



THE BROOKSBANK SCHOOL

PLANNER

PERSONAL DETAILS

NAME:.....

FORM.....

HOME ADDRESS:.....

.....

.....

.....

TELEPHONE NUMBER:.....

PC NETWORK USER NAME:.....

EMAIL ADDRESS: username@stu.bbs.calderdale.sch.uk

SCHOOL DETAILS

THE BROOKSBANK SCHOOL

Address: The Brooksbank School
Victoria Road
Elland
West Yorkshire
HX5 0QG
Tel: (01422) 374791
Email: admin@bbs.calderdale.sch.uk

Headteacher: Mr Andrew Taylor
Senior Deputy Headteacher: Mrs Debbie Shutter
Deputy Headteacher: Mrs Zandra Puddephatt

**Chair of Board
of Governors:** Mrs Marion Bain

My Head of Year is:

My Form Tutor is:

My Form Room is:

SCHOOL DAY

Wednesday Only

| | | | | | | |
|--------------|-------|---|-------|-------|---|-------|
| Registration | 9.00 | - | 9.15 | | | N/A |
| Period 1 | 9.15 | - | 10.15 | 9.00 | - | 10.00 |
| Period 2 | 10.15 | - | 11.15 | 10.00 | - | 11.00 |
| Break | 11.15 | - | 11.30 | 11.00 | - | 11.15 |
| Period 3 | 11.30 | - | 12.30 | 11.15 | - | 12.15 |
| Lunch | 12.30 | - | 1.15 | 12.15 | - | 1.00 |
| Registration | 1.15 | - | 1.20 | 1.00 | - | 1.05 |
| Period 4 | 1.20 | - | 2.20 | 1.05 | - | 1.50 |
| Period 5 | 2.20 | - | 3.20 | 1.50 | - | 2.50 |

SCHOOL HOLIDAYS

Summer

Opens: Tuesday 8th September 2020

Autumn Half Term

Closes: Friday 23rd October 2020 /

Opens: Tuesday 3rd November 2020

Christmas

Closes: Friday 18th December 2020 /

Opens: Monday 4th January 2021

February Half Term

Closes: Thursday 11th February 2021 /

Opens: Monday 22nd February 2021

Easter

Closes: Thursday 1st April 2021 /

Opens: Monday 19th April 2021

May Day

Closed: Monday 3rd May 2021

Spring Bank

Closes: Friday 28th May 2021 / Opens: Monday 7th June 2021

Summer Closure

Closes: Friday 23rd July 2021

Training Days

Closed: Monday 7th September 2020

Closed: Monday 2nd November 2020

Closed: Friday 12th February 2021

Closed: Monday 26th July 2021

Closed: Tuesday 27th July 2021



Mrs Puddephatt



Mrs Shutter



Mr Watkins



Mrs Leonard



Miss Potter

KEEP SAFE STAY SAFE

Keeping safe and staying safe is very important. If you have a personal safety worry about yourself or a friend, we are here to help.

SEEK HELP

You can talk to your:

Form Tutor,

Head of Year,

Safeguarding Team.



GENERAL INFORMATION

ATTENDANCE

Attendance is vital to learning and is checked daily to ensure absences are quickly spotted and, if necessary, investigated. If you are unable to attend school, please ask your parent/carer to telephone reception on 01422 374791 to give details, leave a message on 01422 328926 or email absence@bbs.calderdale.sch.uk.

On your return to school you must catch up on any work that you have missed. Our attendance target is 97% and most students achieve this figure.

Punctuality

Always make sure you are on time for registration and for the start of lessons.

- Registration is at 9 am and 1.15 pm. If you do not arrive on time you will be marked late.
- If you arrive after 9.15 am or 1.20 pm, you must go to reception and sign the lates book – you must NOT go straight to lesson. If you are late without a valid reason you will serve a lunchtime detention.

Holidays/Absences

Government guidance states schools should only authorise absences if there are exceptional circumstances. If a request for an absence is made, parents must explain (in writing) what these circumstances are. Parents are requested to avoid booking holidays during term time if at all possible.

Lunchtime

All meals, whether it is a school dinner or packed lunch, must be eaten in the dining hall, small hall or outside.

Students in Years 7, 8 and 9 are NOT allowed to leave school premises at lunchtime. Students in Year 10 and 11 must have written permission to leave and then obtain a dinner pass from the Key Stage 4 Office.

Temporary school closure

This happens rarely but may be necessary for a number of reasons, for example heating failure or bad weather. If the decision is taken to close the school, the Headteacher will inform students and, if possible, parents - usually through the local media (Radio Leeds), the school website and via social media. Students will not be released unless parents know about the closure and give permission for them to leave school premises.

SAFETY

We believe that all children have the right to be provided with a safe, clean, secure and supportive environment in order that they are able to thrive and develop into mature and responsible adults. It is our duty as adults and as professionals to provide this and to support and challenge families to achieve this. It is at the core of everything that we stand for.

The welfare of our students is paramount and all members of staff in the school have a responsibility to report anything that might indicate that a child may be at risk of or suffering significant harm.

As outlined in DfE guidance, the school reserves the right to search students and confiscate any prohibited items, for example weapons, alcohol, illegal drugs or stolen items. This also applies to any item where a member of staff has reason to believe that it may be linked to a criminal offence, eg a mobile phone containing indecent images.

Problems and Help

If you have a problem, always ask for help. There are lots of people in school you can talk to - teachers, your Form Tutor, Head of Year, Assistant Head of Year, Pastoral Support Worker or the Health Care Assistants.

- If you've lost something - See the health care assistants Mrs Bell or Mrs Brearcliffe
- If someone is being unpleasant - Talk to your Form Tutor or a teacher
- If you don't understand your homework - See your subject teacher or try Homework Club in Learning Support every lunchtime, Mon-Thurs
- If you don't feel well - Go to the Medical Room. If this is locked, try reception.

HEALTH

If you feel unwell or have an accident you must tell a teacher straight away. You will then be sent to the Medical Room. If you are too ill to stay in school or if hospital treatment is necessary, your parents will be contacted to make suitable arrangements. Under no circumstances should you leave school or go home without permission from your Head of Year.

Doctors/Dentists

If you have to leave school premises for a medical or dental appointment you must bring a note from your parents and get it signed by your Head of Year. Before you leave you must show the note at reception and sign out. If you return later, remember to sign back in.

EXPECTATIONS

At the Brooksbank School we have high expectations of your work and behaviour which will help build and sustain your sense of confidence and self-worth.

Equipment

You are expected to arrive for lessons with all the correct equipment:

- Pen
- Pencil
- Ruler
- Reading book
- Scientific Calculator
- Planner
- Knowledge Organiser/Exercise book
- Vocabulary Book
- School bag
- PE kit – when appropriate

Planner

All students are given a **school planner** and must bring it to school every day. It is used by staff to pass on information and by students to record homework, credits and progress. Please make sure your parents check your planner regularly and sign it every week.

Uniform

We expect all students to maintain our high standards of uniform by following our simple dress code.

If you or your parents are unsure about the rules concerning any aspect of our uniform or rules concerning appearance, please check with your Head of Year.

Behaviour and Conduct

At Brooksbank we have high expectations of your behaviour and personal conduct. You are expected to be courteous and considerate of others at all times. Students are expected to follow the school rules and Code of Conduct to ensure we have a happy, safe and well-ordered community.

Outside school

When students are on their way to or from school, we expect the highest standards of behaviour. We expect you to be polite and use appropriate language and behaviour, both on buses and in the community around school. Any out of school incidents which are reported – and where students are not under adult supervision - will be looked into.

THE CODE OF CONDUCT

Our code of conduct is based on the principle of RESPECT.

- **Respect for all staff**
- **Respect for each other**, shown by how we talk to each other and how we work together.
- **Respect for yourself**, shown by your dress and manners.
- **Respect for the school environment**, shown by how we look after the school buildings and resources.
- **Respect for other people's property**, shown by not touching each other's belongings.

In practice this means -

On corridors:

- Walk quietly and calmly on the LEFT, showing consideration for others.
- If instructed to line up outside a room, do so quietly and in single file to minimise disruption to others.
- Think about the way you speak to other people in and around the school. Swearing and abusive language will not be tolerated.
- Do not eat in corridors or classrooms. Eat only in the designated dining areas and outside.
- Respect your environment by placing all litter in the bins provided and looking after school property.

In classrooms:

- Enter the classroom quietly and in an orderly manner.
- Bring all the equipment needed for the lesson.
- Get all books and equipment out at the start of the lesson and settle down ready to begin.
- Remain silent when asked to do so and listen to instructions.
- Work quietly and sensibly.
- Allow others to work, do not distract them, disturb them or touch their possessions or work.
- Be polite.

BULLYING

We regard bullying as the repeated and systematic targeting of another individual.

Bullying is something which happens to a student repeatedly and includes:

- Threats of violence
- Physical abuse (a range, with violent attacks as the most serious)
- Teasing/name calling/ridiculing
- Passing comments on personal matters/provoking
- Demanding money, goods, favours
- Taking or vandalising property
- Exclusion, shunning, ignoring and cutting people out of the peer group
- Encouraging others to fight
- Manipulating others into bullying.
- Intimidation via text messages, emails or social networking sites.

Bullying also includes acts of prejudice against individuals or groups on grounds such as race, gender, culture, religion, disability or sexuality.

ANTI-BULLYING CHARTER

- **At the Brooksbank School everyone has the right to be safe and secure.**
- **We, as a school, do not tolerate bullying of any kind.**
- **Everyone has a role to play in preventing bullying.**
- **We believe in the following key principles:**
 - **If you are being bullied tell! Don't suffer in silence.**
 - **If you know someone who is being bullied tell an adult.**
 - **If you witness someone being bullied tell an adult.**
 - **If you know someone is being bullied don't let him/her be alone.**
 - **If you know someone is being bullied help them!**
- **We, as a school, will work to eliminate bullying by promoting the anti-bullying message, helping victims and working with bullies to change their behaviour.**

SCHOOL DRESS

(See the uniform leaflet for full details)

HAIR STYLES

Extreme styles and / or colours are not permitted.

JEWELLERY

One pair of small stud earrings only.

HAIR STYLES

Extreme styles and / or colours are not permitted.

PALE BLUE SHIRT

SCHOOL TIE

Navy blue tie with pale blue stripe (KS3) or gold stripe (KS4)

KNITTED V-NECK JUMPER

Navy blue jumper to be worn over shirt. (No zip tops, jackets or fashion items permitted.)

TROUSERS must be plain and black. (No jeans-style or fabric. No leggings or skinny leg trousers.)

PALE BLUE SHIRT

SCHOOL TIE

Navy blue tie with pale blue stripe (KS3) or gold stripe (KS4)

KNITTED V-NECK JUMPER

Navy blue jumper to be worn over shirt. (No zip tops, jackets or fashion items permitted.)

TROUSERS must be plain and black. (No jeans-style or fabric. No leggings or skinny leg trousers.)

SKIRTS must be plain, black and hemmed to just above the knee. (No tube-style or Lycra-type fabric.) If worn with socks, these must be black or white only and must be below the knee. (No ankle socks with tights.)

SHOES must be sensible and of plain black leather or leather-effect. (Boots, trainers, pumps and logoed footwear must not be worn.)

SCHOOL DRESS

- School jumper – This **MUST** be worn in the building.
- Pale blue shirt – long or short sleeved
- School tie
- Black skirts or school type trousers (NOT skinny-legged, etc)

- Note** - Zip tops cannot be worn instead of sweatshirts
- Jeans (material or style) are not allowed
 - Skirts should be approximately knee length

Footwear

- Plain black school shoes **ONLY** are to be worn which are suitable for a busy working environment. Boots (ankle or otherwise), soft leather shoes/pumps, trainers, canvas pumps, etc will **NOT** be allowed.

Coats

- Should be taken off in lessons and when eating lunch in the dining hall.

Jewellery

- One pair of small stud earrings and a plain wristwatch are the only form of jewellery allowed.
- No other piercing is permitted.

Hairstyles/Make-up

- No extremes of fashion or design are acceptable. If unsure, please contact school before a visit to the hairdresser. Only natural hair colour is allowed.
- Make-up will be tolerated if kept to a minimum. If it is judged to be excessive, students will be asked to remove it.
- Acrylic / Shellac nails and/or nail polish is not allowed.

Valuables

- Please leave valuable items at home. We cannot take responsibility for them.
- Students are allowed to bring personal devices such as mobile phones, etc to school but they must only be used at break and lunchtimes. If they are seen **inside the building** at any time, they will be confiscated by staff and returned at the end of the day. If this happens on more than three occasions it may be confiscated for longer and parents contacted about its return.
- We will not take responsibility for loss or theft of expensive items, for example, mobile phones.

THE BROOKSBANK SCHOOL HOME-SCHOOL AGREEMENT

We believe that successful education is about a partnership between the school, parents and students. This partnership is based on expectations and responsibilities.

THE BROOKSBANK SCHOOL is expected to:

- Establish a safe, secure environment for all students in which their welfare will be a priority
- Provide high-quality education through which all students will have the opportunity to fulfil their potential
- Keep parents informed about all aspects of their child's development through regular communication
- Set and mark appropriate homework for all students
- Motivate students by recognising and rewarding their achievements both within school and in the wider community

As a PARENT/CARER I am expected to:

- Ensure that my child attends school regularly and on time, advising the school of any absence in writing or by telephone as soon as possible
- Support my child in his/her studies and in completing homework to the best of his/her ability
- Liaise with school and discuss my child's progress at Parents' Evenings or other occasions
- Ensure my child wears the correct school dress and has the necessary equipment
- Support the school in its efforts to ensure acceptable behaviour from my child
- Keep school informed of any concerns or problems which may affect my child's work or behaviour in school

As a STUDENT I am expected to:

- Attend school regularly and on time
- Work to the best of my ability both in lessons and at home
- Follow the school's Code of Conduct and behave appropriately at all times
- Respect the school environment, other students and their property
- Behave as a good citizen on my way to/from school and respect the wider community and its environment
- Wear correct school dress and have the equipment I need for each lesson

USING ICT and E-SAFETY

All students are reminded that ICT use should be consistent with the school ethos, other appropriate policies and the law. To ensure that students are fully aware of their responsibilities when using ICT and the school systems, they are asked to read and sign an Acceptable Use Policy. Below is a summary of that policy. The full version is on the Student VLE and the school web-site.

The school constantly monitors the use of information systems, including Internet access and the interception of e-mails in order to monitor compliance with school policies. If there is evidence that unauthorised and/or inappropriate use of the school's information system or that unacceptable or inappropriate behaviour may be taking place, there will be a full investigation which could result in disciplinary action taking place. This is extended to inappropriate behaviour outside the school if other members of the school community are involved.

- Students should ensure that they do not create, transmit, display, publish or forward any material that is likely to harass, cause offence, inconvenience or needless anxiety to any other person, or anything which could bring them, their families, or the school into disrepute.

All students are provided with a school email address. Electronic communications with staff should only take place via the school email address. Students are advised to ensure that school correspondence is received to and sent from the school email address. This is to protect student's privacy and ensure that school business is kept separate from private correspondence.

Students may use their own devices in school, providing they have the relevant permissions and follow the school rules. This includes use of the WIFI.

Staying Safe and Respecting other users

In order to stay safe students are advised:

- Not to disclose or share personal information when on-line.
- Only arrange to meet new friends met on-line in public places and with an appropriate adult.
- To immediately report any unpleasant or inappropriate material or messages or anything that makes them feel uncomfortable when they see it on-line.
- When using the internet to find information, to take care to check that the information is accurate, as the work of others may not be truthful and may be a deliberate attempt to mislead.

250 Commonly Misspelt Words in English

| | | | |
|---------------|----------------|---------------|---------------|
| Absence | Convenience | Guarantee | Privilege |
| Accept | Correspondence | Guardian | Procedure |
| Acceptable | Counterfeit | Harass | Proceed |
| Accessible | Courteous | Height | Professor |
| Accidentally | Courtesy | Hierarchy | Proprietary |
| Accommodate | Criticism | Ignorance | Psychology |
| Achieved | Crucial | Immediate | Questionnaire |
| Acquainted | Dabble | Immediately | Reasonable |
| Acquiescence | Debriefing | Immensity | Receive |
| Acquire | Deceive | Independent | Recommend |
| Acquit | Decipher | Indispensable | Referred |
| Acknowledge | Deficient | Inoculate | Reference |
| Aerial | Definite | Intelligence | Regrettable |
| Aggravate | Definitely | Irrational | Relevant |
| Agreeable | Description | Irrelevant | Relief |
| All right | Desirable | Irreparable | Relive |
| Alright | Deterrent | Its/It's | Religious |
| A lot | Develop | Judgement | Repetition |
| Amateur | Disappear | Kindly | Restaurant |
| Ambiguous | Disappointed | Knowledge | Ridiculous |
| Amendment | Discipline | Knowledgeable | Rhythm |
| Analysis | Discrepancy | Leisure | Sandal |
| Ancillary | Dissatisfied | Liaise | Schedule |
| Apparent | Dissertation | Library | Science |
| Appearance | Drunkenness | Lighting | Scissors |
| Approximate | Eccentric | Maintenance | Secretaries |
| Argument | Economic | Manoeuvre | Sensible |
| Arrangement | Embarrass | Memento | Separate |
| Ascend | Embarrassment | Millennium | Separately |
| Atheist | Emphasise | Miniature | Seize |
| Baffled | Equipped | Minuscule | Similar |
| Beginning | Equipment | Mischievous | Sincerely |
| Benefited | Especially | Misspell | Sovereign |
| Believe | Essential | Nationally | Special |
| Briefly | Exaggerate | Necessary | Stationary |
| Business | Excellent | Negotiate | Stationery |
| Calculator | Except | Niece | Success |
| Calendar | Exercise | Noticeable | Supersede |
| Category | Existence | Occasion | Surprising |
| Ceiling | Expenses | Occasionally | Their |
| Cemetery | Extremely | Occupant | They're |
| Changeable | Exhilarate | Occur | There |
| Chaotic | Exceed | Occurred | To/Too/Two |
| Choice | Existence | Occurrence | Tomorrow |
| Colleagues | Experience | Official | Transferred |
| Collectible | Faithfully | Omission | Twelfth |
| College | Feasible | Omitted | Twentieth |
| Commission | Fierly | Parallel | Tyranny |
| Commitment | Foreign | Particularly | Undoubtedly |
| Committed | Forfeit | Parliament | Unnecessary |
| Committee | Forty | Pastime | Until |
| Companion | Fourth | Permanent | Unwritten |
| Compensate | Fulfilled | Permutation | Vacuum |
| Competitively | Fulfilment | Perseverance | Vicious |
| Completely | Frivolous | Pigeon | Visible |
| Concede | Gauge | Possession | Weather |
| Conceding | Generally | Precede | Weird |
| Connoisseur | Generalisation | Preferable | Withdrawn |
| Conscience | Government | Preference | Withhold |
| Conscientious | Grammar | Preliminary | You're |
| Conscious | Grievance | Principal | Your |
| Consistent | Grateful | Principle | |

KNOWLEDGE ORGANISER

The Knowledge Organiser (KO) is a document that sets out key information that students are required to understand, learn and memorise in each of their subjects.

Students should try to study at least five sections of the KO for homework every week. The timetable in the front of the KO sets out which subjects should be studied. Students may choose the ones they prefer to do each night but Maths, English and Science subjects should be prioritised.

Students are given a designated exercise book to show the work they have done. Each evening they should start a new page with the date clearly at the top. The KO and exercise book should be brought to school every day.

Parents are encouraged to work alongside students and support them with these tasks. They should then sign off the KO every evening using the grid in the front of the document.

The KO and exercise book will be checked regularly by teachers and any students completing five sections each week will be awarded 10 form credits.

If they prefer, students can also access the KO by using the link on the Brooksbank website.

Spare copies of the blue exercise books and organisers are kept in the Key Stage offices. A charge may be made if the books or KOs are lost or damaged.

Character Education

| | INDEPENDENCE | RESILIENCE | EMPATHY | RESPECT | CONFIDENCE | POSTCARD HOME |
|---------|--------------|------------|---------|---------|------------|---------------|
| ENGLISH | | | | | | |
| MATHS | | | | | | |
| SCIENCE | | | | | | |
| | | | | | | |
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| | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|-------------------|-----|-----|-----|-----|-----|-----|
| STUDENT STANDARDS | | | | | | |

| | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|------------|-----|-----|-----|-----|-----|-----|
| OOSH AWARD | | | | | | |

OOSH RECORD

| OOSH CLUB | HT1 | | HT2 | | HT3 | | HT4 | | HT5 | | HT6 | |
|-----------|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|
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Collect a signature from the OOSH member of staff to show that you have attended the OOSH club At least four times in the half term. Add more OOSH clubs as the year goes along and get recognised for your contribution to school life.

REWARDS

In any successful school, rewards are used more widely than sanctions. Rewards are a key way of raising standards both of work and behaviour. We have built upon a wide range of individual, departmental, year-based and whole school rewards to devise our whole school rewards system.

This system is based on all staff awarding **credits** and recognising the development of key **leadership skills** that will benefit students during their time at school and in the years that follow.

Credits are awarded by members of staff using their own departmental stamp and are recorded in the students' planners. Awards are made throughout the year by Heads of Years in assemblies, to recognise the efforts made by students.

Subject Teacher Credits

Credits are awarded for such things as hard work, good contributions to class discussions, producing a good piece of work/homework, achieving an improved score in a test. A maximum of 2 credits can be given in a lesson.

Form Tutor Credits

Each Week - Credit can be awarded for the following:

- Equipment and Uniform – 5 credits for 5 days of correct uniform and equipment.
- Contribution and Effort in Form Period/PSHCE 1 Credit
- Effort in Registration Literacy lesson 1 Credit
- Citizenship Activities – e.g. Office running, fund raising etc. 1 Credit
- Contribution to Assemblies – Performing etc. 1 Credit

Attendance Review Week

All students are categorised into groups according to their attendance level as follows:

Red Below 90% Amber 90 - 95.99% Green 96 - 100%

Form Tutors set targets for improvement and actively encourage students to move to either Amber or Green. Every four weeks they will award credits to students who are maintaining good attendance or improving - 10 credits to Green students and 5 credits to Red or Amber students who have improved.

Credits from other staff

All staff are encouraged to reward students for behaviour and efforts around school.

- **Postcards** - These are worth 3 credits and can be issued for sustained good work, an act of kindness or any positive contribution to school life.
- **Credits for demonstrating character traits in**
 - Independence
 - Resilience
 - Empathy
 - Respect
 - Confidence

Each of these is worth 5 credits, to emphasise the importance of the development of these skills.

- **Certificates** - Certificates can be awarded to recognise the accumulation of credits and also to recognise the development of each of the key leadership skills. Certificates will be presented to individual students in their year group assemblies.

TARGET SETTING and REVIEW WEEKS

Year 7 and 8

On two occasions during the year, subject staff will enter data on students' Learning Approach in their lessons. The scores for this are explained below.

Once, towards the end of the academic year, subject staff will enter data on the attainment of students in their lessons. This will be in the form of a percentage score, representing the attainment of students in a particular course across the year as a whole.

Year 9

On two occasions during the year, subject staff will enter data on students' Learning Approach in their lessons. The scores for this are explained below.

In January, students will sit examinations in the subjects they are studying. The results of these examinations will be reported home, and used by subject staff to inform recommendations regarding option choices for KS4 course selections.

Learning Approach is graded from 5 to 1 and the definitions of these are:

5 - Learning Approach is above and beyond expectations

4 - Learning Approach is good

3 - Need to improve Learning Approach

2 - Learning Approach is a cause for concern

1 - Learning Approach is a serious cause for concern

Target Setting and Review - Sheet 1

Target Setting and Review - Sheet 2

Target Setting and Review - Sheet 3

REPORTS

Students are placed on report for a variety of reasons. For example if students:

- Are below their target grades
- Have a number of 3s/2s for Learning Approach
- Allow themselves to be distracted
- Have poor attendance or punctuality.

Staff will complete the report, giving a grade 5-1 (see below) and a comment if appropriate.

5 – Above and beyond expectations

4 – Good

3 – Need to improve

2 – Cause for concern

1 – Serious cause for concern

What I must do with my report

1. I will try to achieve 5s and 4s every day.
2. Every lesson will be signed by a teacher every day.
3. My parent/carer will sign my report every evening.
4. I will show my report to my Form Tutor, Pastoral Support Worker or Head of Year every morning between 9.00 am and 9.15 am.
5. Failure to achieve 5 or 4, have a missing comment or no parental signature will result in a detention with your Form Tutor or Head of Year.

WEEKLY REPORT

Behaviour / Learning Approach / Subject / Homework / Attendance (Circle as required)

Please give a grade (5-1) and, if appropriate, a comment.

Week beginning

| | PERIOD 1 | PERIOD 2 | PERIOD 3 | PERIOD 4 | PERIOD 5 | |
|-----------|----------|----------|----------|----------|----------|--------------------------------------|
| MONDAY | | | | | | Parents – please sign each day |
| TUESDAY | | | | | | |
| WEDNESDAY | | | | | | |
| THURSDAY | | | | | | |
| FRIDAY | | | | | | |

Show this to your Form Tutor, Pastoral Support Worker or Head of Year during registration.

WEEKLY REPORT

Behaviour / Learning Approach / Subject / Homework / Attendance (Circle as required)

Please give a grade (5-1) and, if appropriate, a comment. Week beginning

| | PERIOD 1 | PERIOD 2 | PERIOD 3 | PERIOD 4 | PERIOD 5 | Parents – please sign each day |
|-----------|----------|----------|----------|----------|----------|--------------------------------|
| MONDAY | | | | | | |
| TUESDAY | | | | | | |
| WEDNESDAY | | | | | | |
| THURSDAY | | | | | | |
| FRIDAY | | | | | | |

Show this to your Form Tutor, Pastoral Support Worker or Head of Year during registration.

WEEKLY REPORT

Behaviour / Learning Approach / Subject / Homework / Attendance (Circle as required)

Please give a grade (5-1) and, if appropriate, a comment.

Week beginning

| | PERIOD 1 | PERIOD 2 | PERIOD 3 | PERIOD 4 | PERIOD 5 | Parents – please sign each day |
|-----------|----------|----------|----------|----------|----------|--------------------------------------|
| MONDAY | | | | | | |
| TUESDAY | | | | | | |
| WEDNESDAY | | | | | | |
| THURSDAY | | | | | | |
| FRIDAY | | | | | | |

Show this to your Form Tutor, Pastoral Support Worker or Head of Year during registration.

WEEKLY REPORT

Behaviour / Learning Approach / Subject / Homework / Attendance (Circle as required)

Please give a grade (5-1) and, if appropriate, a comment. Week beginning

| | PERIOD 1 | PERIOD 2 | PERIOD 3 | PERIOD 4 | PERIOD 5 | Parents – please sign each day |
|-----------|----------|----------|----------|----------|----------|--------------------------------------|
| MONDAY | | | | | | |
| TUESDAY | | | | | | |
| WEDNESDAY | | | | | | |
| THURSDAY | | | | | | |
| FRIDAY | | | | | | |

Show this to your Form Tutor, Pastoral Support Worker or Head of Year during registration.

PE OOSH REWARDS

At Brooksbank we reward students for taking an active part in school sport out of normal PE lessons. This could include participating in an activity at lunchtime or after school and representing one of the school teams. In Year 7 students take part in the 747 challenge. Students need to complete 7 sessions at a club to receive a bronze award. Throughout the course of Key Stage 3 students can progress to the platinum award.

Bronze Award (Attend one sports club on 7 occasions)

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|-----------|---|---|---|---|---|---|-----------------------------------------|
| Activity: | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | CONGRATULATIONS ON YOUR BRONZE AWARD |

Silver Award (Represent one sports club in 7 fixtures or represent 2 sports clubs in 7 fixtures)

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|---|---|---|---|---|---|---|-----------------------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | CONGRATULATIONS ON YOUR SILVER AWARD |
|---|---|---|---|---|---|---|-----------------------------------------|

Gold Award (Attend a second sports club and represent the club in 7 fixtures)

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|---|---|---|---|---|---|---|---------------------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | CONGRATULATIONS ON YOUR GOLD AWARD |
|---|---|---|---|---|---|---|---------------------------------------|

Platinum Award (Gold + 7 more representations for school or leadership roles out of hours)

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|---|---|---|---|---|---|---|-------------------------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | CONGRATULATIONS ON YOUR PLATINUM AWARD |
|---|---|---|---|---|---|---|-------------------------------------------|

REGULAR PARTICIPATION IN INTER-SCHOOL SPORTS ACTIVITIES

Brooksbank students take part in a number of inter-school sports activities during the year. These include fixtures, festivals, galas and tournaments across a wide range of sports and other activities. During the last year students have competed in various sporting activities, friendly fixtures, league and cup competitions and we anticipate running a similar programme each year.

We need to ensure that all the students involved in inter-school sport are safe and that their parents/carers know where they are and what time they are likely to return to school.

At all times students taking part in sport activities will be supervised by a suitably qualified member of staff from school; transport to and from the event will be provided to a suitable standard; all activities will be refereed/umpired by suitably qualified teachers or nominated representatives, eg qualified football referees. If a student is included in a team for a particular event, we will let them know at least two days in advance, giving an approximate time for return. In the event of a late return, eg in the event of an injury requiring medical attention, the party leader will contact parents/carers.

If a student is likely to be involved in adventurous activities, eg sailing or canoeing included in a residential visit or a visit to another country, we will write to parents separately.

Your child may be involved in a number of these activities and we are seeking your permission to allow your son/daughter to take part in these activities.

USE OF TAXIS

Students will normally be transported by minibus but there could be occasions when the PE Department have to use a local, reputable taxi firm to transport students to venues. If we did not use taxis, many fixtures and opportunities would be unavailable to our students.

If you require more details or would like to ask any questions regarding fixtures then please contact the Head of the PE Department.

Student name _____ Form _____

I do / do not * give permission for my child to participate in inter-sports activities and use taxis for school activities.

Signed _____ Parent/Carer

*Please delete as applicable

PERMISSION FOR OFF-SITE SPORTS VISITS

As part of our curriculum and sporting programme, students may be required to leave the site to attend a school-related activity before, during or after school. If transport is required, the school minibus will be used or smaller groups could travel in staff cars. In some cases we do use taxis when no other form of transport is available, in these cases we use a reputable company whose drivers have all undergone the relevant checks.

All students will be given prior warning and informed by the relevant member of staff with details of the actual visits. Your approval will cover activities such as away fixtures, competitions, sporting events etc.

Your approval here will **not** include visits such as whole day events, residential or any adventurous activities – these will be notified to you separately with appropriate paperwork.

Student name _____ Form _____

I do / do not * give permission for my child to participate in inter-sports activities and use taxis for school activities.

Signed _____ Parent/Carer

*Please delete as applicable

REPRESENTING THE SCHOOL

When you represent the school at a sporting event, we expect the highest levels of commitment, sportsmanship and behaviour. Below is our Code of Conduct, which we expect all students to follow.

THE CODE OF CONDUCT

1. I will have correct kit and equipment (including shin pads) for every game so that I am a smart and safe member of the team.
2. I will never aim bad language towards my team mates, the opposition, my manager or the officials, when representing the school.
3. I will not argue with or question any decision made by the officials who are giving up free time for my development.
4. I will not deliberately foul a member of the opposition.
5. If I do accidentally foul a member of the opposition I will apologise immediately to my opponent.
6. If I am fouled and uninjured, I will get up quickly without complaint or retaliation, regardless of the officials' decision.
7. I will not feign injury or dive to gain an unjust advantage for my team.
8. At the end of the game, win or lose, I will shake my opponent's hand and congratulate the opposition.
9. I will help my team manager to set up and put away equipment.

I am aware that failure to do the above will lead to me being immediately excluded from the game, and a serious offence could lead to me being excluded totally from after school sport.

PARENTS - We are very keen for your support at all school matches - please support positively and refrain from questioning referees or shouting negatively at the opposition - we want school sport to be relaxed, fun and positive for everyone.

Signed (student)

Signed (parent)

Key Stage 3 Physical Education Assessment Record.

| PE Activities. | Year 7 | | | Year 8 | | | Year 9 | | |
|-----------------------------------------|---------|--------|-------|---------|--------|-------|---------|--------|-------|
| | Initial | | Final | Initial | | Final | Initial | | Final |
| Football / Netball | | | | | | | | | |
| Rugby / Hockey | | | | | | | | | |
| Badminton | | | | | | | | | |
| Gymnastics | | | | | | | | | |
| Dance | | | | | | | | | |
| HRE | | | | | | | | | |
| OAA/Orienteering | | | | | | | | | |
| Table Tennis | | | | | | | | | |
| Trampolining | | | | | | | | | |
| Athletics | | | | | | | | | |
| Striking & Fielding | | | | | | | | | |
| Tennis | | | | | | | | | |
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| Overall PE Grade | | | | | | | | | |
| Target PE Grade | | | | | | | | | |
| Effort Autumn | | | | | | | | | |
| Effort Spring | | | | | | | | | |
| Effort Summer | | | | | | | | | |
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| | | | | | | | | | |
| Kit, Participation and | BRONZE | SILVER | GOLD | BRONZE | SILVER | GOLD | BRONZE | SILVER | GOLD |
| Attitude to Learning | | | | | | | | | |
| Extra Curricular Clubs Attended: | | | | | | | | | |

STUDENT DEVELOPMENT PROGRAMME

The values of ambition, enthusiasm, creativity, empowerment and unity constitute the framework of student voice and leadership at the Brooksbank School. We believe that students should have the opportunity to participate actively in school life by taking up roles and responsibilities throughout the academic year in order to contribute to whole school improvement. There are three elements to the Student Development Programme at Brooksbank:

- Student Leadership
- Skill Development
- Student Voice

Student Voice

Student Voice is the entitlement every student has to have their opinion heard in decisions that affect them. Students from all year groups can apply to be a part of the Smart School Council's Communication Team at the beginning of each academic year. They are part of a high profile group which ensures that the student voice is heard and channelled through the representatives to our school community.

Student Skills

Skills such as resilience, communication, proactivity and collaboration are just some of the areas that are essential when facing the challenges of the 21st century jobs landscape. Our menu of opportunities and whole school approach ensures our students are fully equipped with such essential skills. Opportunities to develop skills include:

- Peer mentoring
- Duke of Edinburgh
- OOSH clubs
- Work experience
- Residential trips
- School performances
- Youth speaks
- Debate team

Student Leadership

Student Leadership is a valued and integral part of life at Brooksbank. Students have a range of opportunities to develop their leadership skills either within the curriculum, in sporting and enrichment activities or when applying for formal leadership roles. Student Leadership describes any position of responsibility that a student undertakes on behalf of his or her peers. At Brooksbank we have an ever-increasing number of leadership roles in order to give as many students as possible the chance to benefit from the additional responsibility and skills that they develop in these roles. Opportunities include:

- School Ambassadors (Year 8)
- Transition Leaders (Year 7)
- Prefects (Year 10)
- Curriculum Area Leader
- Student Reception Support
- Student Librarian

HELP LINES

Sexual Health

Sexual Health Clinic
Broad St Plaza, Halifax, West Yorkshire
Tel: 01422 261370 – book an appointment
<http://sexualhealth.cht.nhs.uk/>

Young Persons Clinic (including Sexual Health)

Brighthouse Health Centre
Tel: 01484 712515
Ring for drop-in times for free confidential advice.

General Helplines For Support And Advice On Any Problem

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|---------------------------------------------|-------------------|------------------------------------------------------------------------------------|
| Childline | Tel: 0800 1111 | www.childline.org.uk |
| Samaritans | Tel: 116 123 | www.samaritans.org |
| Noah's Ark | Tel: 01422 366911 | www.noahsarkcentre.org.uk |
| Relate | Tel: 01422 363845 | www.relate.org.uk |
| Orange Box (including Youth Works) | Tel: 01422 433200 | http://orangeboxhalifax.org |
| Kooth (counselling and support) | | www.kooth.com |
| Open Minds (emotional health and wellbeing) | | www.openmindscalderdale.org.uk |

Specialist Services

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|------------------------------------------------|--------------------|--------------------------------------------------------------------------|
| Calderdale Help In Bereavement Service | Tel: 0845 0099221 | www.chibs.org.uk |
| Bullying | Tel: 0808 800 2222 | www.bullying.co.uk |
| Lifeline Branching Out | Tel: 01422 415550 | www.lifeline.org.uk |
| Talk to Frank (drugs helpline) | Tel: 0300 123 6600 | www.talktofrank.com |
| Calderdale Women's Centre | Tel: 01422 386500 | http://womenscentre.org.uk |
| Online advice/information and to report abuse | | www.thinkuknow.co.uk |
| Lesbian, Gay, Bisexual and Transgender Support | | www.identitylgbtgroup.com |



The Periodic Table of Elements

1 2 3 4 5 6 7 0

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|--------------------------------------|------------------------------------|---------------------------------------|--------------------------------------------|--------------------------------------|-----------------------------------------|---------------------------------------|--------------------------------------|-----------------------------------------|-------------------------------------------|------------------------------------------|------------------------------------------|---------------------------------------|----------------------------------------|----------------------------------------|------------------------------------------|-----------------------------------------|---------------------------------------|
| 7 Li lithium 3 | 9 Be beryllium 4 | | | | | | | | | | | 11 B boron 5 | 12 C carbon 6 | 14 N nitrogen 7 | 16 O oxygen 8 | 19 F fluorine 9 | 20 Ne neon 10 |
| 23 Na sodium 11 | 24 Mg magnesium 12 | | | | | | | | | | | 27 Al aluminium 13 | 28 Si silicon 14 | 31 P phosphorus 15 | 32 S sulfur 16 | 35.5 Cl chlorine 17 | 40 Ar argon 18 |
| 39 K potassium 19 | 40 Ca calcium 20 | 45 Sc scandium 21 | 48 Ti titanium 22 | 51 V vanadium 23 | 52 Cr chromium 24 | 55 Mn manganese 25 | 56 Fe iron 26 | 59 Co cobalt 27 | 59 Ni nickel 28 | 63.5 Cu copper 29 | 65 Zn zinc 30 | 70 Ga gallium 31 | 73 Ge germanium 32 | 75 As arsenic 33 | 79 Se selenium 34 | 80 Br bromine 35 | 84 Kr krypton 36 |
| 85 Rb rubidium 37 | 88 Sr strontium 38 | 89 Y yttrium 39 | 91 Zr zirconium 40 | 93 Nb niobium 41 | 96 Mo molybdenum 42 | [98] Tc technetium 43 | 101 Ru ruthenium 44 | 103 Rh rhodium 45 | 106 Pd palladium 46 | 108 Ag silver 47 | 112 Cd cadmium 48 | 115 In indium 49 | 119 Sn tin 50 | 122 Sb antimony 51 | 128 Te tellurium 52 | 127 I iodine 53 | 131 Xe xenon 54 |
| 133 Cs caesium 55 | 137 Ba barium 56 | 139 La* lanthanum 57 | 178 Hf hafnium 72 | 181 Ta tantalum 73 | 184 W tungsten 74 | 186 Re rhenium 75 | 190 Os osmium 76 | 192 Ir iridium 77 | 195 Pt platinum 78 | 197 Au gold 79 | 201 Hg mercury 80 | 204 Tl thallium 81 | 207 Pb lead 82 | 209 Bi bismuth 83 | [209] Po polonium 84 | [210] At astatine 85 | [222] Rn radon 86 |
| [223] Fr francium 87 | [226] Ra radium 88 | [227] Ac* actinium 89 | [261] Rf rutherfordium 104 | [262] Db dubnium 105 | [266] Sg seaborgium 106 | [264] Bh bohrium 107 | [277] Hs hassium 108 | [268] Mt meitnerium 109 | [271] Ds darmstadtium 110 | [272] Rg roentgenium 111 | [285] Cn copernicium 112 | [289] Nh nihonium 113 | [289] Fl flerovium 114 | [289] Mc moscovium 115 | [293] Lv livermorium 116 | [294] Ts tennessine 117 | [294] Og oganeson 118 |

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Key

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| relative atomic mass atomic symbol name atomic (proton) number |
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