

Beal and Hainault Forest High Schools



Beal Partnership

maximising achievement, support and respect



Executive Headteacher: Sue Snowdon
Beal Associate Headteacher: Tèrese Wilmot
Hainault Associate Headteacher: Will Thompson

BEAL HIGH SCHOOL PROSPECTUS 2010

INFORMATION FOR PARENTS AND STUDENTS



Specialist Schools
& Academies Trust



APPLIED
LEARNING



arts colleges
MEDIA ARTS



school
achievement award
department for education and skills



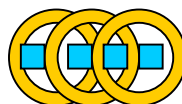
ENGLAND
BASKETBALL
BASKETBALLMARK 2 STAR



ARTS COUNCIL
ARTSMARK
GOLD
ENGLAND



SCHOOL'S SPORTS
COORDINATOR



PARENT TEACHER
STUDENT PARTNERSHIP



Healthy Schools



BEAL PARTNERSHIP

Executive Headteacher: Ms S Snowdon
Beal Associate Headteacher: Ms T Wilmot



September 2010

Dear Parent/Guardian

BEAL HIGH SCHOOL: PROSPECTUS 2010/2011

The Prospectus has been compiled to give you a broad introduction to Beal High School. We hope that you will find the information interesting and helpful, and that it gives you a feel for what our school is like and what we aim to achieve.

Our vision is to provide a learning environment that challenges, supports and inspires and we believe that all students are entitled to consistent, high quality learning experiences. Beal High School has a well-qualified, committed and caring staff who encourage every student to develop their potential and personality to the full.

This has been an excellent year for achievement at all Key Stages. The outstanding 2010 public examination results reflect the hard work by students and staff to exceed expectations. Our Key Stage Four results - **89% 5+ A* - C and 78% including English and Maths**. - place us comfortably amongst the highest achieving schools in the country and the second figure considerably enhances the life chances for our students. At post 16 our average point score of **738** for A2 has ensured our students can take their university places with pride. Students have achieved on academic and applied courses providing a solid basis for progression into employment and Further or Higher education.

Students at Beal are also provided with a tremendous range of opportunities through the many and varied extra-curricular activities that take place. In September 2009 we were redesignated as a High Performing Specialist School for Media Arts and Applied learning. This has enabled us to extend, even further, the range of opportunities available to our students. We promote an ethos that is creative, expressive and technologically advanced. We were pleased to be judged as "a very good school with outstanding features" (OFSTED 2006) and delighted when our most recent interim assessment indicated that progress has been sustained (OFSTED 2010).

Students are happy at Beal High School - they work hard and achieve very good results. We hope that your son or daughter, on joining the school, will follow in this well-established tradition.

Yours sincerely

S Snowdon
Executive Headteacher

T Wilmot
Associate Headteacher

GENERAL INFORMATION ABOUT THE SCHOOL



Today, Beal High School is a mixed comprehensive school for students aged 11-18.

Its roots go back to the foundation of a senior department to South Park School in 1908. In 1931 it was transferred to Ley Street (the present Seven Kings High School site) as Beal Modern School. The Boys' and Girls' schools functioned as separate units, although on the same site. They became grammar schools in 1948. In 1957 the Boys' school moved to the present Woodford Bridge Road site. By 1982, Beal High School had become fully comprehensive. The transition had started in 1976, with the first comprehensive entry, and when the first girls arrived at the school.

A further transition took place in the life of Beal High School in 1997 when, as a result of the shortage of secondary school places in the London Borough of Redbridge, Beal High School expanded from 6 forms of entry (180 students per year group) to 8 forms of entry (240 students per year group).

As a result of the need to accommodate extra students, an enormous building programme took place. Not only were new classrooms built, but also extra specialist facilities:

Drama Studios, Science Laboratories, a Library Resource Centre, Information Technology rooms, Sixth Form facilities, a new administrative area and expanded dining hall. In addition, the building programme was utilised to provide refurbished suited accommodation for all departments and to improve the circulation of students around the school.

The new classrooms and specialist rooms complement the existing extensive facilities. The school is resourced and equipped to a high standard, thus enabling Beal High School to offer an outstanding education to all its students. We also opened a specialist provision for students with Autistic Spectrum Disorder in September 2001, which is based in a new specialist building. This provides an opportunity for students to continue with their education at a secondary school and be integrated into mainstream lessons as much as possible.

In May 2007 our newly built 'Media Factory' was opened, providing a centre and a focus for our media arts specialist status. This superb facility comprises four purpose built classrooms, office spaces and a fully equipped broadcasting studio.

This September we were also excited to open our new Sixth Form Centre. This is a

dedicated centre for Sixth Form students. It contains classrooms, private study rooms with IT facilities, a mentoring office and Common Room. 'Belgique', a local coffee bar have joined us to offer quality refreshments for students, staff and visitors.

The building is contemporary and well-resourced and it offers an inspiring environment for the continuing study and success of our very popular Sixth Form.

We are proud of our sound academic reputation, allowing all students to reach their full potential, and we have maintained an excellent record of examination performance over a long period. There is a flourishing sixth form, studying A-levels, BTECS and Diploma courses. We have high performing specialist school status for Applied Learning.

We have high expectations of student behaviour, made clear in our Code of Conduct, supported by our framework of assertive discipline and encouraged by our positive approach to managing student behaviour. School uniform is worn by students in Years 7 to 11. Our Sixth Form students wear smart business dress. There is a prefect system, whereby the sixth formers carry out a number of supervisory duties in the school.

ADMISSION ARRANGEMENTS

Beal High School is a community comprehensive school. The Local Education Authority, Redbridge, is responsible for all admission arrangements. It has been agreed with Redbridge that our 'admission number' is 240. This is the number of students in the year group that can be safely and comfortably accommodated in the school.

For 2011 transfer to secondary school parents can either apply online (www.redbridge.gov.uk) or complete a Common Application Form, on which they can name up to six schools in Redbridge and place them in 'order of preference'. You should list the school **you really want** as your 1st Preference then add your 2nd

Preference and so on. Your schools will be considered equally. You do not have to list six schools and you do not have to name your catchment area school, although this is advisable, but remember, many parents/carers will ask for the same schools so not everyone will be offered a place at their first ranked school.

Naming your catchment school as one of your on-time preferences may safeguard a place for your child. If you do not list your catchment school there is no guarantee that you will get this school if none of your higher preferences can be offered. You should not name the school you want more than once.

Listed below are the criteria by which places will be allocated to Redbridge community comprehensive schools, including Beal High School:

- (a) Children with a statement of special educational needs will be admitted to the school that is named on their statement;
- (b) "Looked after" children, that is children who are in the care of local authorities as defined by section 22 of the Children Act 1989 and who are confirmed by that local authority to be expected to be still in public care when due to be admitted to school;
- (c) Children whose appeal on exceptional medical or psychological grounds has been considered and agreed;
- (d) Children living in a catchment area, who applied on time;
- (e) Children living in a catchment area, who applied late, that is after the deadline;
- (f) Children resident after the application deadline whose parents/carer express a preference for their "linked" catchment school;

- (g) Children who applied on-time with a sibling attending the named school, who is both **currently** on roll at the school and who will **continue** to attend that school in the following academic year up to and including Year 10 who all reside at the same address;
- (h) Children who applied late - i.e. after the deadline, with a sibling attending the named school, who is both **currently** on roll at the school and who will **continue** to attend that school in the following academic year up to and including Year 10;
- (i) Children living outside the catchment area, who applied on-time without a sibling;
- (j) Children living outside the catchment area, who applied late -

i.e., after the deadline and who do not have a sibling.

Parents who are not happy with the school place that they are offered, can appeal, in accordance with the School's Standards and Framework Act 1998. The Local Authority, Redbridge, will provide the necessary information.

Some places may arise at Beal High School at a later date as families move. These places will be filled from the waiting list.



BEAL HIGH SCHOOL SECONDARY TRANSFER STATISTICS

YEAR	PLACES AVAILABLE	TOTAL APPLICATIONS RECEIVED	PLACES OFFERED	SEN/LOOKED AFTER	CATCHMENT	OUT OF CATCHMENT - SIBLING	OUT OF CATCHMENT - DISTANCE	TOTAL APEALS	SUCCESSFUL	CURRENTLY ON WAITING LIST
2009	240	1427	240	18	203	14	5	18	0	308

TIMETABLE FOR SECONDARY TRANSFER 2011

Please note that the procedures being followed for 2011 may cause these dates to change but the Admissions and Awards Team, London Borough of Redbridge, will make every effort to meet these deadlines.

22 nd October 2010	Deadline to apply online and for Common Application Forms/Supplementary Information Form (CAF/SIF) to be submitted to the Admissions Team at the Borough. This is a common deadline for all London and most local boroughs, for applications to be considered as on-time. On-time criteria applies.
10 th December 2010	Deadline for any applications received after 31 st October 2010 up to and including 10 th December 2010 where parents have moved into Redbridge: accepted as on time only if an on time application already exists within the data exchange ("Pan-London") system. On-time criteria applies in this case, otherwise late criteria applies.

11 th December 2010 onwards	All applications received on or after this date will be deemed to be late. Exceptional circumstances presented with evidence regarding lateness will be considered, but will not usually include moving into the borough. Generally, late criteria apply.
2 nd -24 th February 2011	Data exchange process between Local Authorities to consider all preferences against criteria so single offer can be made.
1 st March 2011	Letters posted first class to Redbridge parents/carers with single offer of a secondary school. Online applicants will be sent an email with the outcome from 5.00pm on 1 st March 2011. Please wait for the formal offer letter. For children who sat the Redbridge 11+ selection tests, the results will also be posted first class on this date.
1 st March - 31 st August 2011	Authorities continue to exchange and co-ordinate information to ensure that places which become available are allocated appropriately. Late applications will continue to be forwarded to relevant boroughs for consideration against criteria..

Late applications will not be considered until after those on-time applications have been dealt with.

Appeals will be heard from May/June/July 2011 depending on timetable and numbers.

NB: Further information can be obtained from the London Borough of Redbridge booklet "Transfer to Secondary School 2011".

INDUCTION PROGRAMME FOR NEW STUDENTS

At Beal High school we aim to ensure that the transition from primary to secondary education is as smooth as possible. In the summer term the Assistant Headteacher - Key Stage 3 will visit the main feeder schools to meet all the students and liaise with their teachers. In addition, parents and students have the following opportunities to visit Beal High School:

Open Evening for Parents of prospective Year 7 students: 15th September 2010

An opportunity for prospective students and their parents to meet the teaching staff and see the work of the school. The school prospectus is issued at this time. Parents are also welcome to visit the school during the working day, to see the school in session. An appointment can be made by contacting the school office.

Year 6 Progression Evening for Parents: 27th June 2011

Parents of students allocated a place at Beal High School are invited to meet with members of staff who will have direct involvement with their son/daughter. These will include the Headteacher, Deputy Head, Assistant Headteacher - Key Stage 3 and Head of Year. Details of school procedures will be covered and there will be plenty of opportunity for parents' queries to be answered. The Head of Year 7 and other members of staff will also have close contact with the primary schools during this important transfer period.

Prospective Year 6 Student Visits: 30th June, 4th July and 5th July 2011:

The future Year 7 will be invited to visit Beal to get to know their school, meet the Assistant

Headteacher - Key Stage 3 and the Head of Year. On the day of the visit, students will be given a tour of the school, carry out tasks and given a project to do over the holiday period.

The new term: 7th September 2011:

In September, Year 7 will start their first morning at Beal slightly earlier than all of the other students. This will give them the opportunity to settle into their new school and receive their timetables. Towards the end of September Parents/Guardians will be invited to a Year 7 Information Evening to meet Form Tutors, view tutor rooms and discuss any concerns they may have.

STUDENT SUPPORT

PASTORAL ORGANISATION

When students enter Year 7 they will be assigned to one of 8 tutor groups. They will stay with that group, and, normally, with the same tutor, until the end of year 11. This continuity allows staff to establish strong relationships with the students for whom they are responsible, as well as with their parents. The tutor group meet for registration twice daily.

The work of the form tutor is coordinated by a Head of Year and the Heads of Year by the Assistant Headteacher - Key Stage 3. If a social, academic or pastoral problem arises, parents are welcome to ring the school for an appointment to see the Form Tutor and/or Head of Year.



THE CODE OF CONDUCT

Beal High School is a place of learning and we work hard to ensure that learning is always our top priority. Ours is also a richly varied school community. Everyone works more effectively in an environment of respect whatever their ability, race, gender colour, sexuality or religion.

We will all achieve our best if we all help to create a learning environment where students are ready to learn and teachers are free to teach. We believe that there are several factors underpinning a student's readiness to learn and as such we have the following **whole school rules** which we display in all classrooms:

Ours is a Calm, Polite, Tidy school in which we are Ready to learn.

Calm

- We don't shout or scream
- We move appropriately around the building

Polite

- We are pleasant to each other
- We are respectful to everyone

Tidy

- Our school is well presented inside and outside of the building
- Our school is free from litter and mess and we all help to keep it so.

Ready to learn

- We turn up on time
- We are fully equipped for lessons
- We are properly dressed.

We expect students to learn that each time they enter the building, they are entering a place of learning and we expect them to learn to respond accordingly.

In the interests of safety, we ask everyone to walk on the right hand side of any corridor.

There are designated areas for eating and we expect no food to be consumed elsewhere because of the litter which this creates. Gum may not be chewed on site.

Any student encountering difficulty in or outside of a classroom should always feel able to talk to staff and accept that arguing and conflict are not going to help situations at all.

The school also has a **Classroom Discipline Plan** which is addressed in our disciplinary procedures.



DISCIPLINARY PROCEDURES

Since lifelong success depends, in part, on learning to make responsible choices the students and staff at Beal have developed a Behaviour for Learning Plan.

The Plan offers guidance to students on making good decisions about their behaviour and consequently an opportunity to learn in a positive, nurturing environment.

The Plan outlines our classroom rules and possible rewards and consequences for appropriate behaviour. It is provided at the back of this Prospectus.

All students at the school are familiar with the Plan and all staff receive training on how to use it to create a positive educational climate.

To encourage students to follow these classroom rules, we recognise appropriate behaviour with praise, home contact, commendations and awards. However, if a student chooses to break a rule, then sanctions will occur. Persistent offenders and serious breaches of discipline will incur further disciplinary procedures.

Our goal is to work with students and their families to maintain the excellent atmosphere and behaviour at the school.

CHILD PROTECTION

The school's Child Protection Policy covers procedures to be followed if teachers become aware of, or suspect, child abuse. If a report from a teacher is considered sufficiently serious, the Education Welfare Officer on duty is contacted and it becomes their responsibility to investigate the report and take what action they deem suitable.

A copy of the Child Protection Policy is available from the school office, if required.

ATTENDANCE

Regular attendance and punctuality are essential components of a successful school career. Students are registered at the start of the morning and afternoon sessions, as well as during each lesson throughout the school day. Beal uses electronic registration so that students' attendance and punctuality can be monitored throughout the day. Parents must inform the school in writing of any reason for absence as soon as the student returns.

Attendance figures for the academic year 2009/2010 were as follows:

Number of days students, of compulsory school age, on roll for at least one session during the reporting period was 1220.

Total Attendance	94.75%
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Sessions missed through absence	5.25%
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Parents must take family holidays in school holiday periods. If students are absent for more than 10 days without the school's knowledge, they are liable to be taken off roll.



HOME LEARNING

EXTRA (CURRICULAR) LEARNING

What is extra learning?

'Work or activities which pupils are asked to do outside lesson time which are an integral part of the learning experience, extending as well as consolidating class work'.

Home learning

Home learning makes up one aspect of Extra (curricular) learning, a term used to describe any learning that takes place outside the classroom. A good, well managed home learning programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Home learning also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children's education.

The school values home learning and is clear about its purpose.

Systems are continually being developed to monitor the quality of the extra learning provided as well as ensuring consistency in terms of setting and marking

Home learning activities may not look like traditional homework. For example: providing ingredients for food technology lessons, watching a TV programme or podcast, searching the internet, carrying out research or reading.

Extra learning

Extra learning can include not only home learning (traditional homework) but also learning outside the classroom. This could involve students in sporting activities, music groups, rehearsals, performances and clubs. It can also arise as a result of participation, for example, in the school council or the organization of events. Extra learning can also arise as a result of many of the activities that students engage in which are not organised by the school. We should encourage this type of participation.

How much?

Although there is a broad expectation of the

average amount of home learning set for students in different years, it is the quality and not the quantity that is important. *The intrinsic value of homework activities is far more important than the precise amount of time devoted to them (OFSTED/DCSF).*

Many departments will set extended home learning activities, such as projects, in the expectation that students will plan their own home learning timetable. It is one of the aims of our curriculum to strengthen independent learning skills.

BEAL HIGH SCHOOL STUDENT PLANNER

A planner is issued to all students so that they can organise themselves and record home learning set. Parents can use the planner to check what home learning has been set for their child and, more importantly, check that it has been completed. The planner should be signed by a parent/guardian at the end of the week and checked by the form tutor on a regular basis. It has been designed to help students organise their work, plan ahead and ensure deadlines are met. It also contains important information about the school and a space for messages between home and school, in order that a strong partnership of support for a student's learning is established between home and school. It must be brought to school each day.



UNIFORM

We pride ourselves on our smart appearance at Beal. Uniform is worn by all students in Years 7-11 at all times when on the school site. Our Sixth Form students are expected

to dress in smart business dress, including jackets for boys and girls. This creates a professional and mature environment for the Sixth Form students to work in. Full details are at the back of this brochure.

THE CURRICULUM

Beal High School aims to ensure that young people leave school equipped with the knowledge, skills and attitudes to cope with life and work in the 21st century.

We aim to enable our students to be successful lifelong learners who enjoy learning, make progress and achieve. We also want them to be confident individuals who are able to lead safe, healthy and fulfilling lives. In addition, we want our students to become responsible citizens who make a positive contribution to society.

In order to fulfil these aims we have developed a curriculum that is an entire planned learning experience underpinned by the broad set of values outlined above. This includes the study of the full range on National Curriculum subjects as well as cross-curricular and extra-curricular activities. The curriculum is delivered through: lessons, routines (such as assemblies), events and learning outside the classroom, including educational visits and learning carried out at home.

Learning outside the classroom can involve students in sporting activities such as being part of a school team, being a member of the netball club, for example, or taking part in football training, indoor rowing or trampolining. This extra learning can also involve students in various music groups, such as the jazz band or string group and may also include rehearsals and performances for the school play, school musical or concerts. The curriculum also includes opportunities for students to get involved in, for example, public speaking clubs, debating societies, science clubs or ICT coursework support. In addition to this students may engage in learning at, for example, science and technology challenge days at the University of East London or on educational visits both at home and abroad.

THE KEY STAGE 3 CURRICULUM

At Beal High School, we aim to maximise achievement through personalised learning in a culture of respect and responsibility. Our Key Stage 3 curriculum is designed to enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

In the first three years, Years 7 to 9, student groupings for teaching are flexible to meet the needs of the particular year groups and subject areas. Group size varies depending on the nature of the subject and groups are set by ability in some subjects. Students with additional educational needs are supported by a range of appropriate interventions, run by the Inclusion Centre.

In Key Stage 3, all students study English, Mathematics and Science, Information Technology, a combination of French and Spanish, History, PE, Geography, Art and Design, Drama, Music, Technology (Design, Food and Textiles) and Personal, Social and Health Education and Citizenship. Assessment is formative with formal Key Stage tests at the end of Year 9.

To widen their experience and develop skills, Year 7 students take part in The Identity project which encourages cross curricula participation in three phases - me and those around me, my manor and my world. Gifted and Talented students are challenged by additional opportunities such as: Maths Junior Challenge, Science "Rocket Launching" days, Art workshops and PE master classes. Students also have the opportunity to develop enterprise skills through "active learning days".

THE KEY STAGE 4 CURRICULUM

In years 10 and 11 all students continue to follow the National Curriculum studying

English, Mathematics, Science, RE, PE and PSHE. In addition, students are offered a wide range of option choices, which currently include the following subjects:

Art and Design
Photography
Drama
Performing Arts
Music
Sports studies
3D Design
Catering
Child development
Creative and Media Diploma
German
Graphic design
Graphic products
Textiles
Business studies
ICT
ICT practitioner
French
Spanish
Economics
Geography
History
Religious studies
Resistant Materials
Sociology

The qualifications awarded include GCSEs, a Diploma, BTECs, entry level examinations and other Level 1 qualifications. Prior to choosing their Key Stage 4 courses students together with their parents, meet with a senior member of staff for information and guidance.

THE SIXTH FORM

The majority of Beal students apply to our Sixth Form to continue their education post - 16. We are a popular, successful Sixth Form. Beal High School students are encouraged to apply but admission is not guaranteed - students must have a good academic record, an appropriate attitude and the desire to achieve. External applicants must have a sound reference from their previous school.

Successful applicants are invited to our Introduction Day and benefit from a carefully planned Induction Programme. All students

have the opportunity for Private Study and full access to the Library Resource Centre.

We offer a range of AS and A2 courses as well as vocational courses in some subjects.

In addition, Sixth Form students have many opportunities to support their academic studies and are encouraged to prepare a full and varied curriculum vitae. Enrichment activities include: Prefect duties, office work, voluntary and community work, literacy support for Year 7 students, work experience placements, pre-driving lessons, self-defence and many social events.

Further details are available in the Sixth Form Prospectus.

REPORTING TO PARENTS ON STUDENT PROGRESS

Staff regularly gather, review and record evidence of students' levels of attainment in each subject. A tracker system for both the foundation and the core subjects is in place. In the core subjects (English, Mathematics and Science) the students are also given a 'starter' level. The system complements the annual summative written report that each student receives.

All parents have the opportunity to meet with staff and talk on an individual basis about their child's performance and progress at Parents' Evenings, which are scheduled throughout the year.



INCLUSION CENTRE

The school has a new Inclusion Centre hub situated in the heart of the school which

includes Learning Zone, Language Zone, Counselling and small group facilities.

The Inclusion Centre aims to support the school as a whole, departments in general and all teachers specifically in their work with all students with additional educational needs. We aim to meet the individual needs of students with AEN/SEN and support them in their inclusion in all aspects of school life. We will help these students to become independent learners and prepare them for adult life after school, so that they can work towards achieving their full potential.

We have excellent links with the main primary feeder schools. We collect AEN/SEN student information and attend year 6 student reviews, enabling us to produce Individual Education Plans, student targets and teacher strategies for students prior to their starting in September. We collate Key Stage 2 Teacher SATs levels from students in addition to RA levels in order to identify those students requiring a literacy intervention in Year 7. Students are also screened for dyslexia. Students with SEN are placed on the school's centralised list. The school has a range of interventions available to students in order to support learning.

Students with learning, emotional, behavioural and social needs are monitored through the 'Code of Practice 2001'. All students at 'School Action Plus' level of support, or with a 'Statement' of SEN, are actively monitored and supported by the Inclusion Centre. Those students at School Action are supported by Head of Year. Each student at 'School Action Plus' or with a 'Statement' is allocated a Link Worker who has responsibility for monitoring the student's targets and their progress in general.

Differentiation/classroom monitoring is the initial level of intervention adopted at the school that is in line with the revised Code of Practice. It is the role of Subject Teachers to plan lessons that are flexible in order to recognise the needs of all students as individuals and to ensure progression, relevance and differentiation. If a student is still experiencing difficulties in the classroom after differentiation has occurred, then the

Head of Year and the Inclusion Centre are notified. These students are then monitored at 'School Action' level of intervention by the Head of Year.

The school has an allocated Educational Psychologist who visits regularly to help plan our work with certain students. Some students also receive teacher outreach support from the following support services: New Rush Hall for emotional, behaviour and social needs; Little Heath for learning needs; and Little Heath Speech and Communication for language and communication needs. Other external agencies include:

Connexions - Careers & Personal Advisors
REBEP - Vocational Inclusion
CAMHS
Health Advisor
Hear & Now
Youth Justice
Mpower
Fusion
Redbridge Youth Worker
Educational Welfare Officer
Dyslexia Specialist
SALT

The school's SEN policy was amended in light of the Code of Practice 2001. It reflects the school's commitment to providing students with the appropriate level of support, providing appropriate lesson materials and work, promoting social inclusion and every member of staff taking responsibility for all AEN/SEN students. Both the SEN and Inclusion Policies are available from the school on request.

ETHNIC MINORITY ACHIEVEMENT

As a learning community, Beal High School benefits from a wide range of ethnic and linguistic diversity among its students. Within this diversity, the EMA (Ethnic Minority Achievement) Department works to ensure equality of access to the curriculum for all. The department also creates opportunities for students to learn from, as well as about, the various cultures, faiths and languages that are represented at Beal.

The EMA Team works with teachers and departments to develop a culturally and academically inclusive curriculum, providing resources, advice and information across subject areas, with a special focus on students for whom English is not the only language spoken at home. We can also provide purpose-designed courses for pupils who are new to English, including an EMA Supported Studies Option to help pupils prepare for GCSE. A range of accredited English Language qualifications is available to students in Year 9 and above.

We support individual students in their efforts to become fully fluent and literate in English while maintaining and enhancing their home language capabilities. For example, the department arranges GCSE and AS/A-Level examinations in a wide range of community languages including; Hebrew, Panjabi, Greek, Urdu, Turkish, Arabic, Persian and many more. These examinations usually take place at Beal High School.

The EMA Team actively contributes to community cohesion, providing statistical information and running projects to enhance students' engagement with, and enrichment by, the diversity of cultures and languages represented among the learning community. We organise frequent in-school events allowing all students to share their knowledge, achievements, skills and talents. Assemblies, workshops, special lessons and competitions take place throughout the academic year.

The EMA Department maintains strong links with outside agencies to maximise equality of access to the curriculum. We work with professional translators and interpreters, as well as Children's Services and Redbridge's central Secondary Strategy Team, to provide high quality personalised learning for all students, and to help achieve increased involvement by parents and carers in their children's education across all subject areas.



COMMUNICATION AND LEARNING DEPARTMENT

The Communication and Learning Department (CLD) is a Local Education Authority designated provision within Beal. It has 30 places for secondary aged students in years 7 - 11 and a small post 16 provision for students who need further preparation for the transition to further education, college or work. The students have statements of special educational needs and a range of autistic spectrum disorders and social communication difficulties.

We aim to provide students with an education designed to address their specific needs and offer appropriate interventions from a range of professionals. This all takes place within the department's purpose-built building.

In addition we offer students access to social opportunities in the main school and, where appropriate, access to learning opportunities in other departments. Many form tutor groups throughout the school include a student from CLD and the students within the form have a significant role to play in supporting the students and helping them to feel part of the whole school community.

More information about the department can be obtained by contacting the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

At Beal High School we recognise the importance of providing students with the skills necessary to be successful in a rapidly

changing society. Information Technology skills are essential to our students' development.

We have invested heavily in Information and Communication Technology (ICT) in order that we can provide the most up-to-date facilities. Thus our students have the opportunity to take advantage of high quality provision. We are continuing to expand in this area. Currently our facilities include:

- a number of ICT rooms which are available for subject teachers to use for lessons;
- specialist rooms for the teaching of ICT;
- a fully networked Learning Resource Centre;
- a high speed internet facility which enables our students to have easy (but controlled/monitored) access to the internet;
- departmental ICT bases for other curriculum areas including; Art, Maths, English, Science, Design Technology, Media Studies, Business Studies and Music, MFL and Geography;
- data projectors and interactive white boards in all departments.

All Key Stage 3 students have discrete ICT lessons where they can develop their ICT skills and knowledge through problem solving and structured project work. Further opportunities to work using ICT are given through their studies in other curriculum areas. At Key Stage 4 all students choose from a range of specialist ICT courses, and those who have a particular aptitude can continue to study ICT in the Sixth Form.

RELIGIOUS EDUCATION

Religious Education at Beal High School seeks:

- 1 to develop students' knowledge, understanding and awareness of Christianity and other principal religions represented in Britain, and the place of religion within the lives of individuals and communities today;
- 2 to offer students the opportunity to raise fundamental questions of meaning, value and purpose;

- 3 to reflect on, and evaluate, their own outlook and experience;
- 4 to encourage respect for those holding different beliefs;
- 5 to help promote students' spiritual, moral, social, cultural and intellectual development.

Religious Education at Beal High School is taught:

- 1 throughout the School by specialist teachers who expect each student to make the most of his or her ability;
- 2 in an imaginative, investigative way without religious or denominational bias;
- 3 using a variety of different methods and resources;
- 4 with frequently and regularly set and assessed homework tasks.

The Religious Education Course at Beal High School is part of the core curriculum which the school must provide, but unlike the subjects of the National Curriculum, is taught according to the Redbridge agreed syllabus, *Exploration and Response*. It includes:

- 1 the study of the beliefs and practices of Christianity and at least two other world religions;
- 2 the teachings of Christianity and at least two other world religions, with particular reference to their effects on the lives of believers and their effects on world and social issues.
- 3 Parents can withdraw their children from all, or part of, the Religious Education and collective worship provided although this is very rare.



SPORTING AIMS AND PROVISION FOR SPORT

The Physical Education Department at Beal offers an extensive programme of team and individual activities to all students at Key Stage 3. These include:

Athletics
 Badminton
 Basketball
 Cricket
 Dance
 Fitness
 Football
 Gymnastics
 Netball
 Rounders
 Rugby
 Tennis
 Trampolining
 Volleyball

At Key Stage 4 every student participates in our core programme which provides opportunities to extend skills and knowledge within fitness, games, athletics and aesthetic activities. If timetabling allows, we may also use local facilities for activities such as swimming, sailing, and kayaking. In addition to the core programme, students can select the BTEC First Diploma in Sport within their option programme, in order to develop their knowledge of concepts applicable to the sports and leisure industry.

In addition to all of the above, we offer an extensive programme of extra-curricular clubs and teams. These take place during lunchtime and after school and are run on the basis of the goodwill of all staff involved. We are currently developing a new programme, which will include a wider range of extra curricular activities, and will employ qualified coaches in their respective fields to run clubs. This will incur a small cost, although it will be subsidised. Our success is reflected by a variety of outstanding individual and team performances.

Beal is fortunate to have extensive outside playing fields together with a large Sports Hall and Gymnasium.



Teaching is in line with the School's SRE Policy Statement (2010).

Teaching methods and materials are those recommended by professional educators, health workers and organisations such as the Sex Education Forum at the National Children's Bureau and the Redbridge Drug and Health Education Team. The Nurse attached to the school is also consulted at times regarding, the planning of Schemes of Work. Visiting speakers are used when appropriate.

SEX & RELATIONSHIPS EDUCATION

Our Sex and Relationships Education (SRE) policy and programmes of study have been developed in the light of guidance from the Department for Education and Skills, Redbridge Education Service and the national Sex Education Forum. SRE takes place mainly within the Science curriculum and the programme of Personal, Social and Health Education. However, SRE can arise naturally during any class discussion of issues relating to feelings, values and relationships.

The National Curriculum:

Science includes teaching about the following issues:

- in Key Stage 3: fertilisation, puberty, the human reproductive system, development of the foetus, bacteria and viruses.
- in Key Stage 4: fertility, hormonal change, how sex is determined in humans, defence mechanisms of the body.

PSHE includes teaching about the following issues:

- in Key Stage 3: managing relationships, family life and marriage, puberty, menstruation, sexual health, gender, and the law relating to sexual behaviour, safer sex (including HIV/AIDS and sexually-transmitted infections), contraception, abortion, pregnancy and parenthood.
- in Key Stage 4: the range and depth of feelings in close relationships, risks of early sexual activity, self-image and self-esteem, domestic violence and forced marriage.

A student cannot be withdrawn from SRE where it occurs in Science as the National Curriculum is a legal requirement, but parents/carers do have the right to withdraw their children from SRE within PSHE. However, as it is within PSHE that human sexual activity is discussed from the point of view of values, feelings and relationships it is considered an entitlement that should be available to all students.

INFORMATION, ADVICE AND GUIDANCE

Beal has developed a rigorous and personalised programme of Information and Guidance ("IAG"). The programme takes a stepped approach to impartial, quality careers education from year 7 - 13. Students who study at the school for the full seven years are able to experience a careers education which begins with self assessment, considering their own strengths and weaknesses, their interests and initial ambitions through to post-18 choices at university, college or in industry as an apprentice. The Beal careers plan has also been designed to encompass business related experience, both from external visitors to the year 10 work related learning programme.

IAG is initially delivered, in Years 7 & 8, through Personal, Social and Health Education lessons. Students are encouraged to assess their skills, subject interests and identify areas for development.

The Connexions Service also offer a range of advice and guidance sessions to students and

deliver assemblies focusing on self-development.

In Year 9, the school's IAG provision assists students to make informed decisions on their subject choices or pathways and to give them access to information on a range of careers. Students are supported through personalised interviews to choose the most appropriate courses from the school's extensive academic and vocational range. Students also participate in a Young Enterprise 'Learn to Earn' programme, where they discover what they need to study in order to follow their desired career path.

In Years 10 and 11, together with Connexions, the school's IAG team prepare students for adult life and the world of work: there is a programme of preparation for work related learning, guidance is given on interview technique and the practicalities of seeking places in further education or employment: e.g. writing CVs, completing application forms and such like.

In the summer term a two-week period of work related learning is undertaken by Year 10 students. Placements cover a wide range of areas: in Central London, the City as well as the local area. Students are encouraged to find their own placements. The school will assist those students who need it.

Students will meet a new set of professional people and learn about how they might fit into the working world. They will gain an invaluable range of work related skills that will make them more desirable to employers and higher education establishments when they leave school.

Students in the Sixth Form benefit from a tailored support programme assisting them with choices and applications for university, alternative vocational pathways and applications for apprenticeships.

In Years 9, 11 and in the Sixth Form, the school provides guidance interviews which are undertaken by the school's Leadership Team and pastoral staff. In Year 11 and the Sixth Form, a Personal Adviser from the Connexions Service is available to students who require additional guidance.

There is a Careers Area in the school Resource Centre, which contains information on careers and Further/ Higher Education. Students also have access to on-line guidance and curriculum software such as KUDOS, which matches careers to interests and aptitudes.



WORK-RELATED LEARNING

Work related learning is an essential part of preparation for adult life. Learning about work and enterprise, developing employability skills, understanding the links between learning and earning, are essential for students' understanding and appreciation of their education. Direct experience of the world of work, through a variety of activities, is at the heart of work related provision at Beal High School.

Enterprise education is firmly embedded within the curriculum and is also offered as discrete 'Enterprise Days'. The subject/topic areas covered vary from year to year and are based on topical issues. We will ensure every student has the opportunity to develop and enhance his or her enterprise skills such as leadership, team building, time-management, problem solving, decision-making and creativity.

Students at Key Stage 4 will study the following:

- To learn through work (work experience);
- To learn about work (applied courses, enterprise education and careers education);
- To learn for work (interviews, work simulations and enterprise activities).

EXTRA-CURRICULAR ACTIVITIES

Beal students benefit from a wide variety of extra-curricular activities. These are organised at lunchtime or after school; some extend into weekends.

CLUBS: Drop-in Club; Home Learning Club; Science Club; Film Club; Mandarin; Calligraphy; Manga; Radio XL; Debating Club; Various Art Clubs; Charity Work; a full Curriculum Enrichment Programme for sixth formers.

SPORT: Athletics, Badminton, Basketball, Cheerleading, Cricket, Fitness, Indoor Rowing, Martial Arts, Netball, Rounders, Rugby, Soccer, Table Tennis, Tennis, Trampolining, Volleyball.

MUSICAL OPPORTUNITIES: School Choir, School Orchestra, Wind Band, String Group and various smaller ensembles. The annual school musical always involves many students.

We have two large scale concerts per year, European tours, bi-annual involvement in the Royal Albert Hall Redbridge Choral Festival.



STUDENT VOICE/SCHOOL COUNCIL:

Beal High School recognises that school improvement is far more likely if students are involved.

Student Council gives all students in the school a voice. It allows students to speak with one voice so that they give a clear message that everyone listens to, so change is possible.

The council pledges to make every student's voice heard and has its own website and MLE site where students can contribute to discussion and debate.

Students meet monthly and share information, make decisions and plan action on behalf of every member of the school.

The aims of the council are to:

- take on a role in fundraising, school improvements and making community links;
- communicate/share information with staff;
- feedback progress to the rest of the school via notice boards, assemblies and year councils.

In 2009/10 the Council were very busy. Some of their success include: preparation and presentation of a film and assembly on student voice at Beal, a welcome and induction day for Year 6, work with teachers on the Anti-Social Behaviour Survey and Extra Learning Policy, planning and delivery of the first Joint Student Conference with students for Hainault Forest High School.

CHARITY WORK: This has been another great year for Charity projects at Beal High School. Students and staff have 'Worn it pink' in October and 'Blue' in July!

Other fun events have included doing something different for Children in Need, car washing, Valentines roses, doughnut selling and Christmas shopping with the elderly at the Ilford exchange. As always our Eid gathering was well supported and enjoyable, raising valuable funds for Helping Hands.

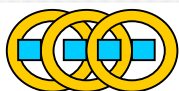
As usual everyone has been involved. The Essex Air Ambulance Service continue to benefit from the sale of snacks in the school office and the staffroom Christmas raffle saw profits shared between local and national charities.

Our biggest charitable success this year was with a record amount raised for the disaster relief following the Haiti earthquake. After information assemblies, students wore hats for Haiti and managed a day of silence!

Sadly there is always someone who needs our help and students have already started to fundraise in response to the terrible floods in Pakistan. Charity work is important at Beal, it

is a good way for students to learn about others and to understand the concept of 'we' not 'I'.

PARENT TEACHER STUDENTPARTNERSHIP



We are fortunate to have an active Parent Teacher Student Partnership at Beal.

The PTSP fulfil a traditional role as fund raisers and the organisation of events such as 'Beal's got Talent' and the famous Indoor Boot Sale have raised much needed funds for school equipment such as a sound system, stage lighting and, most recently, a new mini bus.

However, the Beal PTSP also act as a voice for parents. They contribute to the School Improvement Plan, and inform developments such as the Cashless Catering System. Their most recent Parent Discussion evening on Progression was very well received.

All parents are automatically members of the Parents Teacher Student Partnership. Volunteers to serve on the committee and to assist at functions are always welcome. Please ring the school for contact details.

RESOURCE CENTRE

SUPPORTING INDEPENDENT LEARNING AT BEAL

The Resource Centre is at the hub of Beal High School, providing support services to both teachers and students across the curriculum.

In the Resource Centre students can find a range of fiction and non-fiction books, as well as reference books, revision guides, audio-visual materials, newspapers, magazines and comics. We also have 17 computers, a black-and-white and two colour printers, a scanner and a photocopier for staff and students to use throughout the day. We have a further 30 computers in Room 60 for teachers to book whenever they require them for their lessons and clubs after school.

Apart from a wide choice of stock, we provide various services and activities. These include:

- 1) library skills training for Year 7 and Year 8 students;
- 2) newspaper cutting services for those who want to find out about current topics;
- 3) book fairs - we host a Scholastic Book Fair for Years 7-11 once a year and a Book People Event for the whole school twice a year;
- 4) career advice services from Connexions twice a week;
- 5) reading clubs for those who enjoy reading and meeting other people;
- 6) a Manga club for those who like to draw on every Monday at lunchtime;
- 7) a Homework club, which is run four times a week by LSAs;
- 8) a lunchtime Film club which is on every Tuesday.;
- 9) two more lunch time clubs: origami on Wednesday (Japanese paper folding) and calligraphy on Friday (Chinese brush drawing).

The Resource Centre is open during school hours until 16.30pm Monday-Thursday and until 14.15pm on Friday. It is a friendly environment in which students can read or research. For instance, it has a Careers Area where students can consult current prospectuses, literature on choosing courses and information on careers.

The Resource Centre acts as a venue throughout the year for many events within the school, including quizzes, debates, talks and workshops. We also promote the KS3 reading challenge. Beal's Own Accelerated Reader enables students to earn points, recommendations and merits for the books they read. At the end of the challenge there will be an award ceremony to reward those who read most books and write most reviews. The names of the winners of the Reading Champions competition of 2009 were published in August issues of Wanstead and Woodford Guardian.

Students are encouraged to become actively involved in the development of all areas of the

Resource Centre, including stock selection, research work and display design.

Redbridge Children's Book Award



Redbridge Children's Book Award is an annual event sponsored by Redbridge Schools' Library Service, the aims of RCBA are to inspire children to read for pleasure; to review, debate and appreciate quality literature; to encourage children to have an independent mind about who should be the best writer of the year. Twenty children nominated by the library staff will be attending the event; they are going to choose one writer out of five from each category to be winners. In the last two years, Beal won the table quiz on short-listed books, this year all fifteen children have put their heads together trying to obtain their winning title.



Author events

The Resource Centre aims to invite to Beal two well-known children's authors every academic year in order to help improve students' reading and writing skills. In 2010 we have already hosted an event in which Michael Grant, an American author of the *Gone* series - *Gone*, *Hunger* and *Lies* - talked to Year 8. *Gone*, which was short-listed for the Redbridge Children's Book Award 2010, explores the idea that everyone over fifteen years old suddenly disappears and no one knows why. The school doesn't have teachers or support staff to tell the kids what to do. It

does sound fun, but 'a new world order' rises, which is 'even scarier' than the old one.'



GOVERNING BODY (Membership as at September 2010)

All Governors can be contacted through the School Office

GOVERNORS	NAME AND STATUS	END OF TERM OF OFFICE
COMMUNITY	Mrs Yasmin Awan	10.07.11
	Mr M Herman	14.03.14
	Mr James Juggapah	14.07.13
	Mrs A Sadanandan	14.03.14
	Mr Geoffrey Waldman	07.07.12
PARENT	Mr Godwin Kwame Adjei	21.07.12
	Ms Amanda Ansell	11.05.13
	Mr Fazlul Chowdhury	10.12.10
	Mrs Sonia Gable	10.12.10
	Mr Michael Jarrett	21.07.12
	Ms Tabinda Moazzam	21.07.12
	Mrs Sara Patience	21.07.12
AUTHORITY /LEA	Mr Ronnie Barden	31.12.10
	Mrs N Butler	16.11.12
	Mr J Daniel	12.07.14
	Cllr Alan Weinberg	31.12.10
STAFF	Ms S Snowdon	N/A
	Mr C Brown	31.10.12
	Mr J Jackson	17.10.13
	Mrs A O'Leary	29.04.11

THE SCHOOL DAY

Registration/Assembly	08.20 - 08.45
Period 1	08.45 - 09.45
Period 2	09.50 - 10.50
Break	10.50 - 11.05
Period 3	11.10 - 12.10
Period 4	12.15 - 13.15
Lunch	13.15 - 14.05
Registration	14.05 - 14.15
Period 5	14.15 - 15.15

SCHOOL TERM AND HOLIDAY DATES 2010-2011

TERM	START	END	HALF TERM
Autumn	Monday 6 th September 2010	Friday 17 th December 2010	Monday 25 th October 2010 to Friday 29 th October 2010
Spring	Tuesday 4 th January 2011	Friday 8 th April 2011	Monday 21 st February 2011 to Friday 25 th February 2011
Summer	Tuesday 26 th April 2011	Friday 22 nd July 2011	Monday 30 th May 2011 to Friday 3 rd June 2011
MAY DAY BANK HOLIDAY:		02.05.11	

INSET DAYS

(Please note that the following dates can be subject to change. Please ensure that the website is checked regularly for change of dates.)

Thursday 02.09.10	Friday 03.09.10	Friday 22.10.10	Monday 20.12.10	(Moderation Day) Friday 29.04.11
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**BEAL HIGH SCHOOL
BEHAVIOUR FOR LEARNING
CLASSROOM DISCIPLINE PLAN**

BEAL HIGH SCHOOL

We have the right to learn to the best of our ability

- 1 Listen when a teacher or student is talking**
- 2 Follow instructions straight away**
- 3 Arrive on time fully equipped for lessons**

We have the right to feel emotionally and physically safe at school

- 4 Keep hands, objects and unhelpful comments to yourself**

We have the right to work in a safe and pleasant environment

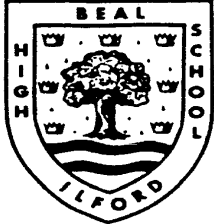
- 5 Keep the classroom/school clean and tidy**

**CONSEQUENCES
(Following Rules)**

- Praise
- Commendations (Key Stage 3)
- Merits (Key Stage 4)
- Phone call home
- Letter home
- Display good work
- Achievement certificates
- End of year awards

**CONSEQUENCES
(Breaking Rules)**

- 1 Warning
 - 2 Relocation / Second Warning
 - 3 Time out and talk (PAL Form)
 - 4 Removal from class detention
 - 5 Exclusion from referral class by a Senior Teacher
- SEVERE CLAUSE**
- 6 Exclusion from class by a Senior Teacher

BEAL HIGH SCHOOL Woodford Bridge Road Ilford Essex IG4 5LP Telephone: 020 8551 4954 Fax: 020 8551 4422	<h1>SCHOOL UNIFORM</h1>	
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UNIFORM OUTFITTERS		
Lucilla Limited 179 Cranbrook Road Ilford Essex IG1 4TA Telephone: 020 8554 5133	Carolina's 708 Chigwell Road Woodford Bridge Essex IG8 8AL Telephone: 020 8504 6420	Brigade Uniform Direct <u>Online Ordering</u> Blouses, shirts and jumpers with Beal High School logo www.brigadeuniformdirect.uk.com or click the link on the school's website in Parents-Documents section

GIRLS – YEARS 7 TO 11

AVAILABLE FROM OUTFITTERS

Skirt: KS3 – Years 7-9: Plain black (<i>pleated no more than 14cms above the knee, no slits</i>) KS4 – Years 10-11: Plain black A line skirt	Blouse: White button through with collar and school badge (<i>No T-shirts</i>) Jumper: Black with school badge
Blazer: School design with badge: Years 7-9: Tan Blazer Years 10-11: Dark Brown Blazer	School Badge: Only school badges to be worn (<i>available from Outfitters and School Office</i>)
Trousers: Plain black, loose, straight cut. <i>(Must be purchased from Outfitters)</i>	

AVAILABLE FROM SCHOOL RECEPTION

School tie: Years 7-9: Tan/Gold Years 10-11: Dark Brown/Gold <i>(Optional)</i>	Hijaabs: Plain Black only
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GENERAL ITEMS AVAILABLE FROM RETAIL STORES

Tights/Socks: Plain neutral tights black or white or socks	Coats: Plain (<i>no badges or symbols</i>)
Shoes: Plain dark brown or black, low heel (<i>no boots or sling-back shoes</i>)	Jewellery: Maximum of 1 ring, a necklace which must not be on show and 1 pair of studs
School Bag: No PE bags	Jilbab: Plain black - $\frac{3}{4}$ length only Tunic: (<i>Tunic to be worn over school blouse</i>)

PE KIT- AVAILABLE FROM LUCILLA (OUTFITTERS)

Tracksuit: Black with Beal logo (<i>optional</i>) Shorts: Black Jogging Bottoms: Black <i>(Students may opt for $\frac{3}{4}$ dance trouser as an alternative to jogging bottoms)</i>	T-Shirt: Years 7-9: Gold with Beal logo Polo Shirt: Years 10-11: Grey with Beal logo
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PE KIT- AVAILABLE FROM RETAIL STORES

Socks: White Trainers: Should be clean at all times	Hijaab: Black Lycra (<i>if applicable</i>) <i>(Scarves are not permitted as they are a hazard and may cause injury)</i>
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BOYS – YEARS 7 TO 11

AVAILABLE FROM OUTFITTERS

Blazer:	School design with badge: Years 7-9: Tan Blazer Years 10-11: Dark Brown Blazer	Trousers:	Plain Black – Classic (<i>straight cut</i>)
School Badge:	Only school badges to be worn (<i>available from Outfitters and School Office</i>)	Shirt:	White with school badge (<i>no t-shirts</i>)
		Jumper:	Plain Black with school badge

AVAILABLE FROM SCHOOL RECEPTION

School Tie:	Years 7-9: Tan/Gold Years 10-11: Dark Brown/Gold
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GENERAL ITEMS AVAILABLE FROM RETAIL STORES

Socks:	Plain dark or white	Jewellery:	Maximum of 1 ring, a necklace which must not be on show and 1 pair of studs
Shoes:	Plain dark brown or black shoes (<i>no boots with high sides or laces</i>)	School Bag:	No PE bags
Coats:	Plain (<i>no badges or symbols</i>)		

PE KIT – AVAILABLE FROM LUCILLA (OUTFITTERS)

Tracksuit:	Black with Beal logo (<i>optional</i>)	Jogging Bottoms:	Black
Shorts:	Black	Rugby Shirt:	Black/Yellow – Reversible
T- Shirt:	Years 7-9: White with Beal logo		Years 7-9: (<i>Required</i>)
Polo Shirt:	Years 10-11 <u>only</u>: Grey with Beal Logo		Years 10-11: (<i>Optional</i>)

PE KIT – AVAILABLE FROM RETAIL STORES

Football Socks:	Black	Mouthguard:	For Rugby (<i>On sale from PE Office during break times</i>)
Football Boots:	Black	Trainers:	Should be clean at all times
Shin Pads:	Colour optional		

ALL STUDENTS – IMPORTANT – PLEASE NOTE

- No hats except for religious purposes.
- No items shall obscure the face e.g. hoods, handkerchiefs or hair.
- Electrical equipment should not be visible around the school e.g. on corridors etc.
- No prominent logos to be worn.
- No jewellery to be worn at any time during sporting activities.
- Mid/long hair must be tied back during all sporting activities.
- Correct PE kit must be worn at all times.
- Name of student to be put on all uniform.
- Name of student may be printed on PE kit.

VALUABLES

Do not bring any valuables to school. The school cannot be held responsible for any valuable items (i.e. iPods, mobile phones, bikes, personal items, etc) going missing.

If you do have valuables on you at PE times please either lock them away in your locker or, alternatively, put in clear bag labelled with your name and form and pass to the PE staff who will lock away in the PE office.

SCHOOL POLICIES

School Policies are available from the School Office upon request.

Acceptable Use Policy (ICT)
Accessibility Plan
Admissions Policy (*including Sixth Form Admissions Policy*)
Allegations against Staff
Anti-Bullying
Arts Policy
Assessment, Tracking and Reporting Policy
Attendance Policy
Behaviour for Learning
Best Value Statement
Charging and Remissions Policy
Child Protection Policy
Collective Worship Policy (*including assemblies*)
Communication and Learning Department Policy
Complaints Procedure (*Parents*)
Community Cohesion
Curriculum Policy
Data Protection Act - Privacy Notice
Drugs Prevention Policy
Educational Visits Policy and Procedures
Equality and Diversity Policy
Extra Learning Policy (*Homework*)
Freedom of Information Act Publication Scheme
Gifted and Talented Policy
Health, Safety and Welfare Policy
Inclusion Policy
Information and Guidance Policy
Lettings Policy
Literacy Policy
Powers of Teachers to Restrain/Search Pupils
Personal, Social, Health Education Policy
School-Parent-Student Agreement (*Home-School Agreement*)
School Transport (Minibus)
Security Strategy Policy
SEN Policy
Sex and Relationships Education
Student Voice
Target Setting (*including Attendance Targets*)
Teaching and Learning Policy

In addition the school has a number of other documents that are required by law:

- The Central record of recruitment and vetting check
- Governors' allowances (schemes for paying)
- Instrument of government (Governing Body)
- Prospectus
- Register of pupils
- Register of business interests
- Minutes of, and papers considered at, meetings of the governing body and its committees
- School Profile
- Medical Register

CHARGING AND REMITTANCE POLICY:

It is the policy of the Governing Body to make appropriate charges in line with previous Authority policy. This applies to:

1. Individual music tuition
2. Activities out of normal school hours
3. Board and lodging costs for field study courses and to the London Borough of Redbridge Outdoor Pursuits Centre at Glasbury.
4. Damage caused to school property as a result of deliberate malicious action. Resources, in addition to basic equipment and textbooks, such as Examination revision materials.

Some or all of these charged may be remitted, in individual cases, at the discretion of the Headteacher. The Charging and Remissions Policy is available from the school office.

GUIDANCE DOCUMENTS:

- Statutory instruments and guidance documents sent to schools by the DfES about the curriculum and National Curriculum.
- Schemes of work and syllabuses in use.
- Published OFSTED reports on the school.