

St Bede's

Catholic School
& Sixth Form College



Transition Handbook

2021 ~ 2022

General Information

Executive Headteacher

Mr. D. Juric

Head of School

Mrs. H. Windle

Address

St. Bede's Catholic School and Sixth Form College
Consett Road
Lanchester
Durham
DH7 0RD

Telephone

01207 520424

Website

www.stbedes.durham.sch.uk

General Email

stbedes@stbedes.durham.sch.uk

Year 7 ~ Support Team

Members of the Year 7 Support Team can be contacted via:

Mrs. G. Kilburn ~ Deputy Headteacher (Student Support)
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Mrs. H. Rath ~ Director of Student Support (Transition & Year 7)
--

Mr. C. Brennan ~ Welfare Manager

Mrs. K. Parker

~ Year Leader

Phone: 01207 523408 or 01207 520424 (option 1)

Email: studentsupport@stbedes.durham.sch.uk

In person: If you wish to speak to someone in person, please use the methods above to make an appointment. **We cannot guarantee that visitors can be accommodated without an appointment.**

Mission & Aims

The mission of St. Bede's School is to create an atmosphere of Catholic values, attitudes, practice and knowledge such that all children will have the opportunity for their faith to be nurtured. Thus they will be able to widen and deepen themselves as people in preparation for this life and for the life to come.

St Bede's aims to be a community inspired by **CHRIST** to serve others.

Common Good

To promote a spirit of **charity**, social **justice**, global **stewardship** and concern for others leading to a contribution to the common good.

Hope

To be an educational community built on foundations of **faith**, **hope** and **love**, which reflects Christ's message of **compassion**, **solidarity** and **forgiveness**.

Respect

To build a community of mutual **respect** and work towards a common understanding of high standards of behaviour, good **manners** and individual accountability; as well as encouraging students to make **responsible** and positive **choices**.

Inspiration

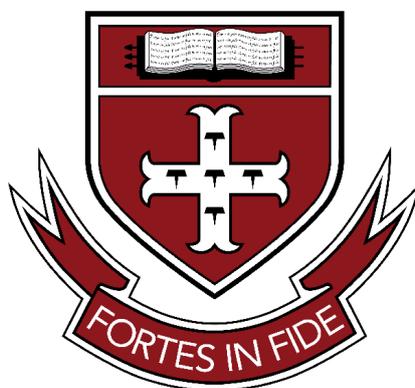
To be an inclusive community inspired by **Christ**, recognised by our love of God and of our **neighbour** whilst nurturing qualities of **resilience**, **determination**, **ambition**, **courage** and commitment in order to live fulfilling and purposeful lives.

Service

To follow Christ's example of **servng** others, in a climate of **kindness**, **humility**, **friendship** and **cooperation**.

Talents

To encourage all members of the community to use their **talents** to the full, pursuing **excellence** in all things, so that they can bring Christ to each other.



In order to fulfil our aims, we have shared expectations based on an ethos of faith, hope and love:



Ethos

Our school has a mission to make Christ known to our students and through them to the world. This is accomplished in 3 principal ways:

- in the content of faith learned in Religious Education lessons;
- through the life of faith experience in the routines of shared prayer and worship;
- by the example of those acts of faith which make the Gospel a living reality.

As a Catholic community, St. Bede's offers many opportunities to participate in a vibrant and dynamic spiritual life. The Gospel Values of Jesus Christ are not only taught but experienced through the work we do and the quality of relationships with others. The Catholic ethos of the school enables every member of our community to grow fully and to know their own unique value and worth. We are very fortunate to have our own well-appointed Chapel and to have a full time Chaplain, who works in partnership with staff, guiding and supporting students through their journeys of faith and academic learning. Prayer, faith and worship are essential elements of all school life.

As a Catholic school, it is important that collective worship is an integral part of our day. Staff and students gather every morning in a form base or in the Main Hall. Collective worship can be led by the Senior Leadership Team, School Chaplain, Year leaders, Form Tutors or the students themselves. As our school day draws to a close, a moment of prayer and reflection also takes place in each lesson.

We are blessed with great support from our Deanery Priests and each Friday lunchtime, Mass is celebrated in our Chapel, led by a different tutor group every week. Students also participate in collective worship at special times of the year, for example Remembrance Day. Liturgies and Masses take place throughout the year either as whole school, a year group or tutor group. Students are also invited to overnight retreats at the Diocesan Youth Village.

Jesus gave us a wonderful code to live by when He said, "You must love your neighbour as yourself", which means that we have a responsibility to our global and local family. As a school, we try to live up to this command by supporting and working alongside a range of worthy charities:



St Cuthberts Care

Enabling People





St Bede's Expectations

As a member of St. Bede's community, I will:

Be on time,
all the time



Be dressed correctly



Be prepared with
all resources

Bag Books
Folders Pen
Pencil Ruler
Eraser
Sharpener
Planner
Special ~ PE / Tech

Manage your behaviour
through positive choices



Show respect through
your words and actions

T = Is it True?
H = Is it Helpful?
I = Is it Inspiring?
N = Is it Necessary?
K = Is it Kind?

Demonstrate effort,
perseverance and
resilience



Record and meet
all work deadlines



Ensure electronic
devices are not used
on school premises



Eat and drink in
designated areas





St Bede's Expectations

**Be on time,
all the time**



- Leave my home in good time to travel to school and arrive on time.
- Be in my form room or the Main Hall by 8.45am.
- Arrive at my lessons on time in order to line up and be invited into the classroom.
- Only fill my water bottle at break or lunchtime, not during lesson time.

Be dressed correctly



- Wear my uniform correctly at all times (please
- Ensure that I am not wearing make-up or nail
- Ensure that I am not wearing jewellery other
- Ensure that my hair is not an extreme colour or

**Be prepared with
all resources**



- Bring a suitable bag to carry all my equipment, books and planner.
- Ensure that I have my basic equipment (pen, pencil, ruler, rubber and pencil sharpener).
- Ensure that I have my planner.
- Ensure that I have any specialist resources e.g.



St Bede's Expectations

Manage your behaviour through positive choices



- Manage my behaviour so that I am safe and
- Take responsibility for my own learning by
- Manage my behaviour so that I am safe and
- Take responsibility for my choices by being a

Show respect through your words and actions

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?

- Show good manners to all members of the
- Consider the thoughts and feelings of others
- Keep myself, all resources and school property
- Keep my school tidy by disposing of rubbish in

Demonstrate effort, perseverance and resilience



- Take pride in my work by presenting it to the best of my ability.
- Produce the highest quality work of which I am capable.
- Keep trying even when I find something difficult or challenging.
- View my mistakes as a learning opportunity



St Bede's Expectations

Record and meet all work deadlines



- Ensure that I record all homework tasks
- Ensure that I dedicate quality time and space
- Complete all my homework tasks to the best of
- Hand my homework in to my teacher when it is

Ensure electronic devices are not used on school premises



- Ensure that my mobile phone is switched off
- Ensure that my earphones are out of sight at all
- Ensure that any other electronic devices are
- Ensure that no photographs or recordings are

Eat and drink in designated areas



- Only eat food in the Dining Hall.
- Only drink water in lessons (see below).
- Ensure that I do not have water in lessons with health and safety implications.
- Ensure that I always leave chewing gum at home.

Governors' Statement & Policy (Behaviour & Discipline)

The governors of St. Bede's Catholic School & Sixth Form College wish to maintain the highest standards of behaviour in the school. In achieving this end, the governors seek the support of parents and carers for the Headteacher and staff.

The governors wish all parents and carers to know that they expect the Headteacher and staff to maintain a caring, respectful atmosphere in the school where the students can feel happy and secure and work to the best of their ability. The governors believe that this atmosphere presently exists in the school and permeates in all that we do.

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body has consulted with the Headteacher, school staff, parents and students when developing behaviour principles.

The Headteacher is responsible for developing a behaviour policy in the context of the DfE framework. Parents are encouraged to familiarise themselves with the full policy (available on the school website) which explains the standard of behaviour expected of students at St Bede's Catholic School and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

The Governors believe that the school is blessed with caring parents and guardians and well-behaved, well mannered students. The school aim is to encourage this positively by encouragement, praise and example.

The governors believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. The school seeks to create a caring and learning environment by:

- Promoting excellent behaviour and discipline.
- Promoting self esteem, self discipline, respect for authority with relationships based on mutual respect.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment free from disruption, violence and bullying, which protects the well-being of the whole school community.
- Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures.
- Supporting the Headteacher and staff when faced with challenging behaviour.

It is our wish that parents understand the importance we place on high standards of behaviour and support us in our determination to maintain them.

Positive Choices

We want our students to recognise that positive choices have positive outcomes. However, we do not want to promote a culture where our students believe they are entitled to rewards every time they make a positive contribution in life. We want our students to appreciate the intrinsic value to being a good, positive person. Therefore, when students demonstrate positive contributions, we will award them a positive acknowledgement on the school electronic ClassCharts system which can be monitored via the app.

A student's positivity profile will be calculated by taking their negative acknowledgements from their positive acknowledgements. Students may be rewarded in the following way:

Merit Badges

Merit Badges will be awarded when a student achieves an identified positivity profile status. Students can achieve this at any time during their school career.



Bronze Badge = 350



Silver Badge = 700



Gold Badge = 1000

Treat Meet

Cohorts of students will be invited to meet with their Student Support Year Team to be awarded a treat for demonstrating positive behaviour and attitudes. Treats may include:

- ✓ Food
- ✓ Drinks
- ✓ Activities

Positive Post

Cohorts of students will receive correspondence which acknowledges their positive choices. This may include:

- ✓ Attendance
- ✓ Achievement
- ✓ Common Good

Celebration Evening

Students who demonstrate a consistent or 'above and beyond' positive contribution to the school community will be acknowledged at an annual St. Bede's Celebration Evening.

Negative Choices

Teachers and other paid staff with responsibility for students have the power to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to student behaviour in school and outside school, in certain circumstances.

They can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a student's property; and detention. The Headteacher can also decide to exclude a pupil for a fixed period or to permanently exclude them. However, sanctions for inappropriate behaviour will be proportionate to the negative choices made and strategies will be deployed relative to the circumstances.

Negative acknowledgements may result in the following:

- | | |
|-------------------------------|--|
| Restorative Meeting | You may be required to attend a restorative meeting at break time. |
| Grounding | You may be required to attend a detention at break or lunchtime in the grounding location. |
| After School Detention | All detentions will be held after school every evening from 3.15pm until 4.00pm. |
| Restorative Justice | You may be required to carry out a restorative justice task which allows you to take responsibility for your negative choices. |
| Removal | If you are persistently disruptive in a lesson, you may be removed to another classroom or the Student Support Centre. |
| Internal Exclusion | You may be given a period of time to be completed in the Student Support Centre. |
| Alternative Provision | You may be given a period of time to be completed at an alternative provision. |
| External Exclusion | You may be given a period of time to be completed as a fixed term exclusion. In the most serious cases, a student may be permanently excluded. Please see school policy for details. |



School Uniform

The way students wear their school uniform sends a clear message about their attitude to school. It shows that they want to work with the school in an effective partnership. Correct uniform is a sign that they are co-operating fully with the school.



- | | |
|--|---|
| ✓ Embroidered school blazer | ✗ No tight fitting or fashion trousers |
| ✓ White school shirt | ✗ No tight fitting or fashion skirts |
| ✓ Clip on school tie | ✗ No fashion shoes or boots |
| ✓ Black school trousers | ✗ No make up |
| ✓ Grey knee length pleated or 'A' line skirt with black tights | ✗ No jewellery - except a discreet crucifix |
| ✓ Grey school jumper (optional) | ✗ No extreme hair styles or hair colours. |
| ✓ Plain black shoes or boots | |

Each year group is identified by a coloured school pin badge which is worn on the right lapel (left if you are looking at the student) of their blazer. Colours will remain the same throughout the student's time at school. Therefore, this year the colours are:



Year 7



Year 8



Year 9



Year 10



Year 11

Each student is given a pin badge when they enter the school which should, if care is taken, last them throughout their school life. If the badge is lost or damaged and needs to be replaced, a cost of £1.00 is chargeable. Badges can be bought at the Student Support Reception.

School Uniform

Clothing

It is extremely difficult to give specific guidance on items of clothing such as trousers or skirts as the fit will very much be determined by the size purchased etc. In general, trousers should not be tight against any part of the leg (fabric which contains lycra should be avoided as should jersey material) and skirts should be worn at knee length. Uniform standards are applied to ensure appropriateness and modesty at all times. Parents are expected to monitor their child's uniform throughout the year to ensure that items do not become too small/short as their child grows.

Shoes

Acceptable Examples



Unacceptable Examples



Please note: all forms of overtly branded 'designer' shoes are not allowed. Examples:



Examples - Need to be careful:



Please note:

- Shoes/boots should be plain black without any coloured stripes or stitching.
- Boots must not be worn with skirts; they may be worn under trousers.
- 'Ugg' type boots and wellington boots must not be worn around school. If worn to travel to and from school during bad weather, they must be changed into acceptable school shoes before the first bell for the beginning of the school day and after the final bell rings.

PE Uniform

Students must always bring their PE kit into school on days that they are timetabled to have PE, even if they are unable to participate fully in the activity. If a student is unable to participate practically in the PE lesson, they must bring a valid note from a parent/ carer stating the reason for not participating in the lesson. In this case students will assist in an officiating, scoring or coaching role. Gum shields, shin pads and protective equipment are strongly recommended but not compulsory.



Boys' PE Kit

- ✓ St. Bede's reversible rugby shirt
- ✓ St. Bede's polo shirt (optional - Summer Term only)
- ✓ Plain black shorts or St. Bede's embroidered tracksuit trousers
- ✓ Football boots for outdoor use
- ✓ Training shoes (any colour) for indoor use

Girls' PE Kit

- ✓ St. Bede's polo shirt
- ✓ Plain black shorts, St. Bede's embroidered sports leggings or St. Bede's embroidered tracksuit trousers
- ✓ St. Bede's hooded sweatshirt (optional)
- ✓ Training shoes (any colour)

- ✗ No other tracksuit trousers permitted
- ✗ No other hooded tops permitted
- ✗ No plimsolls or fashion training shoes permitted
- ✗ No other leggings permitted

Please note: Pictures are for general guidance. Students may wear any colour trainers and may wear short socks or football socks.

Attendance and Punctuality

Parents have a legal responsibility to ensure their child attends school. However, research shows that attendance is also inextricably linked to achievement and wellbeing in school. Persistent absence is a serious problem as students miss valuable teacher input, peer interaction and enrichment opportunities. In 2015, the government changed the definition of persistent absence in school performance tables from 15% to 10% in order to deal with the impact on learning of pupil absenteeism in schools and its impact on their learning.

The Department for Education has stated that there is clear evidence that absence from school is linked to lower levels of attainment. The latest analysis, published in March 2016, shows that every extra day missed was associated with lower attainment at age 16. In other words, every extra day of school that is missed can affect a pupil's chance of gaining good GCSE results. Research shows that:

- Of students who miss more than 50 per cent of school, only three per cent manage to achieve five A* to Cs including English and maths.
- Of students who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A* to C GCSEs including English and maths.
- Of students who miss less than five per cent of school, 73 per cent achieve five A* to Cs including English and maths.

In order to support your child, we monitor attendance very closely. Each week your child will record their attendance in their planner. Students are encouraged to take responsibility for their own attendance by raising their awareness of the long term impact of poor attendance.



Attendance levels will be monitored and appropriate support strategies implemented. Our first principle is to support parents/carers in ensuring their child attends school. We recognise that some students have genuine circumstances which prevent them from attending school. Where this is the case, we work collaboratively with parents and other professionals to ensure that appropriate procedures are followed and we can support their education in a positive and sensitive manner. We are proud of our track record in supporting students and, where possible, reintegrating them back into mainstream education when they are ready.



Absence from school

If a student cannot attend school for medical reasons, parents must inform school, by telephone, before 8:30am on the first day of absence. Parents are expected to state the reason for absence and the likely duration of the time away from school. Parents may be contacted by text or telephone if a message explaining absence is not received. If an absence is likely to be lengthy or frequent in nature it is important that school is made aware to ensure that adequate provision can be made to support students.

Leaving school during the day

Where possible all appointments should be made outside school hours. If this is unavoidable, students must ensure they show their appointment card or produce a note in their planner, signed by their parents, with the details of the appointment times. Students should show this to Mrs Joughin at the Student Support Reception where it will be sanctioned and the student signed out of school. Where appointments are made during school hours, it is absolutely crucial that students miss as little education as possible and, where possible, be returned to school. It is imperative where frequent orthodontist appointments are required that the times are varied so as to have minimal impact on particular subject time. The absence will only be authorised for the duration of the appointment and reasonable travel time.

Punctuality

We believe that punctuality is a key life skill which students need to develop before leaving St. Bede's and entering further or higher education and the world of work. With this in mind, students are expected to attend school and lessons on time.

On a morning, students are required to be in their form base or Collective Worship by 8.45am. If they arrive in school between 8.45am and 8.55am they must report directly to their form tutor or go straight to Collective Worship.

If students arrive after 8.55am, they must report to the Student Support Reception where they will be marked as 'Late after registers closed' (U). When students sign in at the Student Support Reception they will have their planner stamped and the time of arrival recorded. This mark is recorded as an unauthorised absence and will count towards students' overall percentage attendance. If students fail to sign in, parents may receive a text message reporting the absence. Students who are persistently late for school will be sanctioned in accordance with school policy.

Students who arrive late to school on a delayed school bus service will not be recorded as late. This is not the case for students who travel by service bus or parental transport unless an exceptional circumstance is evidenced. Parents of students who are persistently late will be issued with a Fixed Penalty Notice.

Students who arrive late to lessons not only disrupt their own education but that of their peers. With this in mind, students who are persistently late for lessons will be sanctioned in accordance with school policy.

Absence requests

In line with government regulations, absence (including holidays) cannot be authorised during term time. In exceptional circumstances a request may be granted by the Headteacher. Such requests must be made in writing at least four weeks in advance of the absence, outlining any exceptional circumstances. Requests should be made for the attention of Mrs. G. Kilburn who will pass all requests to the Headteacher.

The decision will be given in writing, stating whether approval has been given, and any conditions that apply to an approval. If permission is granted, your child will be expected to collect work from teachers on his/her return and this work must be completed in addition to the usual homework set by staff. Holidays or absences taken without the permission of the school will result in the absence being unauthorised. A referral may also be made to the School Attendance Improvement Team.

Sporting Activities

As a school we encourage our students to develop their skills and talents. However, where this impacts upon curriculum time and possible long term academic success, we cannot automatically authorise any absence from school during term time. We are unable to authorise any travel time. In line with our absence policy, requests should be made for the attention of Mrs. G. Kilburn who will pass all requests to the Headteacher.



Medical Management

Becoming ill at school

If students are unwell during lesson time they are advised to report this to their subject teacher. In normal circumstances, staff will discuss with the student whether they feel able to remain in their lesson and if so, endeavor to make them as comfortable as possible. If a student does not feel able to remain in the lesson, they will be sent to the Student Support Reception for further assessment. In most cases, some basic attention i.e. a quiet environment, water, fresh air, will allow the student to recover sufficiently to continue for the rest of the day. If the student does not seem to be making sufficient progress then parents/carers will be contacted and the student collected. **Students are asked not to contact parents/carers directly as this leaves both parent/carers and school in a vulnerable position. If direct contact is made, parents should advise their child of the procedures above. As part of our safeguarding procedures, we must be aware of all students leaving the school site.**

First Aid

If an accident occurs during a lesson a student should report it to the member of staff in charge. If an accident occurs, other than in lessons, they should report it to the nearest member of staff who will contact a first aider. If first aid is required during break time or lunch a student should report to the medical room located in the Student Support Centre. If your child receives any first aid attention, they will be given an information slip detailing the injury and the treatment administered. If the injury is deemed serious enough, contact will be made with parents/carers and the student collected.

Medical Information

On entry to the school, a medical information form should be completed which outlines pre-existing medical conditions. Parents must inform the school at any point in the school year if a condition develops or is diagnosed. A medical register is kept, updated and reviewed on a regular basis and all staff have easy access to this document whilst ensuring data protection principles.

Individual Healthcare Plan

Where necessary an Individual Healthcare Plan (IHP) will be developed in collaboration with the student, parents/carers, designated school staff and medical professionals. IHPs will be reviewed annually or when a child's medical circumstances change, whichever is sooner. IHPs will be easily accessible to all relevant staff whilst ensuring data protection principles.

Administration of Medication

Where possible, unless advised it would be detrimental to health, medicines should be taken outside of school hours. If this is not possible, prior to staff members administering any medication, the parents/carers of the child must complete and sign a parental consent to administration of medicine form. No child will be given any prescription or non-prescription medicines without written parental consent, except in exceptional circumstances. Where a student is prescribed medication by a healthcare professional without their parents'/carers' knowledge, every effort will be made to encourage the student to involve their parents while respecting their right to confidentiality. Medicines MUST be in date, labelled, and provided in the original container (except in the case of insulin which may come in a pen or pump) with dosage instructions. Medicines which do not meet these criteria will not be administered. If necessary, parents are strongly encouraged to familiarise themselves with the full 'Supporting Students With Medical Conditions' policy which can be found on the school website.

Bullying

St. Bede's definition of bullying

Bullying may be defined as the abuse of power by an individual or group in relation to another individual or group. It may be cyber-bullying or prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. Bullying can be physical, verbal or psychological. It may occur frequently or infrequently.

Central to the definition of bullying is the extent and motivation of the perpetrator, which will primarily be to exert power over another in order to cause distress. They can only operate behind a wall of fear and therefore can easily escape detection if bullying incidents are not reported. Therefore, we must create a 'telling' school, arising out of a listening and safe environment. Intrinsic to all this, is educating our students about bullying. Young people often say 'It was just a joke', not knowing or realising the impact that their behaviour has on another student.

All incidents perpetrated within school will be taken seriously at St. Bede's and we will work with both you and your child to address any issues they may be experiencing. However, we have to take a pragmatic outlook to becoming involved in episodes of bullying beyond the school gates; particularly via social media. As a school we do not have the power nor the capacity to address many of these issues. We will, of course, support your child in whichever way we can but urge you to contact external authorities such as the Police if you have serious concerns about bullying outside of school.

Objectives and principles of the policy

We consistently seek to challenge bullies and attempt at all times to eliminate bullying. Students are regularly encouraged to share their views and tell someone if there is a problem. Parents are also encouraged to contact us, at any time, if they think there is a bullying problem. At St. Bede's, we ensure that all students have somebody they trust to talk to. Students are encouraged to tell the truth and support each other. This ethos is implicit throughout the school but anti-bullying is also explicitly covered in Collective Worship, PSHE, the School Council and subject areas. Staff are committed to addressing bullying concerns. All bullying issues will be dealt with by a Welfare Manager in the first instance and then referred to Kirstie Hutchinson – Anti-Bullying Coordinator / School Chaplain.

- T ~ is it true?
- H ~ is it helpful?
- I ~ is it inspiring?
- N ~ is it necessary?
- K ~ is it kind?

Our students can expect to be:

- Treated and valued equally;
- Treated in a way that accepts we are individuals with individual needs;
- Provided with a safe learning environment.
- Challenged to think about the issues surrounding bullying.

As parents you can expect St Bede's School to provide:

- A safe, secure and positive environment in which all our young people can develop and grow, making full use of the range of opportunities available to them;
- An environment in which all our students are listened to;
- An environment in which all information received will be acted on appropriately.

If you have any concerns about a child who may be being bullied, please contact school on 01207 520424 and speak to a member of the Student Support Team.

Travel

The Bus Code

The Bus Code applies to all students travelling on any bus to and from school. Its aim is to ensure that journeys are both safe and pleasant and that the good reputation of St. Bede's in the local community is maintained and that the high standards of behaviour set in school are continued in school journeys.

Procedures

- On an evening, the lead duty teacher writes the numbers of all buses in the order they arrive on the notice board situated in the main yard.
- Students are allowed to board immediately if the bus is in, otherwise they are expected to queue at the designated area in the yard.
- Queues may only move when instructed by staff.
- Students are expected to board their bus in an orderly fashion.
- Students should not walk between parked buses.
- If a student misses their bus, they must report to a member of staff on duty who will contact parents/carers to arrange transport home. If a student cannot find a member of staff they should report to the Main Reception who will contact home.

On The Bus

- The driver is in charge of the vehicle and therefore responsible for the safety of all those on board.
- Having found a seat students should remain in it until it is time for them to leave the bus.
- Students are asked to show consideration towards the driver and other passengers by talking only to those seated near them and by avoiding anything that might cause a distraction (e.g. shouting, using bad language).
- Unacceptable behaviour could result in sanctions being applied. This could include being prevented from travelling on the scholars' bus.

Go North East 'App' and Key Card

In purchasing via the app or key card, you are entering into an agreement with the bus company, Go North East. St. Bede's has no influence with regards to the terms and conditions of your agreement. Any enquiries should be directed to the bus company. Their customer services team are open from 7am until 7pm Monday to Friday and between 9am and 5pm at weekends and bank holidays. You can talk to them online directly using their live one to one web chat facility (www.simplygo.com), by social media on Facebook or Twitter or call them on 0191 4205050.

The bus company asks that we remind parents and students that:

- It is the responsibility of each student to top up funding via the app and/or key card.
- Key cards can only be used by the individual to whom it belongs.
- Defaced or damaged key cards may be withdrawn and will need to be replaced at a charge.



Free/Reduced Cost Travel

- Those students who qualify for Free School Meals may be entitled to free travel.
- Those students who have siblings in the school are entitled to reduced cost travel.
- **Further information regarding pricing schemes for the app and key card to follow.**

Curriculum

We are very proud of the broad and balanced curriculum we offer at St Bede's. We aim to ensure that each student enjoys their time with us and that they each achieve success in every course they study from Year 7 to Year 13.

The school website provides specific booklets with more detailed information on the curriculum. Please click on the 'our school' tab and then 'curriculum'. A general overview:

Key Stage 3 ~ Year Seven & Year Eight

- Religious Education
- Maths
- English
- Science
- Enrichment
- French or Spanish
- Geography
- History
- PE
- Literacy
- Music
- Art
- Computer Science
- Design Technology

During Year 8 students are recommended for a 'pathway' which allows them options for study in Key Stage 4 (Year 9 - Year 11). Each pathway has restrictions on the subjects which can be chosen but the general offer in Key Stage 4 includes:

Key Stage 4 ~ Year Nine, Year Ten & Year Eleven

GCSE

- Religious Education
- Maths
- English
- Science
- French
- Textiles
- Spanish
- Geography
- History
- PE
- Music
- Computer Science
- Food & Nutrition
- Art & Design
- ICT
- Business Studies
- Materials

BTEC

- Business
- Health & Social Care
- Sport
- IT
- Technology/Construction

An options booklet can be found on the school website in the 'curriculum' section which provides detailed information on compulsory and optional subjects in Key Stage 4.

PSHE

Personal, social, health and economic (PSHE) education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society. The PSHE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote students' wellbeing.

PSHE education contributes to personal development by helping students to build their personal identities, confidence, self-esteem, resilience, identify and manage risk; make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Here at St Bede's, students study a range of age-appropriate topics, with a graduated approach across each year group. These topics range from positive relationships, to financial awareness, online safety to health and wellbeing. The rich and varied programme of learning ensures that our students are equipped to meet the challenges of life outside and beyond school, by making positive and informed choices that will enable them to live happy and fulfilled lives.

Relationship and Sex Education

Education on sexual matters will include both the moral and physical aspects of this topic and will be covered in Religious Education lessons, Biology lessons and PSHE where appropriate, in a suitable context and within the general religious and moral attitude of the school. It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. It encourages the acquisition of attitudes which allow students to manage their relationships in a responsible and healthy manner. Parents may withdraw their child from all or part of the sex education provided. If parents feel the need to do so, they should inform the school at the earliest opportunity.

British Values

We are committed to encouraging students to respect British values. The government set out its definition of British values in the 2011 Prevent Strategy -

- democracy
- mutual respect
- the rule of law
- tolerance of those of different faiths and beliefs
- individual liberty

As a Catholic and Christian community we are proud of the education we offer our students. Through a broad and balanced curriculum, students explore the British values by way of cross curricular themes and in particular the PSHE programme. We actively challenge students, staff or parents expressing opinions contrary to fundamental British values and seek to promote a positive approach to the areas named above.

Special Educational Needs and Disability

(SEND)

At St. Bede's Catholic School & Sixth Form College, we believe that each child is an individual and, as such, has unique strengths, talents and needs. To achieve their full potential, some students require additional support and we recognise this and plan accordingly. We acknowledge that some students may require continuous help throughout their time in school, whereas others may need support for only a short period to help overcome more temporary needs. St. Bede's Catholic School & Sixth Form College aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them access to a broad, balanced and relevant education.

Identification, Assessment & Review

St. Bede's follows the guidance outlined in the Special Needs Code of Practice. We recognise that children's needs and requirements fall into broad categories:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical needs.

Within these categories, St. Bede's currently makes provision for students with:

- General Learning Difficulties.
- Specific Learning Difficulties.
- Autistic Spectrum Condition.
- Emotional, Behavioural, Social Difficulties.
- Physical & Health Difficulties.
- Sensory Impairment.
- Speech & Language Difficulties.

We also recognise that some students have complex needs which span several areas. We adopt a graduated approach which recognises a continuum of needs and that, where necessary, increasing specialist advice will be accessed for the difficulties a student may be experiencing.

Please see the school website for more detailed information on how we support students with SEND at St. Bede's.

Extra-curricular Opportunities

We recognise that coming to school should be an enriching experience that develops the whole child every day. For that reason we strive to offer a variety of opportunities both inside and out of the classroom and encourage all students to participate.

There is a great variety of after school clubs including sports activities and team fixtures, creative crafts, music ensemble groups, drama and expressive arts, computer coding and e-learning, Science, Geography, Languages and History clubs, careers advice forums and business and enterprise opportunities. There's definitely something for everyone and we encourage all students to get involved.

Visits and Trips

As part of the enriching education we provide at St. Bede's, we offer a wide range of opportunities for students to participate in school visits and trips. These can really enhance the learning of a particular subject, develop students' skills and provide unique and memorable experiences. St. Bede's school visits range from international trips to countries including France, Poland, Iceland and America, to places closer to home namely London, Oxford, York, Holy Island, Newcastle and Lanchester village.

Please see the school website and newsletters for more information on the wealth of extra-curricular activities on offer.

Music

We have a whole school choir, a chamber choir, a brass group, string group and orchestra. Rehearsals take place each week throughout the year in preparation for a number of performances e.g. the annual Advent Services, the Summer Concert, and other liturgical events in school.

Productions

Students also have the opportunity to be involved in our summer productions. The production involves a large team of staff and students who are involved in singing, dancing, acting, technical and back stage work, promotions and art work. Recent productions include 'Annie' and 'We Will Rock You'. Rehearsals take place during lunchtimes and after school, with all day rehearsals at weekends before opening night. We are always keen to welcome anyone interested in helping out in any way.



The extra-curricular timetable can be found on the school website. Please click on the 'parent' tab and then 'extra-curricular'. It is updated regularly as opportunities present themselves but a typical provision is illustrated below:

Day	Activity	Year groups	Start time	End time	Venue	Member of staff
Monday	e-Learning Lunch Access to computers to complete classwork or homework.	All	12.10pm	1.05pm	M9	Mr Taylor
	Football and Table Tennis	Years 9 and 10	12.10pm	12.45pm	PE Department	PE Staff
	Football	Year 11	12.50pm	1.15pm	PE Department	PE Staff
	Table Tennis	Years 7 and 8	12.50pm	1.15pm	PE Department	PE Staff
	KS3 STEM Club First 5 week block starting on 14 th January 2019 on the theme of Rockets and Pyrotechnics	Years 7 and 8	3.20pm	4.20pm	M5	Miss White
Tuesday	Football and Table Tennis	Years 9 and 10	12.10pm	12.45pm	PE Department	PE Staff
	Football	Year 11	12.50pm	1.15pm	PE Department	PE Staff
	Table Tennis	Years 7 and 8	12.50pm	1.15pm	PE Department	PE Staff
	Year 9 Art Club Group work and individual projects	Year 9	3.15pm	4.15pm	T13	Mrs Dunbar and Miss Bance
	Girls' Football Club	Years 7, 8 and 9	3.15pm	4.15pm	PE Department	Miss Armstrong
	Drama Club	Years 7 and 8	3.20pm	4.10pm	T11	Miss Gibbon
	Computer Science Club	Years 7, 8 and 9	3.15pm	4.00pm	S13	Mr Fingleton
	Warhammer Club Every other Tuesday starting 15.01.19	All	3.15pm	5.15pm	T3	Mr Stephenson and Mrs Hutchings
Wednesday	Key Stage 3 History Club	Year 7 and 8	10.50am	11.15am	T6	Miss Gibbon
	Football and Table Tennis	Years 9 and 10	12.10pm	12.45pm	PE Department	PE Staff
	Football	Year 11	12.50pm	1.15pm	PE Department	PE Staff
	Table Tennis	Years 7 and 8	12.50pm	1.15pm	PE Department	PE Staff
	Key Stage 3 Art Club	Year 7 and 8	3.15pm	4.15pm	T13	Mrs Dunbar and Miss Bance
Thursday	Football and Table Tennis	Years 9 and 10	12.10pm	12.45pm	PE Department	PE Staff
	Football	Year 11	12.50pm	1.15pm	PE Department	PE Staff
	Table Tennis	Years 7 and 8	12.50pm	1.15pm	PE Department	PE Staff
	Year 10/11 Art Club Group work and individual projects	Years 10 and 11	3.15pm	4.15pm	T13/T14	Mrs Dunbar and Miss Purvis
	Maths Club	Years 7 and 8	3.15pm	4.00pm	M37	Miss Marshall
	Orchestra	All	3.15pm	4.15pm	T16	Mr Shaller
	ICE Inspire Engineering Competition	Year 7	3.15pm	4.00pm	M9	Miss White
	History Revision	Years 9 - 11	3.15pm	4.00pm	T2	Ms Murphy
	Karate Club	Year 7 and 8	3.15pm	4.15pm	Girls' Gym	PE Department
	Friday	e-Learning Lunch Access to computers to complete classwork or homework.	All	12.10pm	1.05pm	M9
History Revision		Years 9 - 11	10.50am	11.15am	T7	Mr Springett
Football and Table Tennis		Years 9 and 10	12.10pm	12.45pm	PE Department	PE Staff
Football		Year 11	12.50pm	1.15pm	PE Department	PE Staff
Table Tennis		Years 7 and 8	12.50pm	1.15pm	PE Department	PE Staff

Studies have shown that students who participate in extra-curricular activities have a marked improvement in their grades and can also boost their chance of gaining admission to higher study, training and employment. This can be attributed to skills and qualities which they develop such as:

- **Organisation** - learning to accommodate their hobbies and academic work.
- **New and useful skills** - e.g. teamwork, critical thinking and leadership.
- **A sense of commitment and responsibility** - dedication, perseverance and resilience.
- **Improved social skills** - meeting new people and making new friends.
- **New interests and opportunities** - experiencing new places, people and perspectives.

Curricular and extra-curricular activities work together to support a student's intellectual, spiritual, social, physical and moral capabilities which are integral to a happy, healthy future. There's something for everyone at St. Bede's so please look at the timetable on the website and encourage your child to get involved!

Parent Partnership

The influence which home and school each has on the development of a young person cannot be overstated. The partnership between parents and school is vital if common goals are to be achieved. Our school systems are designed to supplement those provided by caring parents. We trust that in sending their child to St. Bede's, parents share our aims and values and that they are also actively promoted at home. There are specific ways in which we would ask the support of parents:

- Your child attends regularly and is punctual to school and lessons. This is essential if they are to achieve their best;
- Your child's planner is checked regularly and signed weekly. This is an effective method of communication between home and school;
- Your child completes all homework satisfactorily and on time. This aids the effective delivery of the curriculum;
- Your child is held accountable for meeting the mission, aims and expectations of the school. You support the student management systems of the school by accepting all rewards and sanctions.

School Gateway

All parents / carers are able to access our School Gateway through the school website to view information on their child. This information includes:

- Behaviour - Student Timetable - Academic Progress - School Report

We now e-mail all school reports directly to your provided e-mail address. An archive of previous reports can be found via the School Gateway app or website. For those parents who do not have regular access to an internet enabled computer, a paper copy can be provided upon request. Parental Consultation Evenings follow the issue of academic reports and are an important aspect of co-operation between parents and teachers. Parents are strongly encouraged to take the opportunity to meet their child's teachers to discuss their progress in specific subjects.

Concerns

A comprehensive list of policies are available on the school website which you may find informative. However, if you or your child have concerns about any aspect of school life then we would urge you to get in touch. Both students and parents are encouraged to make contact with the relevant members of the Student Support Team in the first instance but Mrs Kilburn (Deputy Head) and Mr Harrison (Headteacher) are also available to offer support and guidance.

Zero Tolerance

Whilst we appreciate that parents may, at times, feel strongly about an issue pertaining to their child, it is unacceptable to abuse or threaten any member of our staff whether this be via phone, email, social networking or in person. We expect all members of the school community to uphold our principles of respect and tolerance at all times.

Parent Partnership Group

If you would like to be involved in the Parent Partnership Group please contact Mrs Kilburn for more details. All are welcome!



The move to secondary school is never easy for parents and children but is even more daunting in our current circumstances. Please try not to worry, we're here to support you. No matter what our journey may look like, we will navigate it together! If you have any questions please don't hesitate to contact us via our email transition@stbedes.durham.sch.uk at any time and a member of the Student Support Team will get back to you.

General Advice

- Encourage your child to get organised for school the evening before. This can save them (and you!) a lot of undue stress in the morning. Remind them to check their timetable for the following day, pack their bag and lay out their uniform if necessary.
- Whilst it's natural to want to support them, especially in the early days, try and resist the temptation to do everything. Your child needs to learn to manage their time efficiently and they won't do it if you get everything ready for them. Ideally do it together!
- Have a plan/calendar on display at home clearly marked with different equipment needed for different days (sports kit, music, projects etc.). Encourage them to look at the schedule the night before and organise their schoolbag there and then.
- If your child is getting to school by bus, research the route and, if possible, travel it with them before they start in September. Perhaps find out if any friends living nearby are planning on getting the same bus so they can travel together.
- Your child will probably have several home learning tasks to complete each night which will be recorded in their planner. Organising a quiet space for them to study and making sure that devices are switched off will be very beneficial. It's also a good idea to regularly read and sign their planner to make sure your child is managing their home learning.
- Keep in touch - it may feel more difficult now that you can't just catch a teacher in the playground but our school website is a great source of information and you can always email our student Support Team: studentsupport@stbedes.durham.sch.uk
- Once your child has started school, make time to talk and listen to your child each day to check how things are going. However, resist the temptation to ask too many questions, especially when a child first gets home from school and is likely to be tired, hungry and short-tempered from coping with many new experiences!



a community of faith, hope and love