCSE passes at grade 5 and above, grade 4 in both GCSE English Language and Mathematics, and the subject specific entry criteria. In most cases this will mean that a student will have at least three grades at level 6 or above. In some cases a student will not have taken a subject at GCSE and a related subject may be taken into consideration.
Pathway 2 – A combination of A level and BTEC subjects	Students can combine A level and BTEC subjects. BTEC subjects require students to work on internally assessed portfolios and undertake examinations which are essential to passing the course	A minimum of 6 GCSE passes at grade 4 and above, grade 4 in both GCSE English Language and Mathematics and the subject specific entry criteria. In most cases this will mean that a student will have at least three grades at level 5 or above.
Pathway 3 – BTEC subjects	BTEC subjects require students to work on internally assessed portfolios and undertake examinations which are essential to passing the course	A minimum of 5 GCSE passes at level 4 and above and the subject specific entry criteria

Each subject has subject specific entry criteria.

Due to ongoing changes in exam qualifications by the exam boards, this information is not available in advance. The subject specific entry criteria will be published in the Sixth Form prospectus and on the school website in October of the year preceding entry

11.3 All applicants need to meet the school's overall academic standards for admission to the sixth form and any specific requirement for the particular subject. If there are more applicants than places available, then applicants will be offered places in the following order:

11.3.1 All students with an education, health and care (EHC) plan or a statement of special educational needs which names the academy will be accepted

After the admission of students with EHC plans or statements, the criteria below will be applied in the order in which they are set out below:

11.3.2 Looked after children, or previously looked after children, sometimes referred to as children in public care

11.3.3 The grade achieved in the relevant subject or subjects, starting with the highest score

11.3.4 The average points score achieved across all GCSE subjects taken by the applicant, starting with the highest score

11.3.5 Straight Line Distance from home to school, with the applicant living nearer to the school having priority. This would be the tie breaker if necessary.

11.4 In the event that the school refuses a place in the Sixth Form, students/parent have the right of appeal to an independent panel. Please contact the Education Team on 01522 782030 or email schooladmissions@lincolnshire.gov.uk

TRANSPORT

Branston Community Academy is situated conveniently for transport from most local areas and many bus services are available to co-ordinate with the Academy day. We have arranged for all transport to pick up students from the Academy site so that students are supervised onto buses or taxis thus minimising road safety problems.

TRANSPORT ENTITLEMENT

11 – 16 Students

Currently Lincolnshire County Council policy is to provide transport free of charge to students who live three or more miles distant from the school on the condition either

Branston Community Academy is designated as the allocated school by Lincolnshire County Council or

Branston Community Academy is closer to your home than the designated school.

Free transport is provided currently from Bardney, Bracebridge Heath, Branston Booths, Canwick, Dunston, Metherringham, Metherringham Fen, Nocton, Potterhanworth, Potterhanworth Booths, Southrey, Scopwick and associated areas. Precise details of qualifying areas may be obtained from the Education Transport Award Section.

If you believe that your home is closer to Branston Community Academy than to your allocated school, then you can request a measurement of the distances from door to door by the nearest available route. This is certainly the case with Metherringham.

Special Needs Students

Students who have an Education Health Care Plan (EHCP) and attend Branston Community Academy have transport provided EITHER through the usual entitlement or by special arrangement with the Local Authority, if needed. Parents of students with special needs should contact the Academy for further details.

16 – 19 Students

Lincolnshire County Council made the decision that from September 2005 it will no longer provide transport free of charge to new students who enter the Sixth Form or attend Academy post-16.

The Council will, however, continue to make transport available for every student **who lives three or more miles** from their nearest designated Sixth Form.

Students eligible for this transport will be entitled to travel at a fixed cost. For 2021/22, we understand the cost is £570 (which can be made in 3 termly instalments of £193 or six payments of £96.50) per year. This is reviewed annually and the cost for this academic year is the same as 2020/21. This is a contribution to the total cost of transport with the County Council meeting the remaining costs.

Please contact Mr Inman at the Academy or County Transport Services at County Hall if you need more details

Commercial Services

There are a number of commercial bus services available currently, which have developed from parental demand. Service bus timetables are linked to our Academy day timings and are available from the appropriate offices.

- Two-Way Routes**
1. Lincoln Bus Station – Washingborough - Heighington – Branston Community Academy.
 2. Lincoln South Park Roundabout – Washingborough – Branston Community Academy.
 3. North Hykeham – Waddington – Branston Community Academy (*via Bracebridge Heath and Canwick – entitled students*).

ARRIVAL AND DEPARTURE (See also Health and Safety note on page 35)

Pedestrians

Some of the routes to Academy do not have made-up footpaths or pavements. Students should always face oncoming traffic and wear or carry something fluorescent during the darker winter months. All pedestrians should enter and leave the site by the pedestrian gate at the side of the main entrance.

Cyclists

Students may cycle to Academy and secure cycle compounds are available. Cycles should be dismounted on entry to the Academy site. All cycles must be securely locked during the day, and all removable parts should be kept by the students. Lights are essential for the winter months. Regular maintenance to ensure cycle road-worthiness is also strongly recommended. We ask parents to underline most strongly to their children the rules of the Highway Code for cyclists. Care in cycling to and from Academy cannot be over emphasised. Riding more than one or two abreast can be particularly dangerous. There are dedicated cycle ways for parts of the route from Washingborough, Heighington and Canwick. We strongly advise that the relevant safety equipment is worn, especially cycle helmets.

Buses

Pick-up points and times for contract buses are published for parents by The Transport Services Group, and amendments to schedules notified as needed. At the end of the Academy day students travelling on buses are supervised by staff onto the buses which call in to the car park to pick up their passengers. Any students who miss their bus home should report to the General Office so parents/carers can be contacted.

Parents who collect their children by car at the end of the Academy day are asked to arrange a pick-up point away from the main entrance/exit gates. We ask that no private cars should come onto the Academy site between 3.30 pm and 4.00 pm because this is the period when access to the car park is restricted to contract and service buses for the safe departure of the majority of our students.

Mopeds, Motorcycles and Cars

Senior students wishing to travel to Academy by moped, motorcycle or car must obtain a permit from Mr Wright, Vice-Principal, or Head of Sixth Form and obey Academy parking regulations. On-site parking is entirely at the owner's risk.

Current Membership of the Governing Body

Parent Governors

Mrs P Coombes
Mr C Firth
Mr M Andrews

Governors

Mr M Norman
Mr D Dearden
Mr R Woollen
Mrs V Foottit
Mr M Turner
Mr D Boyd
Mr N Harris
Mr J Wilcox

Staff Governors

Mrs D Thompson
Mrs M Bell
Mrs L Sargeant

Ex-Officio Governor

The Principal

Clerk to the Governors

Ms H Marriott

Full Governors' meetings take place each term. There are Committees for Finance & Staffing and Curriculum & Standards, which meet on a regular basis. A Standing Committee meets approximately monthly in term time to plan, monitor and review Governing Body business.

BRANSTON ACADEMY TEACHING STAFF

Mrs J Addo Smith	MSc	Mathematics
Mrs D Anderson	BA	Team Leader: Sixth Form, Joint Lead Teacher (Food & Textiles)
Mrs C Bauckham	BA	Team Leader: Music, Performing Arts
Mrs J Baker	BA	Team Leader Art, and Co-ordinator: Student Voice
Mrs A Bayes-Green	B Ed	Special Educational Needs (SENCO)
Mrs L Beach-Wyld	BA	
Mrs M Bell	BA	Team Leader: Business Studies
Mrs L Bennett	BA	Joint Team Leader: English
Miss R Bourke		Mathematics
Mrs L Bramley		Health and Social Care
Mr T Bridge		Geography
Mrs D Bushell		Mathematics
Mr A Cammish	BA, MA	Team Leader: History
Mr J Carter	BSc	Assistant Principal
Mrs S Chamberlain		Science
Mrs D Clifton		English
Mr I Coward		Team Leader: Upper School, PE
Mr M Creasey		Design Technology
Mrs J Davenport	BA	English and Performing Arts
Mrs F Ebdon	BA	English and Humanities; Assistant Team Leader Upper Sch
Mr J Foot	BEd	Team Leader: Physical Education
Mrs H Foot	B Ed	Physical Education
Mr P Fraser		Science: Lead Teacher BTEC
Mrs E Fry		Design Technology
Mrs S Green		Swimming Instructor
Mrs T Green		Science: Lead Teacher: Biology
Mrs A Hackett	M Ed	Team Leader Performing Arts; Physical Education
Mr J Halliwell	BA	Team Leader: Design Technology
Mrs C Hewerdine	BA	Assistant Principal
Mr K Hodges	BA	Modern Foreign Languages
Mr D Holford	BSc	Head of Digital Development
Mrs J Hollingsworth	BA	Art, Publicity Officer
Mr D Inman	BSc	Assistant Principal
Mr M Kiani		Joint 2 nd in English, Assistant Head of Sixth Form
Miss H King		Science
Mrs K Lamming	BA	Vice-Principal
Mrs L Lawrence		Food & Nutrition, Textiles
Mr K Li	BA (Hons)	Team Leader: Computing
Miss R Lobley		Mathematics
Mr H Lloyd	BSc	Mathematics
Mrs M Marcinek		Modern Foreign Languages
Mrs J L Marriott	BA	Team Leader: Psychology & Sociology
Mrs C Moore	BEd	Physical Education, Team Leader: Lower School
Mrs M Morrell	BA	History, Gifted & Talented Co-ordinator
Mr J Murdoch	BA	Joint 2 nd in English
Mrs E Newnham	BSc	Business Studies
Mr N Padgett		Joint Team Leader: Mathematics (KS4)
Mrs C Pepper		Mathematics

Mrs L Price	BA	Joint Team Leader: English, Distance learning Co-ordinator
Mr R Ritchie		Joint Team Leader: Science; D of E Co-ordinator
Ms A Robins	B Ed	Psychology
Mr C Robinson		Team Leader: Religious Education
Miss D Rowe	BSc, MA	Joint Team Leader: Mathematics
Mrs A Samson		RE
Mr G Sargeant		Computing
Miss R Sewell		English
Mrs J Shaw	BA	Team Leader: Geography;
Miss L Sheard		Mathematics
Mrs S Smith		Music
Miss A Southall	BSc	Physical Education
Mrs K Stevenson		History & Travel and Tourism
Mrs L Suckling		Joint Team Leader: Modern Foreign Languages
Mr A Sutcliffe	BA	Joint Team Leader: Modern Foreign Languages
Mrs E Tierney		Computing
Mrs D Thompson	Ph D	Science
Mrs J Turner	BSc	Principal
Miss S Ward		Religious Education
Mrs G Watson		Art & Design
Mr H Wells		English
Mr S Wilson	BSc	Joint Team Leader: Science:
Mrs J Woods	BSc	Joint Team Leader (Food & Textiles), Assistant Team Leader: Lower School and Co-ordinator: Student Voice
Mr N Wood	BA	Geography
Mr A Wright	BA, MSc	Vice-Principal
Mr N Xystouris		Business Studies & Mathematics

SUPPORT STAFF

ADMINISTRATION STAFF

Ms H Marriott	-	PA to the Principal/Administration Manager
Mrs D Barnes	-	Senior Clerical Assistant
Mrs E Evans	-	Clerical Assistant
Mrs K Priestley	-	Clerical Assistant
Mrs L Sirrell	-	Clerical Assistant
Mrs L King	-	Receptionist/Clerical Assistant
Mr J Terry	-	Examinations Officer

CARETAKING STAFF

Mr P Olliver	-	Senior Caretaker
Mr I Wallis	-	Assistant Caretaker
Mr D Peacock	-	Assistant Caretaker

During holiday periods caretaking staff normally work the following daytime hours:-

Caretaker 7.30 a.m. - 12.30 p.m. 2.00 p.m. - 5.00 p.m.

CLEANERS

Ms J Chapman	-	Cleaning Supervisor
Mrs E Franklin	-	Cleaner
Mrs G Meen	-	Cleaner

Mrs M Smith	-	Cleaner
Mrs J Cooling	-	Cleaner
Mrs R Paffett	-	Cleaner
Mrs L Clayton	-	Cleaner
Mrs L Buckley	-	Cleaner
Mrs L Clifford	-	Cleaner
Mrs L Shipston	-	Cleaner
Mrs K Priestley	-	Cleaner
Miss R Rud	-	Cleaner
Mr P Beeley	-	Cleaner
Miss N Cassar	-	Cleaner

COVER SUPERVISORS

Mrs L Miechowski	Cover Supervisor
Mrs M Keeling	Safeguarding Officer & Cover Supervisor

FINANCE STAFF

Ms C Osborne	-	Business Manager
Mrs T Wall	-	Finance Assistant
Mr S Grist	-	Business and Finance Apprentice

INVIGILATORS

Mrs J Hoenes	-	Senior Invigilator
Mrs J Bee	-	Invigilator
Mr D Keeton	-	Invigilator
Mr D Newman	-	Invigilator
Mrs C Pepper	-	Invigilator
Mr C Pepper	-	Invigilator
Mr J Tyerman	-	Invigilator
Mrs J Pedge	-	Invigilator
Mrs V Sargent	-	Invigilator
Mr S Burrows	-	Invigilator
Mrs H Wensley	-	Invigilator
Mrs K Thompson	-	Invigilator
Mrs C Douglas	-	Invigilator
Mrs J Nicholls	-	Invigilator
Mr D Powell	-	Invigilator

MIDDAY SUPERVISORY ASSISTANTS (MDSA)

Mrs J Hoenes	-	MDSA
Miss N Cassar	-	MDSA
Mrs J Kimberley	-	MDSA

STUDENT SUPPORT OFFICERS

Mrs L Sargeant	-	Senior Student Support Officer
Mrs J Thompson	-	Student Support Officer
Miss K Manners	-	Student Support Officer (Pupil Premium)
Mrs T Wadsley	-	Student Support Officer
Mrs S Emerald	-	Student Support Officer

TEACHING ASSISTANTS

Mrs J Longney	-	Teaching Assistant
Mrs G Meen	-	Teaching Assistant
Mr C Morey	-	Teaching Assistant
Mrs P Phillips	-	Teaching Assistant
Mrs R Carpenter	-	Learning Support Supervisor
Mrs M Winn	-	Learning Support Supervisor
Mrs K Wymer	-	Teaching Assistant
Mrs E O'Rourke	-	Teaching Assistant
Mr N Robson	-	Teaching Assistant
Mrs M Gaunt	-	Learning Support Supervisor/Attendance Officer
Mrs M Keeling	-	Learning Support Supervisor/Safeguarding Officer
Miss P Slessor	-	Teaching Assistant
Mrs S Edgar	-	Teaching Assistant
Mrs J Woodrow	-	Teaching Assistant
Ms A Stoten	-	Teaching Assistant

TECHNICIANS

Mr G McIntosh	-	Systems Manager
Mr C Drew	-	Senior ICT Technician
Mr T Subden	-	ICT Technician
Mr Z Necipor	-	DT Technician
Mrs K Priestley	-	DT Technician
Mrs S Terry	-	Science Technician
Mrs Hoenes	-	Hospitality Assistant
Mrs H Ellis	-	Science Technician (Admin)

Heron's Gym

Mr K Mahfouz	-	Gym Manager
Mrs K Anderson	-	Swimming Teacher
Miss K Shone	-	Swimming Teacher
Mr C Dearden	-	Business and Administration Apprentice

VISITING TEACHERS

Johnny Milan: Guitar
Mary Pinkney: Cello (LMS)
Lynne Fergusson-Jones: Voice (LMS)
Christina Brangwyn: Strings & Piano
Thomas Broadley (Drums)
Jane Foster (Music)

NURSERY STAFF

Mrs N Pratt	-	Nursery Manager
Mrs S Towers	-	Deputy Nursery Manager
Mrs G Woodall	-	Deputy Nursery Manager
Mrs S Parsons	-	Nursery Assistant

Mrs T Thorpe	-	Nursery Assistant
Miss K Doel	-	Nursery Assistant
Mrs S Clarkson	-	Nursery Assistant
Miss S Fowles	-	Nursery Assistant
Miss H Smith	-	Nursery Assistant
Mr N White	-	Nursery Assistant
Mrs M Robinson	-	Nursery Assistant
Miss K Whitlock	-	Nursery Assistant
Miss C Holden	-	Nursery Assistant
Mrs R Paffett	-	Nursery Catering Assistant

ACADEMY FACILITIES

The Academy buildings are extensive and house a wide range of excellent facilities for student use. Externally, the governors have pursued a policy of enhancing the overall environment of the Academy and this has led to major re-landscaping and planting of various areas outside, and major refurbishment inside. All classrooms have recently been refurbished. We believe that our students and staff are entitled to an aesthetically pleasing workplace of which they can be proud.

Obviously, the best way to appraise the facilities is at first hand, but a brief description of some of the major features is given below.

Sports Complex

We have excellent sporting facilities: nine hard-surfaced tennis courts, high-quality all-weather cricket nets, football and rugby pitches, a gymnasium, a bespoke fitness centre (Heron's Gym), a sports hall and an indoor, heated swimming pool.

Concert Hall/Drama Studio

Our Concert Hall, capable of seating around four hundred, has professional standard lighting and sound equipment and we have a reputation for the quality of the dramatic and musical productions we have staged there. The adjacent Drama Studio provides a specially designed location for drama and performing art lessons which are a popular part of the curriculum.

Science

The Academy has eight purpose-built laboratories, all of which have been recently refurbished.

Music Block

The Music Department has its own separate specialist suite of rooms, practice facilities and the additional services of peripatetic music staff. A new Music Technology resource centre has been added, and one room has been equipped with electronic music facilities. The music block was refurbished in 2014.

Technology

The Food, Nutrition and Textiles departments are housed in four specialist rooms. The two food laboratories have been completely refurbished recently to provide first class, state-of-the-art facilities. DT Graphics, Resistant Materials, Electronics and Engineering are undertaken in a suite of six rooms which have recently been re-designed and where ready access to computers is available.

Art and Design

Three specialist Art rooms provide facilities for all aspects of Art and Design, computer graphics, textile printing, pottery, photography and multi-media projects.

Business Studies Suite

This thriving area of two rooms has its own base including networked PCs.

Information Technology

The Academy has first class IT facilities and leading edge wireless access across the site.

Subject Rooms

In addition to the rooms used primarily for practical/technological subject use, there are suites of classrooms used by the English, Mathematics, Humanities and Modern Languages departments. All classrooms have permanent computing terminals, many also supporting interactive whiteboards. A new RE and Social Sciences block was completed in September 2018.

Sixth Form Centre

The Centre is the social base of the sixth form life and also contains traditional study areas, careers and tutorial rooms and three sets of self-study computers. A separate handbook is available on request.

NURSERY

Our Nursery is a truly magnificent service. For over 20 years it has nurtured and educated hundreds of babies, toddlers and little ones superbly well. Following recent expansion and refurbishment the Nursery offers places to 68 children within a self-contained but integral part of our site. Nicola and the team have created a beautiful, high quality environment for all the little ones in their care.

Currently there is a waiting list and parents/guardians wishing to place their child/children on the list must do so at the earliest opportunity.

The Nursery which is registered with OFSTED can cater for children from 6 weeks onwards. Qualified and experienced NNEB/NVQ staff organise a varied programme of activities for each day.

Hours of opening

The Nursery facilities are available Monday to Friday all year between the hours of 8.00 a.m. and 6.00 p.m. as required. Places are usually booked on a full time or regular part time basis. The Nursery is closed on all public holidays

HERON'S GYM

See Heron's Gym website for details of our community gymnasium/swimming facilities/classes managed by the academy. Heron's has over 450 members. It provides high quality leisure and swimming pool service for the community enabling local access to avoid travel to Lincoln and Sleaford.

COMMUNITY LIBRARY

A community Library has been preserved in the village thanks to the excellent work of local volunteers, co-ordinated by Branston Parish Council. The academy hosts the community Library within our site. The community Library is combined with the school Library in order to increase the efficient and effective operation of both.

CURRICULUM

The curriculum is at the heart of what a school does. At Branston, we aim to give each student a balanced 'entitlement' covering the full range of mathematical, linguistic, technical, scientific and artistic areas. This means maintaining and demanding from students a large number of examination courses post-14.

We believe that parents play a vital role in their children's education. Each September, 'Curriculum Guides' are published so that parents understand what is going to be taught and can support their children in their learning.

In Year 7, students are placed in English and Mathematics sets based on their KS2 results; students are taught in mixed ability groups for all other subjects. Academy staff visit primary schools towards the end of Year 6 in order to meet the pupils and to gather information and make sure that, wherever possible, students are placed in teaching groups and tutor groups with at least one friend.

At Branston, we recognise that students may be strong in some subjects and weaker in other so we do not have fixed ability bands. Instead, from the start of Year 8, each subject department decides on the most appropriate grouping of students within their own area. Some departments choose to continue with mixed ability teaching while others place students in teaching groups based on their ability and aptitude in that subject. Thus it is perfectly possible for a student who excels in one area to be in a high ability group for that subject while, at the same time, being placed in a middle range or support group for another area of the curriculum where he or she is less gifted. Where necessary, transfer to another group can take place without affecting any other subject. We also recognise that even within a "set" students will have many different needs and skills.

At the present time, all students have the opportunity to take up to ten subjects at GCSE. In fact, our top 25% of students have each achieved an average of over ten subject grades of A*, A, or B or equivalent. Currently, Key Stage 4 students take English, Maths, Combined Science and RE. The majority also take a humanities subject and a foreign language. They have access to an arts subject, and Technology, Business Studies, PE and Citizenship. In addition to the full range of traditional GCSE subjects we currently offer vocational courses in Business, Health and Social Care, Travel and Tourism, Engineering and Computing – all of which are equivalent to GCSE. This important development widens the range of approaches used to assess the differing abilities of students and has helped to raise achievement levels for many students. The curriculum pattern at KS4 evolved in light of Government guidelines to ensure access to the English Baccalaureate and the Branston Baccalaureate.

Similarly, at 'A' and A/S level, we offer around twenty different subjects with over 500 choice combinations. A BTEC level 3 course is offered in Travel and Tourism, Business, Science, Music, Health & Social Care, and Sport. We also offer BTEC level 2 courses in Travel and Tourism, Business Studies and in Health & Social Care, and re-sit English and Maths courses.

The separate booklets 'Key Stage 4 Curriculum' and 'Sixth Form Handbook' are available on request.

At Branston, our curriculum is designed to enable all individual students to achieve their full potential, regardless of their academic ability. Similarly, the teaching methods used within the Academy employ a range of approaches intended to help all students develop their true abilities. A high proportion of our students stay on in the Sixth Form from which many go on to university, but we are equally concerned to provide a curriculum for achievement, and a foundation for life, for all.

If parents have any concern about their child's curriculum then they should contact the Tutor or Head of School in the first instance. Other staff will be consulted as appropriate. Parents can request to see their child's Academy records by appointment at a mutually convenient time. Under ERA 1988

Section 23, parents can make a formal complaint to the governing body about the curriculum or any related matter. Details about procedures can be obtained from the Principal in the first instance. (See also page 35 general complaints procedure).

INDIVIDUAL YEAR TIME ALLOCATIONS

Students are taught the following subjects for the number of thirty-four minute periods indicated. The teaching week was increased from September 2000 to give more learning time. The allocations intended for September 2018 are:

Year 7

English 6, Maths 5, Science 4, Drama 1, Computing 1, French 5, PE 4, Geography 3, History 3, RE 2, Music 2, Art 2, DT 2, Food, Nutrition & Textiles 2, Tutorial (inc. Citizenship) 2

Year 8

English 6, Maths 6, Drama 1, French 4, Computing 2, Personal Finance and PE 6 or German and PE 6, History 2, Geography 2, RE 2, Music 2, Art 2, DT 2, Food, Nutrition and Textiles 2 Tutorial (inc. Citizenship) 2

Year 9

English 6, Maths 6, Drama 1, French 3 or 4, PE 2 or 4, ICT 2, Spanish 3, Science 6, History 2, Geography 2, RE 2, Music 2, Art 2, DT 2, Food, Nutrition and Textiles 2, Tutorial (inc. Citizenship) 2.

Years 10 & 11

Students spend four periods on each full GCSE subject they study, with the following exceptions:

- i) English and Maths both have 6 or 7 periods.
- ii) GCSE Religious Education takes two periods.
- iii) Active Tutorial Work has two periods.
- iv) All students have two periods of curriculum intervention

Years 12 & 13

Timetables are individual and details are available in the sixth form booklet.

HEALTH POLICY

Our policy is expressed at the Academy not only through our normal academic and pastoral arrangements, but through the whole Academy environment.

We aim to provide a caring, supportive atmosphere and offer opportunities for students to acquire factual information so enabling them to make informed choices. We promote the development of personal skills such as decision-making and assertiveness and foster the development of self-esteem. Students are given opportunities to explore attitudes, values and beliefs and to correct misinformation and myth.

Health Education is delivered across the whole curriculum as a cross-curricular theme, with special modular courses on specific topics of health being delivered as appropriate through the specialist subject curriculum, the Active Tutorial Programme and RPSE. From time to time additional opportunities are timetabled such as theatre group visits, residential courses, visiting speakers and work experiences. A balanced range of teaching methods is employed giving students opportunities to assess evidence, make decisions, negotiate, solve problems and work individually.

The Health Education opportunities are regularly reviewed and monitored in order that we can be flexible and respond where necessary to changing trends and extra needs.

RELATIONSHIPS & SEX EDUCATION

Sex education is a crucial part of preparing children for their lives now and in the future, as adults and parents. It is therefore taught as part of a programme of personal and social education in which religious education also figures.

Aspects of relationships are explored as soon as a student enters the Academy; this is through the Health Education programme across the curriculum and specifically in Active Tutorial Work. Reproduction is taught in the KS3 Science curriculum and from Year 9 a more specific course forms part of the Religious, Personal and Social Education (RPSE) programme. Aspects of sexual development, contraception, sexually transmitted disease, Aids and sexual relationships are discussed in a more intimate manner.

The aims of this course are to equip students with correct information and to foster the discussion of relationships in a sensitive and appropriate way, so to raise self-esteem. This helps students to make informed decisions, aware of the possible consequences of their actions. Students are also given information about caring and advice-giving agencies provided by the wider community.

Scientific aspects of sex education, such as the biology of reproduction and the mechanisms of viruses such as AIDS HIV are also covered in our Science programme of study and often in the lower school.

The Governing Body policy is that all students should study the SRE course, which is regularly updated and reviewed. In law parents may withdraw their children. If any parents wish to exercise the right to withdraw a child from the scientific, ATW or the RPSE programmes of SRE at the Academy they should contact the Principal, but we would very strongly advise against such a withdrawal. Parents are welcome to make an appointment with the relevant Key Stage Manager if they wish to know in more detail the content and approach of the Academy programmes.

RELIGIOUS EDUCATION

Branston Community Academy is non-denominational. Religious Education, which has an important place in the curriculum for all students, is taught in a multicultural context in which Christian values and beliefs are compared and contrasted with the beliefs of other world religions.

In Years 7 - 13 all students follow a compulsory Religious Education Course. In Years 10 - 11 the course is Religious Personal and Social Education within which Moral and Religious decision-making play an important part. The majority of Year 11 are entered for the full course GCSE examination. In Years 12 and 13 it is part of the tutorial programme. Each morning the student body is asked to reflect on a "Thought for the Day".

By law, parents may ask for their child to be excused from Acts of Worship and Religious Education lessons. In such cases, the student will be allowed to study privately in accordance with their personal beliefs in a separate office within the Humanities department. It is the responsibility of the parents to provide suitable study material.

CAREERS EDUCATION

The Academy has a well-established Careers Education programme that continually evolves taking into account the changes that occur within our society. Aspects of Careers Education are covered in Year 7 and 8 and the programme becomes more formal in Year 9. Students may ask for advice at any time during their school career. It is the aim of the programme to provide up to date information, resources and advice that allows students to make informed decisions about their future. It hopes to give them a broad understanding about the world of industry and commerce and prepare them for the transition from the Academy to employment or further education.

An integral part of the programme is the work experience week undertaken by all pupils in Year 10, and Year 12.

The Academy works alongside outside agencies – including a wide range of employers and the Educational and Business Partnership. A Careers adviser attends the Academy at least once a week to interview students in Years 9-13. The Careers Office is normally available to students during the lunch hour and the Head of Careers and Guidance is on hand to help with any enquiries. Years 12 and 13 also have their own Careers Room within the 6th Form.

Parents are also welcome to contact the Academy to discuss issues by making an appointment via the General Office.

You will find a dedicated Careers page on the Academy website.

PERIPATETIC MUSIC

At any one time over 35 students are likely to be in receipt of peripatetic music at the Academy, usually in pairs or small groups. They enjoy their music-making, and we enjoy watching their progress. Such students will be given 20 minutes leave from other lessons (on a rotating timetable to avoid always missing the same lesson). They must in return follow all the internal procedures relating to this, attend the sessions punctually and undertake to make up for any other subject work missed. There is also an expectation that students who are given these lessons will play in the Academy Ensembles.

There is a charge for lessons, to cover the cost of the charge to the Academy for the use of the LEA peripatetic music teachers. This is payable termly or half-termly in advance. Details available on request. Demand may exceed supply, and students may be placed on a "waiting list", or not selected at all initially. There are a number of selection criteria that are used by the peripatetic tutors, in consultation with the Music Department. These include: the student's perceived eagerness for and commitment to learning the instrument; the ability of the student to benefit from the lessons, including the physical suitability of the student to the instrument, and the possession of some average aural ability (i.e. a reasonable "musical ear". An "audition" will probably be required); the likelihood of the student participating in and contributing to Academy music making in due course. There has been a County Council fee assistance scheme which can sometimes help very low income families. Please contact our Head of Music about this scheme.

Parents should note that it is Academy policy that students in receipt of private music lessons (on the same instrument) will not normally be allocated any peripatetic music sessions by the Music Department. This is partly to spread as far as possible the available time among students who are not otherwise receiving tuition, and partly because of difficulties that can arise as a result of a student having two different teachers for the same instrument. The Head of Music is always prepared to discuss individual cases.

Regular periods of practice (not necessarily long) are essential in the learning of any musical instrument, especially in the early stages. Reports on progress are made by the instrumental teachers and if satisfactory progress is not maintained over a period of time lessons may be discontinued.

Those who are in receipt of peripatetic lessons normally continue them throughout their Academy career, and will be encouraged, after a year or two, to purchase their own instrument in order to continue their studies. We may be able to put you in contact with the County Music Service instrumental purchase scheme. Those instruments on loan from the Academy must be treated carefully, and the Academy may ask for payment by the student of any repair work found necessary on an instrument while on loan. It is therefore suggested that the replacement cost of the instrument be added to your householder's insurance policy. The instrumental teacher can advise on replacement cost.

For further information, clarification or help, please contact the Head of Music, who co-ordinates and oversees the peripatetic programme, and who will be pleased to respond to any query about cases of a financial nature.

COLLECTIVE WORSHIP

Theme for the week/thought for the day

As part of the moral and spiritual aspect of Academy life, students are offered a daily space for contemplation, in tutorial or assembly.

Each day's short "thought" acts as the "trigger" or focus and is followed by communal silence, in order to give everyone an opportunity to think their own thoughts, in reflection on Life, Values, Meanings.

Students should be made aware that there is no intention to instruct them what to think. Different individuals, as well as different age groups, will no doubt use this private, but communal contemplation differently, and this should be explicitly acknowledged. Some of our students will be 'religious', some will not, many will not quite know. But all are invited to use the thoughts for the day.

Of course there are values implicit, or sometimes explicit, in the thoughts. These broadly reflect our cultural, moral and spiritual heritage, but the invitation to silence allows individuals to respond in their own way. The most significant part of the experience is perhaps not the content of the "trigger", but the implicit declaration by the Academy in the daily invitation to participate in personal but communal contemplation that there is a "spiritual" side of life.

The "thought for the day" can be used in many ways, at the discretion of the tutor and year team, and students could be invited to participate in exploring, responding to, or simply reading out the themes and thoughts. Staff or students may wish to relate the themes and thoughts to current events and issues and to say briefly what the thought might "mean" to them.

EXAMINATION ENTRY POLICY

All Year 11 students are eligible to take GCSE and vocational examinations through one of four awarding bodies, which are OCR, AQA, Edexcel and WJEC. BTEC First and National, A/S and A level courses prepare students for examinations offered by OCR, AQA and Edexcel.

Traditionally, Branston students have achieved excellent examination results. An analysis of the most recent results appears at the end of this handbook.

Proposed examination entries are discussed fully with students and parents and the Academy pays entry fees for those examinations it agrees are suitable on educational grounds for each individual student to enter.

In the very small number of cases in which a student, having been entered for an examination, fails to attend for any reason other than accident or illness, the student/parent will be invoiced for the appropriate fee. All external students pay their own fees.

On receipt of results in August, students and parents may choose to challenge a particular grade awarded by one of the boards. The fee for this service is generally paid by the Academy. In cases in which the Academy does not support a re-mark however, the student/parent will be expected to pay for the service.

ENSURING ACADEMIC PROGRESS

Academic progress is monitored closely and rigorously.

At the heart of this is high quality work within curriculum teams. Frequent meetings at Head of Department level and within subject departments, have led to a common purpose, the pursuit of excellence, and the establishment of detailed schemes of work which are under constant re-appraisal. Staff are concerned with the most effective delivery of the curriculum to promote learning and, therefore, careful monitoring of the success of teaching styles and learning strategies is seen as essential for teachers and for individual students.

Monitoring of individual students is largely achieved through

- a) Student Year Planners
- b) Curriculum progress “trackers”
- c) Whole school progress monitoring
- d) Academy Reports
- e) Effort Grade Monitoring
- f) Mentoring of students.

a) Year Planners

The Academy issues year planners to students each year. These are a means of communication between parents and staff and also provide a homework diary for students. Staff comment on the work and progress of students, be it to praise or rebuke and this information is monitored by the tutor, acted upon and passed on to the parent. Letters from home to tutors or subject teachers can be written in the yearbook unless, of course, the information is of a more confidential nature and would be more suited to a separate communication.

Student year planners provide a vital link for staff and parents.

b) Academy Reports

Branston Academy reports seek to include not only the best of the traditional written reports but also to provide positive goals for students to work towards by identifying progress in key areas in order to motivate students to do their best. Reports include details of academic performance with clear indication of year group standards, while progress information is included where appropriate. Reports for Year 7 - 9 show the student's attainment, where appropriate, in each subject and set targets for future improvement. At all Key Stages, progress checks are issued three or four times each year.

The Academy analyses student results to ensure progress is in line with ability. When students are considered to be “underachieving”, parents are notified by letter so that they can contribute to discussions. Similarly where students are performing at a high level parents are informed to enable praise to be given.

c) Targets

Target grades are generated from students' previous attainment or aptitude. These are then monitored across a Key Stage against estimated grades from subject teachers.

f) Mentoring

Individuals work alongside staff and student mentors for specific support for a variety of reasons.

HOMEWORK

At Branston, we expect all students to do homework of an amount and type suited to their ability. Regular checks are made to monitor the setting and marking of homework and parents are asked to support the development of good homework habits by checking that homework is undertaken in an appropriate manner and completed on time.

Homework enables students to develop their skills and interests in all subjects and is often an opportunity to learn how to work independently, an essential skill and habit to cultivate.

The following outlines the approximate duration of each year group's homework. The homework timetable in the yearbook will show which subjects are set for each night.

<u>Year(s)</u>	<u>Time per subject</u>	<u>Number of subjects per day</u>
7	20 minutes	2 - 3
8 & 9	30 minutes	2 - 3
10 & 11	50 minutes	2 - 3
12 & 13	2-3 hours	Depending upon individual timetables

Branston Community Academy sees homework as a vital component in student progress and we ask parents to support our effort to develop good homework habits.

Organisation

1. Assistant Principal (CA) prepares the homework timetable for years 7-9 at the beginning of the Autumn Term. GCSE courses set homework once per week based on when the lessons occur.
2. Assistant Principal (CA) issues each KS3 student a homework timetable for the week.
3. Assistant Principal (CA) will arrange to monitor the record of homework set to all years.
4. Staff should ensure that homework is set according to the above timetable and is accurately recorded in the Year planners of all students in years 7-11. Staff should ensure that all students know what has been set for homework.
5. Any complaints about homework should be passed to Assistant-Principal (CA) who will investigate the circumstances.
6. Homework should be relevant to the current needs and studies of the class. Students of differing abilities may require differing types of homework.

Extended Learning Tasks

Extended learning tasks are set in KS3 (Year 7 though to Year 9). Over the period of an academic year each subject will set at least one extended learning task. These are the same as a homework that lasts more than one week. Each task will require students to work independently conducting research, making notes, manage their time, develop their ideas and meet deadlines. These are core skills and are essential to success in later academic study and in the workplace.

Set over a period of weeks students are given an advice sheet and additional materials from their teacher and support either in class or at lunch times. There may also be check points to monitor progress.

Each piece of extended learning has advice on the time that should be allocated to completing the task. This does not exceed the amount of time that would normally be spent on that subject over the same time period.

PASTORAL CARE

Branston Community Academy is a large institution, but our tutorial system aims to create within it smaller units, in which each individual counts, and feels secure. The Academy has earned a reputation for being a "caring" school and we pride ourselves on the pains we take to look after all our students.

Almost all teachers act as tutors, and provide the personal face of the Academy for the students in their tutor group. The overall aim is to create smaller family groups within the larger Academy environment, so that every student is known well by someone, and knows someone well enough to regard him or her as a sympathetic guide and helper.

Students meet twice daily with tutors, at morning and afternoon tutorial/registration. There is a rota of assemblies in the Concert Hall. Otherwise tutor groups are with tutors for daily notices, Thought for the Day and individual as well as group discussion. A daily opportunity is given for spiritual reflection. In addition, all tutor groups have longer sessions together each week. During these tutorial periods, a variety of activities takes place, including assemblies, individual contact between tutor and student and tutor group discussion on Academy issues. A sequence of planned activities or lessons, led by the tutor, forms the heart of the pastoral course. Through the first five years of compulsory schooling, and on into the Sixth for those who stay with us, we intend these tutorials to contribute to the overall personal and social education of our young people. We aim to help them gain confidence and maturity through meaningful discussion and consideration of themselves as part of the school and society. We also seek to impart at various points in their school career, important knowledge and attitudes concerning a range of topics, including for example, elements of careers, health education, citizenship and other cross-curricular themes within the National Curriculum.

Heads of School lead each team of tutors, and with them are responsible for all the students in the year group. The tutorial team meets formally every three weeks to review and develop the pastoral programme and to monitor the overall progress and needs of their year group.

In the first instance it is the tutor who should be turned to by students or parents over any queries or difficulties that arise. Both tutors and parents are able to turn to the Head of School for support if any matter cannot be otherwise resolved. If the problem is of an especially serious or difficult nature, Senior Staff or the Principal may be called upon to advise. Tutors usually remain with their students and parents from Year 7 to Year 11 in order that longer term knowledge and relationships may be built up.

SAFEGUARDING

Branston Community Academy is committed to safeguarding and promoting the welfare of students and young people and rigorous Child Protection procedures are in place. All staff are subject to enhanced Disclosure and Barring Service (DBS) checks.

Our Designated Senior Person is **Mr A Wright, Vice-Principal**. If students/parents/carers have any concerns or wish to discuss or report any safeguarding matters please speak to Mr Wright.

Further information is available on our website.

PRAISE AND PUNISHMENT

Our aim is to control the Academy with skill and care and to develop in our students a mature attitude and a sense of social responsibility.

In order to maintain a smooth running, supportive, friendly environment, we have only one rule: "We will act with consideration and respect towards others at all times". Everything good follows from that. There are, however, guidelines on the Branston approach, which are made known to students by their tutors. These guidelines are written in the student planner for student and parent reference.

Credits, recorded in the student Planner, are awarded in Years 7-9 for industry or contribution to Academy aims. Students are awarded Bronze, Silver and Gold Certificates according to the number of credits they accumulate during the year. Termly totals are recorded and a Championship Shield is presented to the highest achieving tutor group at each end of year assembly. This is keenly contested.

We issue a certificate known as a Commendation to students of all years who have shown outstanding progress or achievement during the Academy year. Awards are made for sporting merits, for club and social events, and service to the Academy, as well as for academic achievement. Staff use comments in the Student Planner to praise students and to inform parents.

Students who misbehave, disrupt lessons or who do not work to their full ability will find that correction is necessary. Punishments vary from additional work and detentions to daily reports, withdrawal of privileges and internal or even external exclusion. Students on daily report have to collect a comment from each teacher at the end of a lesson, and these comments are discussed with the Head of School at the end of the day. In all serious cases parents will be asked for their support and invited to an interview at the Academy.

Parents may also wish to know of a Academy scheme designed to support civilised, non-disruptive classroom behaviour. Any student who falls into the small minority whose behaviour is disruptive of good learning, may be temporarily removed by the subject department to a different classroom. The Head of Department will see that parents are informed, should this be necessary more than once. In these cases, further isolation measures, if necessary removing a student from all of his or her classes for a period, may be decided upon, by the pastoral Heads of School, in order to ensure that our students' precious lesson time is not disrupted by an un-cooperative student. Again, parents are always informed of any action taken at this more serious stage. In practice, this further isolation is an infrequent occurrence.

We are pleased to say that praise significantly exceeds punishment and our view would be that ultimately it is praise and encouragement that will do most to ensure that our shared aims for the students will be fulfilled.

Students in Years 10 and 11 are awarded certificates and prizes based on accumulation of a number of purple slips given for positive achievement. At the end of each academic year outstanding achievement and progress is rewarded by a Heads of School Award. Students in all years receive Personal Skills awards based on attendance, punctuality and smart Academy dress.

The November 2014 Ofsted report stated that "The behaviour of students is very good. They feel safe in the academy and are polite, friendly and work very well together. Relationships between teachers and students are excellent."

BULLYING

Our whole school behaviour policy emphasises that we will first of all promote expectations of good behaviour within the Academy, and make it clear that these expectations are grounded in the fact that people do and should care about each other.

Bullying is a direct contradiction of this, and although the Academy is a calm, orderly and pleasant place, the staff here have evolved a policy on bullying, as part of the behaviour policy, and as our contribution to the national campaign to eliminate bullying as far as is humanly possible. Parents may be interested in the following extract from the Academy staff handbook:

"We have to accept that, although we are relatively lucky in the nature of our student intake, unacceptable behaviour such as bullying, whether verbal or physical, may occur in any school".

Cases of bullying, including the less overt kinds, should be confronted as they are clearly against our personal and institutional values.

The best protection against bullying is our overall ethos, but specifically we aim to

- i) Create the climate where anyone who is bullied will report it, in the certainty of a sympathetic hearing, and our support.
- ii) Follow up reported instances, with two main strategies:
 - a) An attempt to create empathy among possible bullies (and the whole community) in the belief that truly imagining the effect will discourage bullying tendencies.
 - b) A resolute refusal to accept bullying, and a communication of the fact that if all else fails, all sanctions will be used against bullies in support of our values and to protect possible victims."

"Behaviour in lessons and around the Academy is excellent....students feel safe. Bullying is rare and students are confident that teachers deal with it effectively" (Ofsted)

What parents can do to help

Perhaps the most important single anti-bullying point we try to get across to our students (apart from encouraging them to behave with consideration) is that they must report any instances of bullying, with time, place, details if possible. We were encouraged by the OFSTED inspectors' comment that "pastoral teams support their students very well, value their views and create a caring ethos" and that "relationships throughout the Academy are very good. We feel the atmosphere of trust this creates help students report where necessary". We would ask you as parents to encourage students in the same way never to keep silent, but to report (and of course to do the same yourselves as parents) so that we can investigate and take action where indicated.

DRUGS POLICY

Drugs abuse has infiltrated our society, even in rural Lincolnshire. Thankfully, the Academy has as yet had very few problems in this area at all on site, but Academy staff are aware that all young people in our society have, if they wish, access to drugs outside their school.

However, the policy of the Principal and staff is quite straight-forward. The Academy is a "drug free" zone. Whatever may or may not be the case in the Lincoln area, or outside the Academy gates, no drug use or possession will be allowed. Anyone found on the Academy site in possession of drugs, or to have taken them, is liable to permanent exclusion from the Academy. Moreover, the Police will also be involved. If it ever became necessary, the Academy would not hesitate to instigate spot

searches to keep the Academy site drug free. We know that our students support this stance, which is taken for their protection.

Note: In addition cigarettes (including E-Cigarettes and Shisha pipes/pens) are banned from the academy site.

The Governing Body of the Academy has formally endorsed the above policy.

ITEMS NOT ALLOWED ON SITE

The following items are banned from our site:

- Any form of weapon;
- Alcohol, tobacco, e-cigarettes and any form of drug;
- Chewing gum
- Energy Drinks
- Smart Watches

We welcome your support in ensuring that these items are not brought to school. Possession of some of these is likely to lead to permanent exclusion.

Whistleblowing Statement

Students are often the first to notice if there is something seriously wrong with another student, whether that is something happening outside or inside school. Sometimes it is difficult to know what to do and sometimes nothing is done because we feel it is nothing to do with us or that to speak up would be telling tales. Sometimes students may feel that they will get into trouble for saying something or that they might get picked on by others.

At Branston we are committed to student safety and the safety of all the students in the Academy and it is our job to help and to act if this is in any way compromised. If a student or anyone they know is in a situation which they feel could cause harm to them or to others we encourage the student to speak to a member of staff who will take their concerns seriously and help them decide what the next steps should be. In the first instance the student should talk to their form tutor; if this is not appropriate then they should talk to their Head of School, any other teacher or a member of the Senior Leadership Team. Anything they say will never be discussed with other students except in consultation with them. Students may also make use of the 'Confide' system available on every school computer.

Remember, if a situation is ignored or a student chooses to do nothing, they are saying that whatever is happening is acceptable. We know from our students that they feel safe and supported in school and this is at the heart of what makes our community so special. Please help us to keep it this way.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

The Academy identifies and acts upon the Additional Educational Needs of students, be they learning difficulties within a specific subject area, such as reading or, indeed, excellence in a particular field such as languages or music, for example.

If a student is perceived to have a particular learning need then help is available in a variety of ways. Parents will always be informed when this occurs and their opinions sought. They will be kept informed by the Special Education Needs Co-ordinator (Mrs Bayes-Green) of their child's progress. Individual education plans will be drawn up where necessary. In cases where the student's progress still gives cause for concern the help of additional outside agencies will be sought by the Academy; again this will be in consultation with the parents. Support classes, where a small number of students can have the benefit of specific targeting of their problems, exist in English and Maths and enable students to gain confidence at their own pace. Year 12 and 13 students are able to give additional encouragement by providing assistance with reading on a regular basis in a paired reading scheme. Students who have an EHCP for Specific or General learning difficulties receive help appropriate to their specified needs.

The gifted child is also catered for. Students of exceptional ability are provided with appropriate extension work and have, from time to time, been encouraged to take GCSE examinations at an earlier date than normally recommended or in additional subjects to those normally covered. Our Sixth Form supported self-study centre also provides opportunity for extension work.

Students have worked on in-house projects and also inter-school activities with other Gifted and Talented students.

The full Academy policy for special needs education is available for inspection on request.

EXTRA-CURRICULAR ACTIVITIES

The Academy places great value on extra-curricular activities, in which all students are encouraged to participate. We offer a wide range of such activities as shown below:

Art Club	Life Saving Club
Athletics	Modern Language Exchanges
Badminton	Music
Basketball	Netball - Juniors
Biology Fieldwork	Netball - Seniors
Chess Club	Outward Bound Visits
Choir	Orchestra
Cricket	Recorder Ensemble
CSLA	Rugby
Dance	School Council
Design Communication	Swimming
Drama Club	Technology Club
European Visits	Tennis
Fair Trade	Textiles
Fitness Workout	Theatre Club
Football – U16, U14, U13, U12	World Challenge
History/Geography Fieldwork	Young Enterprise
History Club	
Gymnastics	
Industrial Consultancy	
ICT Clubs	
Heron's Gym (students aged 14 and above)	
Duke of Edinburgh (Year 9 upwards)	

The extensive sporting facilities mean that students are particularly well served for PE. There are Academy teams and clubs in all sporting areas. These teams are the most successful overall in the Lincoln and Gainsborough leagues and enter more leagues than any other school.

There are also regular sporting tours:

2019: Football tour to Real Madrid
2018: Water Sports trip to South of France
2017: Football tour to PSV Eindhoven
2017: USA Exchange
2015: Football tour to Porto

At lunchtimes there are additional facilities available, including ICT rooms and the Community Library.

Many of the activities involve visits outside Academy. We insist on the highest standard of behaviour (reserving the right not to include any students whose behaviour in Academy has previously given rise to concern). Our students have enjoyed exchange and fieldwork visits to France, Germany, Holland, Poland and Sweden and there are also many other visits organised such as skiing, golfing and tennis holidays.

The Academy has a wide reputation for its music and dramatic productions. The music department presents two concerts per term, as well as other musical events. In recent years, the Academy has presented major dramatic productions:

1990 - Oliver
 1991 - My Fair Lady
 1992 - Grease: A Midsummer Night's Dream
 1993 - Aladdin
 1994 - South Pacific
 1995 - Calamity Jane: Twelfth Night
 1996 - The Pyjama Game: "Our Day Out"
 1997 - King and I
 1997 - The Demon Headmaster
 1998 - Half a Sixpence
 1998 - Bugsy Malone
 1999 - The Sound of Music
 2000 - Fame
 2001 - Calamity Jane
 2002 - Grease
 2003 - Oklahoma
 2004 - Tommy's War
 2005 - The Wiz
 2007 - A Midsummer Night's Dream
 2008 - Academy Revue
 2009 - Bugsy Malone
 2011 - Schools Will Rock You
 2012 - "What the Dickens?"
 2013 - "The Weird and Wonderful Wizard of Oz"
 2015 - 'Back to the Eighties'
 2016 - Grease
 2017 - Guys and Dolls
 2018 - High School Musical
 2019 - The Addams Family

Evening Activities - Many of our Year 8 and older students enjoy the activities and visits organised by the Leaders at the Youth Wing outside school hours. Students may participate in the twilight swimming classes offered, on payment of the appropriate fee. Specialist instructors offer tuition in swimming. Please contact the Bursar for details. Also held at Branston are a number of affiliated clubs, which our students can join. We also run a successful summer school in the first week of the Academy holidays.

SPORT

During curriculum time, the Students of the Academy are given the opportunity to participate in the following sports:

Athletics	Netball
Badminton	Rugby
Basketball	Rounders
Cricket	Football
Gymnastics	Swimming
Tennis	Handball

The majority of students are allocated two hours Physical Education at Key Stage 3 (unless they opt for a second language), and 1 hour in Key Stages 4 and 5. In addition, there are clubs and practices in various sports during lunch time, and after Academy hours.

Academic PE courses are available as curriculum choices at GCSE, AS and 'A' Level and Sixth Form students are encouraged to work to obtain the Community Sports Leaders Award as an additional qualification.

The Physical Education Department has excellent facilities - Sports Hall, Gymnasium, Community Gym, Swimming Pool, 9 Tennis courts, 6 Netball courts, 3 Football pitches, 1 Rugby pitch, an artificial match cricket wicket, and 2 artificial wickets in practice nets.

The staff are well qualified with degrees in Physical Education, and have all the relevant coaching and officiating qualifications.

BRANSTON SIXTH FORM

ACADEMIC OPPORTUNITIES

Today many young people are extending their full time education voluntarily beyond the age of sixteen at Branston; more students are deciding to stay on or join us from other schools to benefit from some of the special advantages to be found in the 16-19 traditions of excellence we can offer through the Branston Sixth Form, which has traditionally had one of the highest "staying on" rates in the Lincoln area.

Students in the sixth form are given an individual timetable made up of compulsory and optional subjects. All students are expected to attend tutorial periods and a core programme including elements from General Studies, Enterprise related subjects and citizenship, as we feel that they cover essential broadening elements of their education. The core programme is negotiated individually for each student depending on optional choices and resit needs. The optional elements are chosen by students from the subjects and courses we offer for study at a number of different levels. Combinations can form a wide range of individually tailored courses for all ability levels.

There are several reasons why students choose to enter the sixth form. Traditionally it is a successful avenue to courses in all institutions of Higher Education. Increasingly the courses offered in our sixth form, both academic and vocational give direct entry to the professions or Industry.

For existing students many advantages are offered by continuing study in **BRANSTON** Sixth Form. Our highly qualified staff provide the continuity of approach and the expertise necessary to prepare candidates for demanding courses in Higher Education. This is a big advantage of the Academy that we are able to offer continuous academic development from 11 to 18, since the staff will already have an excellent knowledge of the individual needs of each student on their post-16 courses. Smaller teaching groups allow the introduction of more independent learning, through methods such as individual and small group tutorials. Our library and private study facilities offer the academic environment necessary for study at this level. Branston Academy pastoral system continues to give close personal guidance which is still vitally important while students are gaining an independent approach to their studies.

Close liaison with 11 – 16 schools in the area also makes for a smooth transition to Branston Sixth Form.

We provide an induction period in June of Year 11 after GCSE exams have finished, which we feel enables all students to begin their academic studies immediately in September thus avoiding any transfer difficulties. We encourage all students new to the Academy to attend this induction period if at all possible. The use of compatible subjects and examination boards enables the smooth transition from GCSE to A and AS level, and from BTEC Entry level and BTEC First to BTEC National courses.

A number of students from outside of the area enter our sixth form. Some join us because of a house move or parents being posted to one of the RAF stations in travelling distance from us. Students also join us from local 11-16 schools; if Branston is the nearest, most appropriate Sixth Form, then transport subsidised by the Lincolnshire County Council will be available.

INITIATIVE AND ENTERPRISE OPPORTUNITIES

In addition to the academic advantage of study in Branston Sixth Form there is the extra benefit derived from greater involvement with both Academy and local community. All students are encouraged to participate in some form of Community Service. A number of options currently operating are described below but we welcome further suggestions from students:

VOLUNTARY WORK

A group of students is actively involved in helping the local community. Students organise fund-raising events regularly, the proceeds of which benefit many local groups including the playgroups and senior citizens. In addition, some students have a weekly voluntary placement in order to gain valuable experience outside of normal lessons.

ENGINEERING EDUCATION SCHEME

Those students studying A Level Mathematics can apply to join this scheme. Those selected then work to solve a real life problem for an allocated business.

WORK EXPERIENCE

Most students take part in at least one week's work experience as part of Year 12. We ask students to arrange their own placements if at all possible but otherwise to try to accommodate every student in a placement that suits his or her career interests. This invaluable experience is monitored closely, students being visited in their placement and each employer submitting a report. We find that this period of work experience gives students a vital insight into their suitability for a particular career. BTEC Level 2 and Level 3 students often have the added advantage of work placements and visits as part of their course. A number of A level students are also involved in work experience placements during the Academy week. We have placed students in a wide variety of organisations over the years. Many Institutes of Higher Education recommend that those intending to follow a career in teaching spend some time in primary schools, and we are always able to place them locally.

BUSINESS AND ENTERPRISE LINKS

In the Sixth Form students have many exciting opportunities to participate in Business and Enterprise links in the form of visits, challenges and conferences.

HELP AND LEARN

Lower School Support

Students help in Expressive Arts and Drama lessons, lending support to group work and advising on performance. Those interested in ICT Skills give support in a variety of ways.

Community Day Nursery

The nursery benefits from sixth form help, as a number of students assist on a regular basis, reading stories, setting up role-play situations and helping encourage oral skills. Students gain valuable experience in this way and both give and receive pleasure from the situation.

Year 7 Student Support Scheme

Students work alongside Year 7 tutors in a student support scheme. The main aim is to assist Year 7 students who need help in settling in and coping with the transition from primary to secondary school.

All these situations can be of mutual benefit to both sixth form student and pupil or young child.

COMMUNITY LIBRARY

Students open the library during lunchtimes and supervise those wanting to use the facilities.

HERON'S GYM

Students in the Sixth Form have free access to the gym at specified times during the school day.

CLUBS AND SOCIETIES

The extra-curricular activities that are available to all students continue to be enjoyed by the sixth form student. Our staff encourage sixth formers to take a leading role in many of these activities, both cultural and sporting. For example, sixth form students take some responsibility for the running of sports teams. Other suggestions are always welcomed by staff.

The sixth form has its own committee which is responsible for organising the running of the sixth form both culturally and socially. The sixth form provides the senior representatives for the Academy Council representing student voice.


MUSICAL ACTIVITIES

Apart from our range of advanced courses in Music and Performing Arts, Music and Drama are available as recreational subjects 'taught' outside the timetable through involvement with concerts, chamber ensembles and musicals.

It is hoped that musicians of all abilities continue to make themselves known to staff so that productions of various kinds can continue. Students new to the Academy are particularly requested to join in these activities.

YOUTH AWARD SCHEMES

Students have the opportunity to obtain extra accreditation by joining the Millennium Volunteers Scheme, The Duke of Edinburgh's Award or The Community Sports Leaders Award. We believe such schemes develop initiative, stamina, personal fitness and organisational and leadership skills.



FACILITIES AVAILABLE

Sixth Form Students have extra study and social facilities to those already available for the general Academy. There are areas for silent study, ICT work and a careers library containing up-to-date prospectuses and course leaflets for Higher Education Courses. Sixth form students do of course benefit from all the facilities available at the Academy which include purpose-built SCIENCE laboratories, a separate specialist suite of rooms in the MUSIC block and a large Concert Hall with adjacent DRAMA Studio. Students also enjoy the benefits of extensive outdoor and indoor PHYSICAL EDUCATION facilities including an indoor, heated, swimming pool.

ACADEMY ORGANISATION

ATTENDANCE, PUNCTUALITY AND THE ACADEMY DAY

Punctuality

Punctuality is essential for the smooth running of the Academy. The timings of the Academy day are given below

Start of Day	9.04 a.m.
Mid-morning Break	11.01 - 11.16
Lunch	12.24 p.m. - 1.14 p.m.
Afternoon Break	2.22 p.m. - 2.32 p.m.
End of Academy Day	3.40 p.m.

The total number of teaching hours per week is 25 hours 10 minutes.

Absence

We regard good attendance at the Academy as very important and vital to academic success. If a child is unfit for school, parents **must** contact the Academy on the *first* day. When the child returns, the section in the Year Planner must be signed by a parent for each period of absence. Absences will not be authorised without this procedure. (By law, parents are not allowed to give permission to students to be absent from the Academy).

Other reasons for absence must be discussed with the Academy each time. Leave may be granted in an emergency (e.g. bereavement) or for medical appointments which must be in school time, provided a written explanation is received.

Lateness

Students must attend on time to be given a mark for a session, unless the lateness is unavoidable. Parents are expected to ensure that students are present at registration. Arriving more than 25 minutes after the start of the session without good reason could be counted as unauthorised absence.

Important Health and Safety Note:

Parents should be aware that supervision begins ten minutes before and extends to ten minutes after the start and end of day times shown above. The Academy cannot accept responsibility for students on site outside those periods except for specific supervised groups, such as sports teams or drama groups. Parents should make dropping off and picking up arrangements bearing this in mind.

DINING ARRANGEMENTS

Our new state-of-the-art Dining Hall provides a range of healthy options ranging from the traditional hot dinner to baguettes, Panini's, sandwiches and fresh fruit.

Healthy snacks and drinks are available at morning breaks. No glass bottled drinks are allowed on the premises. Students may bring or purchase drinks in waxed cardboard containers or plastic bottles.

The Academy cannot take responsibility for students once they leave the site. Year 12/13 students are allowed off site at lunch time without written permission - this privilege can be withdrawn if necessary either by parent or Academy.

HOLIDAYS IN TERM TIME

The Academy prides itself on providing an outstanding education for all of its students. We greatly value the support afforded to us by parents and carers in ensuring that the level of student attendance remains high. Students are currently required to be on-site for 190 days a year. Whilst we appreciate the varied reasons why families do consider holidays during term time, the Academy's policy, following Government guidelines is that holidays should always be taken during the 175 days when the students are not required to attend. Work missed during term time is always difficult to catch up with and of course, the uniqueness of the actual lesson experience can never be recaptured. For students taking public examinations, a term-time holiday is always particularly inadvisable.

Clearly there will always be personal circumstances which may necessitate a short absence from the Academy (bereavements, illness for example). In these cases, a short letter to the relevant tutor is required. If the absence is anticipated to last longer than a few days, then a request, in writing, should be made to Mr Wright, Vice-Principal.

ACADEMY DRESS CODE

We expect all students in Years 7-11 to conform to the Academy Dress Code. The main reason for this is to encourage students to identify first and foremost with an Academy we hope they are proud of and feel happy to be a part of. It will also ease the pressure that children can put on parents to provide fashionable and often expensive clothes for the Academy. For these reasons the emphasis is on sensible and conventional designs that are suitable for the Academy and resist interpretation according to the latest 'fad'. Similarly, students are expected to maintain standards of appearance with respect to such matters as hairstyle and make-up.

The support of parents is expected in enforcing this policy and it must be remembered that problems arise when the occasional student flouts the rule and others see it as unfair for them to conform to the Academy code when somebody does not.

ACADEMY DRESS

- Blazer:** Plain black with Branston badge
- Shirt:** Plain white shirt with **top button, collar and sleeves.**
- Skirt:** Academy pleated skirt, with logo **only**, with black tights (*skirt currently available from Uniform Direct*)
- Trousers:** Plain black straight leg trousers with plain **black** socks. (*Skinny fit, lycra, chinos, cords and drainpipes or excessively flared trousers are **NOT ALLOWED***). All trousers must touch the shoe. If not, they will be deemed to be too short.
- Tie:** Academy Grey and blue (*minimum 7 stripes visible*)
- Shoes:** **Black** sensible low heeled (*sling-backs, stiletto heels, trainers, boots and canvas are **NOT ACCEPTABLE***)
- Jumper/
Cardigan:** **Plain** black fine woollen knit 'V' neck, NO ZIPS.
- Scarf/Belt:** Plain black
- Coats:** Plain **black or dark blue** only (*no logos or stripes*) Hoodies, tracksuit tops, denim, leather and coats with logos are **not allowed** to be **worn or carried**. During the winter months, we recommend that a fluorescent strip is purchased for all those who walk home from the Academy.
- Jewellery:** **One small** stud earring is allowed in each ear. A flat signet ring and a watch is allowed. *Nose studs are NOT allowed.*

ALL CLOTHING MUST BE MARKED WITH THE STUDENT'S NAME

Technology Workshops

White/Blue apron or overall with pocket (not plastic or P.V.C)

Drama

Clean trainers must be worn in this department.

NOT ACCEPTABLE

Nail Varnish or heavy make-up (including lipstick and false eyelashes).

Stretchers, spikes, retainers, helix bar, facial or tongue piercings.

Visible tattoos.

Extremes of hairstyle (e.g. Fully shaved head, closely shaved heads, minimum number 1 back and sides, skin fades are not acceptable, brightly dyed (e.g. red/purple/green/blue)/block or dip-dyed coloured hair, braided hair and no tramlines in hair or eyebrows).

Students who fail to comply with the Academy dress code will have break and lunchtime privileges withdrawn. Persistent failure will result in the student being placed in supervised isolation.

Any unacceptable item(s) will be confiscated and held at the General Office, to be collected at the end of that term.

Blazers should be worn at all times on the Academy site unless otherwise instructed by a member of staff.

If a student has a legitimate medical reason for wearing trainers, a doctor's note is required, otherwise the student will have break or lunchtime privileges withdrawn or be placed in supervised isolation.

PE KIT

- (i) **Rugby Top** (boys only)
A reversible, **navy/sky blue** rugby shirt. This allows the shirt to be reversed during lessons for games.
- (ii) **Hooded Top**
This is compulsory for all girls and an optional extra for boys. It is **navy** with the Branston Community Academy badge.
- (iii) **Shorts**
Plain **dark navy** shorts. No company logo's allowed eg Nike (no cycling shorts).
- (iv) **Socks**
Navy with a sky trim football socks.
- (v) **Polo Shirt**
The Navy / Sky Branston Community Academy branded polo shirt.
- (vi) **Shin Pads**
Shin pads are compulsory for boys; all students will carry out a football option. They are needed for football whether it is played on the field, on the courts or in the Sports Hall.

Shin pads are compulsory for football at all times. This is a UEFA, FIFA, FA and ESFA rule. Students without shin pads will not be allowed to participate in any contact work at any time. Instead they will undertake different tasks, such as fitness work or officiating. There are no exceptions to this rule and it applies to both boys

and girls on grass, the courts and in the Sports Hall. This will count as half a No Kit as part of the Physical Education Participation Policy.

(vii) Gum Shields (boys only)

These are compulsory for all boys. It is advisable to spend £5+ to purchase a higher quality set, as the cheaper versions tend to fit badly and misshape easily. If your son forgets his gum shield he will not be allowed to participate in the contact part of the lesson and will do alternative fitness work or officiating. This will count as a full No Kit as part of the Physical Education Participation policy.

(viii) Swimming Kit

Boys: Normal plain mid-leg dark plain **navy** or **black** swimming shorts. No knee length shorts allowed. No significant logo's or stripes allowed.

Girls: Plain all in one **black or navy** swimming costume. No 2-pieces allowed. **No stripes allowed.**

All students must have a **plain blue** swim cap. These can be bought from the Academy for £2 in September or from elsewhere. This will count as half a No Kit as part of the Physical Education Participation Policy if students fail to bring one.

Goggles are allowed and advised for all students who struggle to fully submerge their head under the water. A towel will be required.

(ix) Trainers

Please ensure your child has appropriate trainers for Physical Education. They should have a non-slip and non-marking sole. No plimsolls, fashion or skateboard style trainers allowed.

(x) Football boots

All boys will require football boots for football and/or rugby.

(xi) White Socks

White trainer or ankle socks are required for indoor lessons and for the Summer term. These are readily available from many stores but are the most common reason for kit faults in school.

B) Is there any Optional Kit?

(i) Girls only: Navy leggings to be used in Dance and Gym: Must be the approved leggings from Uniform Direct. No other leggings accepted. These will now be allowed to be used for outside lessons on colder days, at the discretion of the teacher. Shorts are still required to be brought for every lesson.

(ii) Gloves

A pair of **navy or black** gloves are allowed during colder weather. They should allow the student to be able to carry out Physical Education lessons as normal. Bulky ski-type gloves are not allowed. They can only be worn with teacher permission.

(iii) Baselayer

A baselayer or equivalent – White, Navy or black can be worn under the polo shirt and the rugby or hooded top.

Jewellery

Jewellery is not allowed in PE lessons. All jewellery will need to be removed for lessons. Earrings will need to be removed for swimming lessons but can be taped over, if they are unable to be removed, for other lessons. You must provide your own tape. The PE department will not lend out tape. Please consider the time carefully when you have an ear piercing.

C) Where can I buy the Physical Education kit?

The Physical Education kit can be bought from:

- Uniform Direct
- Online at School Trends

Please note the polo shirt, rugby top, football socks and leggings can only be bought from Uniform Direct at the moment. The rugby shirt can be bought from School Trends.

ACADEMY CHARGING AND REMISSION POLICY

The basic position is that the Governing Body makes no charges, but will ask for voluntary contributions for educational excursions, visits and field trips. If sufficient voluntary subscriptions are not forthcoming, the event does not run, but our parents are extremely supportive, and trips are rarely cancelled. Students eligible under the pupil premium will be offered some assistance with trips etc.

The exceptions are that the Academy reserves the right to charge for:

- i) Examination fees where on educational grounds the entry is not supported by the Academy, or
- ii) Examination fees already paid by the Academy where a candidate fails, without sufficient reason, to sit the examination, or fails to produce coursework on time.
- iii) Materials (e.g. for practical projects, cooking ingredients) where the parents/student keep the finished product.
- (iv) Charges for activities or residential costs etc. wholly or mainly out of Academy time as permitted in law.
- v) Peripatetic music tuition

Free School Meals

Any parent who requires information on free school meal arrangements should contact the Academy on 01522 880400. Applications should be made on the Lincolnshire County Council website Parent Portal.

16-19 Bursary

Information is available on our website.

PERSONAL ACCIDENT INSURANCE FOR STUDENTS AND PERSONAL PROPERTY

- (A) The Academy provides limited cover for students who are injured while taking part in activities on-site or while travelling to school.

There is a standard school insurance policy in place for visits by students on trips organised by the Academy. This covers medical expenses, certain types of injuries and cancellations, plus limited cover for personal belongings if they are stolen, lost or damaged. There is also some cover for disruption, personal liability and overseas legal expenses.

Parents are strongly advised to check their domestic policies and buy additional cover if they consider it desirable.

Students should not bring large sums of money to the Academy for any reason. Parents can use PayPoint cash machines in local shops or pay online for many trips and activities using ParentPay. Where this is not possible or not available, students should bring cheques into school.

- (B) **Personal Property on Academy Premises**

Students are responsible for security of their personal possessions.

A satchel, bag or briefcase is essential for carrying books and personal equipment; students should also bring to Academy each day a pen, pencils and a ruler and all other necessary books and equipment.

Mobile phones may be brought onto the Academy site at the students' own risk. If they are, then they **MUST** be switched off during all lessons and with so many students this rule must be strictly observed and enforced to avoid disruption and phones will be confiscated if they are used during a lesson. If the offence is repeated, the right to bring a phone to school will be removed.

The Academy cannot accept responsibility for property on the Academy site, and because schools have become targets of professional cycle theft, we would advise parents to take out private insurance cover on cycles, which can usually be linked at very low cost to a household policy.

LOST PROPERTY

All property found in the Academy is handed in at the General Office. From the General Office, P.E. kit is sent across to the P.E. Department. Valuable items, e.g. watches, are kept in the Office. Lost property may be reclaimed at breaks on any day.

To reclaim lost property a student should:-

- (a) Check with the P.E. Department for P.E. kit.
- Or
- (b) Ask at the Office for valuables.

Only when these procedures have been followed will the tutor consider taking further action.

COMMUNICATION WITH PARENTS

Personal Contact

The Academy has always made a point of involving parents as fully as possible in the work of their children and welcomes visits by parents. For the parents of students in Years 7 to 11, Student Year Planners will also help closer Parent/Academy contact.

Parents have statutory right of access to certain Academy records.

If you wish to see a member of staff please ring or write a note in the Year Planner asking for an appointment. Please do not simply arrive on site and expect to see a member of staff as this will not be possible. In cases where it is impossible for parents to attend during Academy hours, we can make arrangements for an evening consultation or an early morning meeting. All parents are also asked to give a telephone number by which they can be contacted in an emergency. Any changes to contact details **MUST** be notified as soon as they occur.

We ask all parents, when visiting the Academy, to report firstly to Reception (General Office) in the Administrative Block.

It is important that the Academy has an up-to-date email address for all parents as parents will receive written information via email wherever possible.

Parents' Meetings

Meetings on a year basis are arranged throughout the year for all parents to come into Academy and learn of their child's progress from the teaching staff. Reports/Records of Achievement are issued and parents are asked to bring them for discussion to Parents' Evening. Any parents concerned about the work, progress or behaviour of their child at any time during the Academy year should please contact us at once. We have a system in the Academy by which a student's work can be reported on quickly at any moment and an opinion given to parents as to action needed. PLEASE DO NOT HESITATE TO CONTACT US WHATEVER YOUR CONCERN.

COMPLAINTS: Guidance for Parents

Each day there are very many contacts between parents and staff, with queries, requests for information, and comments. These are welcome, and are not regarded as complaints. However, all parental comments, including both informal and formal complaints are welcomed as an opportunity for the Academy to learn how to provide the best we can.

There is a special procedure (see page 12) for making a formal complaint about the curriculum. For all other complaints about the Academy or its staff, the general guidance is as follows:

- (i) All complaints need to be in writing and forwarded to:

the person(s) closest to the activity where something seems to have gone wrong (i.e. the subject teacher or tutor if the complaint is about a teacher or tutor).
- (ii) If you have tried but do not feel the matter has been resolved then it is generally best to contact the person responsible for managing the area of work (e.g. Head of Department for subjects, Head of Lower or Upper School or Head of Sixth).

- (iii) If the complaint is about someone holding one of these team-leader roles a complaint can be made to the SLT with line management responsibility.
- (iv) If the complaint is about the Senior Leadership Team, then a letter should be forwarded to the Principal.
- (v) If the complaint is about the Principal, then a letter should be forwarded to the Chair of the Governing Body, via the Clerk to the Governing Body, c/o the Academy.

The purpose of this stepped approach is to try to ensure complaints are normally responded to at the level closest to the activity in question, while always showing a route for the complainant to take the matter one step further.

Of course, it is possible, if the complaint is a serious one, to contact a senior member of staff at once, and a letter addressed to the Principal is always an option - though it will often be referred in the first instance to the person with special responsibility for managing the relevant aspect of Academy life. Likewise, in difficult or unresolved cases, after the stepped procedure has been exhausted, the Governing Body is able to form a committee of final appeal. However, in all normal circumstances, the Governing Body will refer any complaints back to the Academy system in the first instance.

The staff list in this handbook gives names of chairman and responsible post-holders.

Finally, if any of this seems at all difficult or confusing, simply contact the Academy asking how best to make a complaint of a particular kind, and we will be very happy to assist.

A Parents' Newsletter - is sent to you periodically reporting on activities which have taken place, and drawing to your attention future events.

MEDICINES ON SITE

SOME GUIDELINES & PROCEDURES

General

The guidelines below are not about emergencies, but about medicines and non-emergency illness.

Feeling unwell on site

In normal cases of “sickness” on site, the main role of Academy staff is to call parents to take the student home. Parents should provide contacts, including where necessary work contacts, for this purpose. It is parents’/guardians’ responsibility to keep these important contact numbers up to date when changes occur. Parents should not send students to Academy who are unwell at home.

In the case of accident or emergency, the role of Academy staff is to call an ambulance or medical help. Parents will be contacted to accompany their child to hospital or medical Centre.

1. The general rule is that the use of medicines on site should be avoided or minimised – both in order to avoid any risk to other students, and because the Academy, is not, and does not provide, a medical service. (NB School staff in law have no duty or obligation to administer or oversee use of medicines).
2.
 - a) In order to minimise the presence of medicines on site, the general rule is that when students are ill, or receiving medicines, in most cases they should be at home (authorised absence on medical grounds).
 - b) In cases where medical opinion is that a student can attend school while, for example, finishing off a course of medicine, parents should specifically ask doctors if it is possible to prescribe a timing regime that will enable medicines to be taken at home (e.g. before school, after school, before bedtime).
 - c) In cases where the parents wishes to allow a student to carry medicines for self-administration on site, a request form must first be completed. Even where permission is given – only the minimum dose should be carried, and it must be stressed to the student (who at secondary age is likely to be self-administering) that in no circumstances should medicines be displayed or offered to other students. Failure by students to observe this will be taken as a very serious disciplinary matter, indeed. Parents uncertain of the level of trust they can place in their children in this respect should be keeping students at home until they have completed their course of medicine.
3. In a minority of circumstances, provided there is prior written agreement with Academy, (i.e. a written request and written confirmation of agreement) nominated Academy staff may be prepared to hold and oversee the taking of medicines. Such agreements will be time-limited.
4. In such cases, the parent must first complete and sign the relevant Academy request form, which will show the medical advice from the doctor, and will include a declaration by the parent absolving staff of any responsibility for any untoward effects of overseeing/administering the agreed dosage. It will be the parent and student’s responsibility to ensure that no other medicines, or previous/subsequent doses of the same medicine are taken and it is also the parent’s responsibility to ensure that any medicines are clearly labelled, “in date” and that expired medicines are replaced.
5. If the Academy agrees to hold/oversee the use of medicines, there will normally be a set time (out of lesson time) for release of medicine to students. It is the parent/student’s responsibility to ensure that the student arrives at the set time, and takes the medication. The Academy will

record the time of any dosage given but it is not the responsibility of Academy staff to check or ensure that the student has taken a daily dose (but see 8 below).

6. If the Academy uses a 'card' system to confirm that a student is listed as in receipt of medicines held by the Academy, it is the student's responsibility to ensure that the card is carried and presented at the right time. Academy staff have no contractual obligation to oversee/administer medication, and are entirely within their rights not to volunteer to do so when they have any doubt in any particular case about whether agreed procedures are being followed.
7. In cases of known possible emergency (e.g. anaphylactic allergic reactions) parents should inform the Academy. At secondary age students are usually capable of carrying, if necessary, 'Epipen' devices. If parents wish the Academy to hold a second 'Epipen' centrally, the request form must be used and agreement obtained. The Academy will always ask for a written form of indemnity for staff who volunteer to use an Epipen in an apparent emergency.
8. The Academy will keep a signed, dated record of the release of medication it has agreed to hold, and parents are welcome to check periodically if they wish to confirm whether or not their child has arrived at the set time to ask for the medicine to be put into their hands.

SNOW AND BAD WEATHER POLICY

Over half of our students travel to the academy by school transport. As a consequence the evaluations of road conditions from transport providers and the services that they are able to operate on a given day is a key factor in our considerations when extreme weather threatens school closure .

Should a decision be taken to close, or part close the academy, a message (text and e-mail) will be sent simultaneously to all parents/carers (unless parents/carers have not opted into SIMS In-Touch communication system), staff, the local authority, transport providers and the local media. A separate message will be placed onto the academy website to confirm the details of the closure/part closure. Closure information will also be sent to Lincs FM.

The academy will be open/fully open again on the following working day unless a similar message is sent 24 hours later after discussions with transport providers. In very extreme cases the transport providers may be able to say that they will not be able to offer a service 'in advance' and we will then communicate the consequences of that to all stakeholders as soon as is feasible.

In these circumstances students will be able to work from home as long as they can access the academy learning web through an internet connection. Every student has access to relevant work there whether it is SAM learning, Bitesize, Boardworks and/or a range of subject specific activities and resources.

COMMUNITY

NURSERY

Our Nursery is a truly magnificent service. For over 20 years it has nurtured and educated hundreds of babies, toddlers and little ones superbly well. Following recent expansion and refurbishment the Nursery offers places to 68 children within a self-contained but integral part of our site. Nicola and the team have created a beautiful, high quality environment for all the little ones in their care.

Currently there is a waiting list and parents/guardians wishing to place their child/children on the list must do so at the earliest opportunity.

The Nursery which is registered with OFSTED can cater for children from 6 weeks onwards. Qualified and experienced NNEB/NVQ staff organise a varied programme of activities for each day.

Hours of opening

The Nursery facilities are available Monday to Friday all year between the hours of 8.00 a.m. and 6.00 p.m. as required. Places are usually booked on a full time or regular part time basis. The Nursery is closed on all public holidays

HERON'S GYM

Heron's has over 450 members. It provides high quality leisure and swimming pool service for the community enabling local access to avoid travel to Lincoln and Sleaford. See Heron's Gym website for details of our community gymnasium/swimming facilities/classes managed by the academy. The gym is open to students for two lunchtimes a week and to sixth form students at specified times.

COMMUNITY LIBRARY

A community Library has been preserved in the village thanks to the excellent work of local volunteers, co-ordinated by Branston Parish Council. The academy hosts the community Library within our site. The community Library is combined with the school Library in order to increase the efficient and effective operation of both.

It is used during the day by students. It is open at 8.30 – 9.00 am and at lunchtime for general student use.

MINIBUS

The Academy owns 16-seater minibus. This is available for use on matters relating to Academy and community affairs, for example, field trips, drama visits and sports teams. All seats are now fitted with full seat belts.

A large number of fully insured staff have agreed to drive the minibus, resulting in a wide variety of uses. The minibus assists greatly in extending the range of visits which can be undertaken as part of both the curricular and extra curricular activities of the Academy.

The minibus is also available to groups within the community - further information from the Academy.

TERM DATES FOR THE ACADEMIC YEAR 2021-2022

TERM 1

Wednesday 01/09/21 STAFF TRAINING DAY

Thursday 02/09/21 to Friday 22/10/21

****Thursday 02/09/21 - Year 7 and Sixth Form only****

Friday 03/09/21 – ALL YEARS

Half Term: Monday 25/10/21 to Friday 29/10/21

TERM 2

Monday 01/11/21 to Friday 17/12/21

Christmas Break: Monday 20/12/21 to Monday 03/01/22

TERM 3

Tuesday 04/01/22 – STAFF ONLY

Wednesday 05/01/22 to Friday 11/02/22

Half Term: Monday 14/02/22 to Friday 18/02/22

TERM 4

Monday 21/02/22 to Friday 01/04/22

Bank Holiday: Friday 15/04/22 and Monday 18/04/22

Easter Break: Monday 04/04/22 to Monday 18/04/22

TERM 5

Tuesday 19/04/22 to Friday 27/05/22

Bank Holiday: Monday 2nd May 2022

Half Term: Monday 30/05/22 to Friday 03/06/22

TERM 6

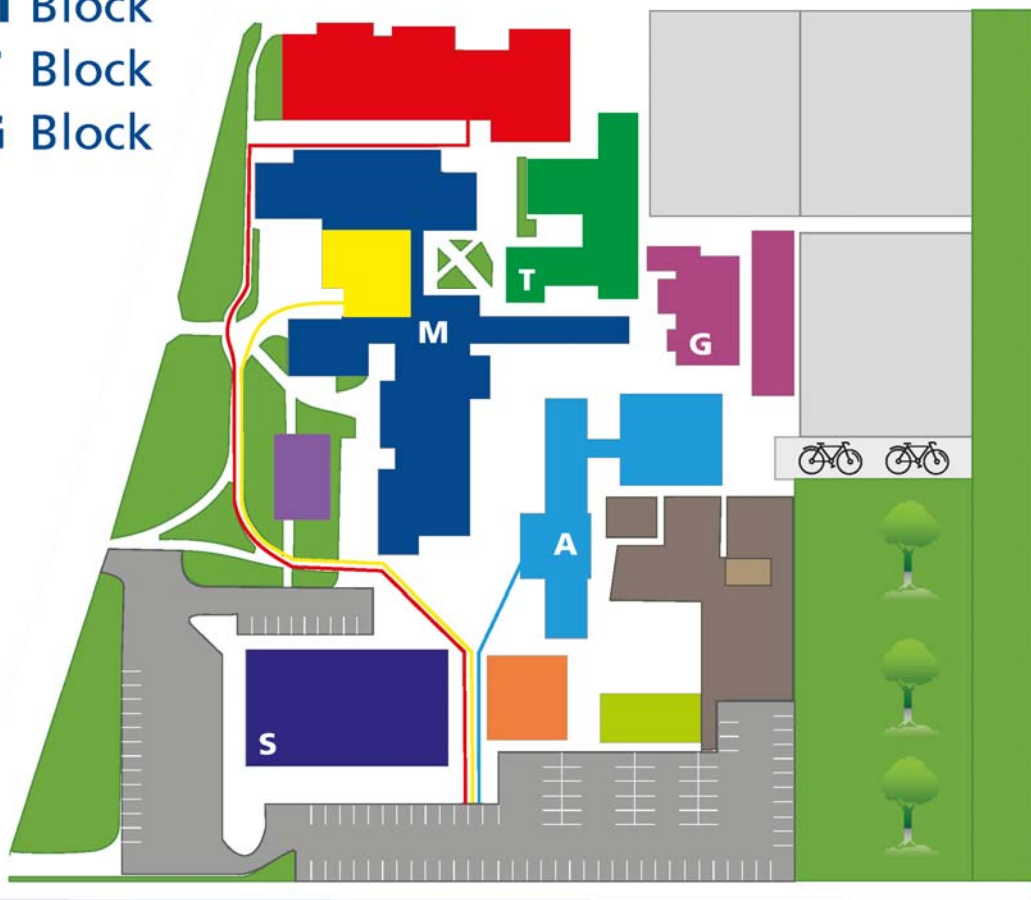
Monday 06/06/22 to Wednesday 20/07/22

Friday 01/07/22- STAFF ONLY

Site Map



- A Block
- S Block
- M Block
- T Block
- G Block



PARTNERS IN LEARNING AT BRANSTON COMMUNITY ACADEMY

For students to achieve success it is important that parents, students and the Academy are able to work together, with each party having an equally important part to play in the partnership, and being committed to the following:

FOR PARENTS

- ◆ Supporting the school in the standards it seeks to achieve
- ◆ Helping your child to take an interest in his/her work and sustain effort and achievement
- ◆ Taking part in regular discussions regarding your child's progress and development.
- ◆ Keeping the school informed relating to matters which may be affecting your child's progress or attitude.
- ◆ Helping ensure regular attendance, high standards of punctuality and completion of homework.

FOR STUDENTS:

- ◆ Showing that you are willing to work to the best of your ability.
- ◆ Trying to get on with others within the school community.
- ◆ Attending regularly and being on time to school and to lessons.
- ◆ Taking a pride in your own appearance by wearing a school uniform.
- ◆ Helping to create an environment which conveys to fellow students and to visitors the presence of a caring community.

FOR THE ACADEMY:

- ◆ Providing a safe, well-ordered and caring environment.
- ◆ Creating lessons and homeworks for students.
- ◆ Having clear aims and objectives for all students relating to their courses of study.
- ◆ Monitoring student progress.
- ◆ Informing parents at an early stage so that you may discuss any matters relating to your son/daughter.
- ◆ Offering you the opportunity to express your views on school issues.
- ◆ Demonstrating that each student is valued as an individual.

Name of Student:

Signed (*Parent/Guardian*): Dated:

Signed (*Student*): Dated:

Signed (*Tutor*): Dated: