



The Birley Academy
A L.E.A.D. Academy

Family Handbook 2026-27



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Welcome from the Headteacher

Welcome to our school, I hope you'll love it here.

The aim of this handbook is to help you to get a broad and deep understanding of our school and it's culture, expectations, and values.

We are a true community school, with many staff living in our community or having attended our school many years ago!



We value the support and trust of our parents and carers, and know that this is both hard-earned and needed for your children to be successful in our school.

We also value calm, purposeful classrooms, high quality teaching and learning, smart, respectful pupils in full uniform, corridors where pupils feel safe and calm, outdoor grounds which are litter-free and well looked after by pupils, and a whole community that demonstrates our values of Kindness, Respect, Courage, Ambition and Integrity.

We value the development of the 'whole' child and therefore we offer a wide range of trips and visits, both linked to our curriculum and for the purpose of experience and enrichment (and joy!). We have taken pupils to Paris, Barcelona, London, Skiing in Bulgaria and have many more planned into the future for our pupils, including Geography and Science trips, and more!

We place a strong emphasis on ensuring our pupils develop as literate and numerate young adults, and actively encourage reading in lessons, reading for pleasure, and development of a rich vocabulary through explicit vocabulary teaching. We have focussed interventions where pupils may have barriers to their reading and are skilled at supporting our pupils in making accelerated progress in this.

We have a wonderful Academy Parliament, and our pupils are passionate about continuing to make things better, which is the same sentiment we share as staff.

We know that you will have lots of questions throughout your time, or your child's time here, and we hope that this handbook will answer many of them. If you still have questions, do not hesitate to get in touch, our email addresses and contact details are available on our website.

Kind regards,

Vicky Hall

Headteacher, MEd, NPQEL, NPQH, MCCT, SLE, PGCE, BSc (Hons)

Meet our Leadership Team



Mrs Sarah Husband:
Deputy Headteacher for
SEND and Inclusion.

Mrs Husband is a teacher of Design Technology, qualified SENCo and currently studying for a Masters in School Leadership.



Mr Eddie Child: Deputy
Headteacher Pastoral and
Designated Safeguarding Lead.

Mr Child is a teacher of Computing and an experienced Deputy and Headteacher.



Mrs Sarah Sleaford:
Deputy Headteacher
Quality of Education.

Mrs Sleaford is a teacher of PE and is passionate about improving teaching across the Academy



Mr Diarmaid Casey: Assistant
Headteacher Quality of
Education.

Mr Casey is a teacher of History and works closely with Mrs Sleaford and Mrs Robinson



Mr Brett Coleman:
Assistant Headteacher
Attendance and
Systems

Mr Coleman is a teacher of Maths, a mastermind in Excel and a season ticket holder for the mighty Leicester City!



Miss Stacy McKay:
Operations Manager

Miss McKay is in charge of everything non-teaching in school! Including Estates, Catering, H&S, ordering and our Admin teams!



Miss Kirsty Robinson:
Assistant Headteacher
Personal Development

Miss Robinson is a teacher of PE and an avid sports fan! She is shaping our PD, student leadership and Birley Baccalaureate to be world class!



Mrs Harriet Cooper:
Associate Assistant
Headteacher Literacy
and English

Mrs Cooper has a passion for all things literacy and a British Champion Powerlifter for a husband!

Vision and Values

At the Birley Academy we challenge each other and ourselves to be our best selves, demonstrating our school values every day, in all situations.

We believe that instilling these values will help all to succeed in life.

Our Academy Values are:

- **Courage**
- **Ambition**
- **Respect**
- **Kindness**
- **Integrity**



We define these values as shown below:

Ambition

We encourage everyone to have ambition and to believe that through hard work and positivity they can achieve success. This may focus on great academic results, but it is equally likely to involve ambition in wider personal interests and passions. By valuing the ambition of everyone we are providing the building blocks for future greatness.

Courage

We recognise that change can be hard. We value courage because we know that it takes courage to do the right thing, to stand by your principles or to try something new. Fortune favours the brave and we value those who have the courage to step out of their comfort zones and make positive changes.

Respect

We value respect because success in life is often forged on strong relationships with others. We demonstrate respect by treating everyone with consideration and dignity, and by following expectations in school. This means listening to others, following instructions, and showing respect for each other's similarities and their differences. By fostering an environment of mutual respect, we create a positive and supportive atmosphere where everyone can thrive.

Kindness

We encourage empathy, compassion, and generosity towards others. This means treating classmates, teachers, and staff with warmth and consideration, creating a supportive and positive environment where everyone feels valued and respected. Acts of kindness, whether big or small, contribute to building a strong, inclusive community where we all can thrive academically and personally.

Integrity

We are committed to honesty and strong moral principles. This means making choices that reflect fairness and responsibility, even when faced with challenges or peer pressure. Upholding the highest standards of conduct fosters an environment of trust and respect. By valuing integrity, we create a community where everyone is accountable for their actions and dedicated to doing what is right.

2026/27 Academic Year Overview

September							October							November						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

December							January							February						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31							

March							April							May						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

June							July							August						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30	31					

-  School holiday – closed to all
-  Public Holidays – closed to all
-  Staggered return of pupils (see below)
-  INSET – all staff in attendance. Closed to pupils.
-  Internal Date (see below)

- **Wednesday 2nd September:** Y 7 and Y 11 return
- **Thursday 3rd September:** Y8, Y9 and Y10 return
- **Thursday 10th September:** Staff twilight 1 & Year 11: Making it Count Evening (6pm to 7pm)
- **Thursday 24th September:** Year 7 Settling in evening
- **Thursday 1st October:** Year 6 Open evening
- **Thursday 8th October:** Staff twilight 2
- **Thursday 12th November:** Staff twilight 3
- **Thursday 3rd December:** Year 11 Parents evening
- **Friday 4th December:** INSET day (Trust)
- **Thursday 7th January:** Year 9 Parents evening
- **Thursday 14th January:** Staff twilight 4
- **Thursday 11th February:** Year 10 Parents evening
- **Thursday 4th March:** Staff twilight 5
- **Thursday 18th March:** Year 7 Parents evening
- **Thursday 15th April:** Staff twilight 6
- **Thursday 29th April:** Year 8 Parents evening
- **Thursday 26th June:** Y11 Prom
- **Monday 5th July:** Y11 work experience starts
- **Tuesday 6th July:** Y6 Parent information 5:30pm
- **Wednesday 7th July:** Y6 Transition
- **Thursday 8th July:** Y6 Transition

Timings of the school day

When	What
8:15	Movement to line up bell
8:20	Line Up Bell
8:25	All lines in silence
8:30	Form Time/PD
9:00	Period 1
10:00	Period 2
11:00	Break
11:15	Period 3
12:15	Line-Up (Y7, Y8, Y9, Y10)
12:25	Y9, Y10, Y11 Lunch
12:55	Y9, Y10, Y11 Period 4
12:25	Y7, Y8 Period 4
13:25	Y7, Y8 Lunch
13:55	Period 5
14:45	Y7, Y8 finish
14:55	Y9-Y11 finish

Lunchtimes are split by year group

Key Contacts & Telephone Numbers

Name	Role	Email	Academy Mobile
Victoria Hall	Headteacher	victoriahall@birleysecondaryacademy.co.uk	07356 118 511
Eddie Child	Deputy Headteacher	eddiechild@birleysecondaryacademy.co.uk	07356 183 904
Sarah Husband	Deputy Headteacher	sarahhusband@birleysecondaryacademy.co.uk	07356 183 902
Sarah Sleaford	Deputy Headteacher	sarahsleford@birleysecondaryacademy.co.uk	07356 183 903
Diarmaid Casey	Assistant Headteacher	diarmaidcasey@birleysecondaryacademy.co.uk	
Brett Coleman	Assistant Headteacher	brettcoleman@birleysecondaryacademy.co.uk	07356 118 512
Kirsty Robinson	Assistant Headteacher	kirstyrobison@birleysecondaryacademy.co.uk	
Harriet Cooper	Associate Assistant Headteacher	harrietcooper@birleysecondaryacademy.co.uk	
Stacy McKay	Operations manager	stacymckay@birleysecondaryacademy.co.uk	
Tracy Shelley	Senior DSL	tracyshelley@birleysecondaryacademy.co.uk	07356 183924
Sam Calvert	Attendance Lead	samanthacalvert@birleysecondaryacademy.co.uk	
Perrie Barnes	Behaviour Manager	perriebarnes@birleysecondaryacademy.co.uk	
Rebecca Smallridge	SENCO	SENCO@birleysecondaryacademy.co.uk	

OFFICE LOCATIONS

Leadership Team (* indicates also DSL trained)

- Headteacher – ***Victoria Hall** – Head's office 115 on SLT corridor
- Deputy Headteacher – ***Sarah Sleaford** – T&L office 135 on History corridor
- Deputy Headteacher – ***Eddie Child** – Pastoral office 236 – opposite staff room
- Deputy Headteacher – ***Sarah Husband** – SLT Corridor 119
- Assistant Headteacher – **Brett Coleman** – Pastoral office 236 – opposite staff room
- Assistant Headteacher – **Diarmaid Casey** – T&L office 135 on History corridor
- Assistant Headteacher – ***Kirsty Robinson** – T&L office 135 on History corridor
- Associate Assistant Headteacher – **Harriet Cooper** – HoD Eng office 252 English corridor
- Operations Manager – **Stacy McKay** - Ops Manager office on SLT corridor 117

Pastoral Team – Based in Pastoral Office: 105 on DT corridor

- Behaviour Manager – **Perrie Barnes** – office within 105
- Year Leader 7 – **Rebecca Smith**
- Year Leader 8 – **Gabriel Jacobs**
- Year Leader 9 – **Clare Mitton**
- Year Leader 10 – **Sarah Yellott**
- Year Leader 11 – **Sue Parlett**
- Year Leader 11 – **Rebecca Blagg**

Safeguarding Team – Based in 172 on Computing corridor

- Senior DSL – **Tracy Shelley** – Based in 170
- Safeguarding Officer – **Anton Squillino** – 172
- Safeguarding Officer – **Jess Abbott**– 172
- Emotional Wellbeing Officer – **Karen Bourke** - 172

Attendance Team – Based in 171 on Computing corridor

- Attendance Lead – **Sam Calvert** – Based in 170
- Attendance Officer – **Lauren Kempshaw-Metcalf** – 171
- Attendance Officer – **Sarah Waza** – 171
- Education Welfare Officers - **Laura Dronfield & Penny Hunt** –171

SEND and Inclusion Team

- SENDCO – **Rebecca Smallridge** - Office 168
- Assistant Deputy SENDCO – **Joanne Anderson**– Student Support Hub Office
- Assistant Deputy SENDCO – **Karen Green** – Student Support Hub Office
- IR Lead – **Danielle Payling** – Integrated Resource, Pegasus Building
- Intervention Manager – **Rebecca Fairfax** - Student Support Hub Office

Administration and Support

- HR assistant – **Alex Coad** – SLT corridor
- SLT administration & Cover – **Claire Walton** – SLT Corridor
- Reception – **Alicia Richards** – Reception
- Admin Support Team – **Alison Hunter, Keeley Hartley** – Office behind reception

The Role of the Form Tutor

At The Birley Academy, the role of the Form Tutor is central to supporting pupils' personal, social and academic development. Acting as the first point of contact each day, tutors build positive relationships, set high expectations, and embody the Academy's core values of Ambition, Courage, Respect, Kindness and Integrity. They monitor attendance, punctuality and well-being, while delivering a structured tutor programme that includes personal development, assemblies, and pastoral support. Form Tutors play a crucial role in guiding pupils to become confident, responsible and respectful individuals, ensuring that every child feels valued and prepared to achieve their potential both within and beyond the classroom.

Form Times have a rotation of key activities

- **Year 7 and 8 have:**
 - 3 sessions of Starling Vocabulary
 - Assembly
 - Personal Development / RAB
- **Year 9 have:**
 - 2 sessions of literacy including whole class texts
 - Assembly
 - 1 session of Personal Development
 - 1 session of RAB / Intervention
- **Year 10 have:**
 - 2 sessions of literacy including whole class texts
 - Assembly
 - 1 session of Personal Development / RAB
 - 1 session of Maths
- **Year 11 have:**
 - Assembly
 - 1 session of Personal Development / RAB
 - 3 sessions subject specific directed intervention

Uniform and Appearance

At The Birley Academy we have high expectations of our pupils' presentation. We expect all pupils to arrive at school each day in full school uniform. Pupils at The Birley Academy wear their uniform with pride and know that they represent the academy while on site and travelling to and from the academy.

We ask that parents supervise the purchase of their child's school uniform. If at any time parents are unsure whether an item of clothing or footwear is suitable, please contact the academy before making any purchase.

Where pupils are not in full uniform on arrival at the academy, they must exchange an item of personal property for the missing/correct item of uniform at our uniform store 'The Birley Boutique', before proceeding to registration.

Below are the compulsory items for all pupils:

- Blazer with The Birley Academy logo
- School tie (clip-on or traditional)
- White school shirt
- Black school trousers or skirt – Legging are NOT permitted
- Black school tights
- Shoes – the following are permitted:
 - Black polishable school shoes
 - Plain black trainers (no coloured logos or metallic embellishments)
- Plain bag able to fit A4 size books

Optional items

- Navy blue V-neck jumper (does not need to have the academy logo but it **must** be V-neck and must **not** have any other logo)
- Black tailored *knee length* shorts with button and zip in summer months as determined by the academy (absolutely NO sports shorts or alternate shorts allowed)
- Outdoor coat

See the table below for more information and which items are allowed/not allowed.

All items with The Birley Academy logo can be purchased from Pinders.

Compulsory items for PE are as follows:

- Academy branded polo top
- Plain black or navy tracksuit bottoms/leggings (no brand logos)
- Trainers – must have a good grip with laces, not pumps
- Plain navy-blue knee length games socks
- White sports socks for indoor use

Optional items

- Academy branded hoodie
- Academy branded shorts

See the table below for more information and which items are allowed/not allowed.

If pupils forget their PE kit or bring an item that is not acceptable, they will be offered items from the spare kit box. All items in the spare kit box have been washed before use. If pupils refuse they will be sent to the lesson removal room.

All items with The Birley Academy logo can be purchased from Pinders.

Examples of what is permitted

Examples - Allowed



Communication

As a school we have tried to ensure that we communicate with you as parents/carers regularly, and clearly.

We do this through a range of means, but in particular:

- **Weekly Sway:** Our weekly newsletter is shared via email link, and on our school Facebook and website to all parents and carers every Sunday afternoon/evening. This contains all the most up to date information for families.
- **Social Media:** Our school Facebook page is a very quick and easy way to contact school (it is overseen by our Headteacher, Mrs Hall) and will also contain useful links and information that are relevant to our community.
- **School mobiles:** Several of our leadership team and pastoral team have school mobile phones. This makes it much quicker to contact key staff directly. Please bear in mind that we are also sometimes teaching or in meetings and so cannot always answer immediately but will respond also to text via our school phones.
- **Telephone calls:** we will regularly contact you via telephone, for example, should we require support with your child's behaviour.
- **Email:** We will email parents regularly with information and letters regarding your children in school. *If you email teachers or staff in school, please allow **48 hours** for a reply as our form tutors are also almost all full-time teachers too.*
- **Text:** We will text via our school communications system when there are urgent short messages to be shared
- **Meetings:** we will invite parents/carers in for meetings to discuss your child, often in relation to additional needs, attendance or behaviour.
- **Parents evenings:** Your child will have parents evening each year, where you can arrange to meet their class teachers to discuss progress. Should you require a more detailed meeting these can also be arranged.
- **Reports:** You will be sent your child's academic report 3 times per year, with progress data and attitude to learning grades on.

Please note: Any verbally abusive or threatening behaviour via any of the above means or in person will result in a warning letter and potentially further action such as police involvement or being banned from site. Our staff will not tolerate threatening or abusive behaviour.

Class Charts and SchoolComms

Class Charts is our school's online system designed to help you stay fully informed about your child's school day. Think of it as a window into the classroom, providing you with real-time updates on your child's attendance, timetable, behaviour, rewards and homework - all accessible from your computer or smartphone.

What Can You See on Class Charts?

- **Achievement and Behaviour:** You can see a live feed of behaviour points, both positive and negative. This allows you to celebrate your child's successes and discuss any areas where they might need more support.
- **Homework:** View all homework tasks set by teachers, including submission deadlines and any attached resources or instructions. This is a great way to help your child stay organised and on top of their workload.
- **Attendance:** You can monitor your child's attendance and punctuality for every lesson throughout the day. You will need Class Charts to report pupil absences
- **Timetable:** Access your child's daily timetable so you always know which lessons they have.
- **Announcements:** The school uses Class Charts to send out important announcements and messages directly to parents.

How to Get Started

Getting set up is simple. The school will email you with a unique Parent Code. If you have not received your email, please contact reception. New starters to the academy will get their Class Charts login 24 hours after their first day.

- Download the free Class Charts Parent app from the Google Play Store or Apple App Store or visit the Class Charts website.
- Enter your unique access code when prompted.
- Fill in your details to create your account.
- That's it! You'll then have instant access to your child's information.

We believe this tool is invaluable for strengthening the partnership between home and school, ensuring you are always in the loop. If you have any questions or need help setting up your account, please don't hesitate to contact school reception.

Here is a link with further information about the app for parents.

<https://assets.tes.com/marketing/s3fs-public/documents/2024-08/class-charts-for-parents-guide.pdf>

School Gateway

School Gateway is our primary tool for managing **payments**.

You will interact with this system through the **School Gateway app** and website.

Key Features of School Gateway

By using the app or website, you can:

Receive Messages: Get school communications - trip reminders to urgent alerts like a snow day closure—sent directly to you. This ensures you never miss a vital update.

Make Online Payments: Easily and securely pay for school items like dinner money and trips

Update Your Details: Check the contact information we hold for you to ensure it is always up to date.

How to Get Started

Getting set up is simple and free. The system uses the contact details we already hold for you on the school's records.

Download the "School Gateway" app from the Google Play Store (for Android) or the Apple App Store (for iOS).

Once downloaded, select "New User".

Enter the email address and mobile number that you have registered with the school.

The system will send you a 4-digit PIN by text message. Use this to log in.

That's it! You are now connected. Using the app is the most efficient and cost-effective way for us to communicate, so we strongly encourage all parents to download and use it.

If you have any trouble logging in, it may be because the school does not have your most recent contact details. Please contact school reception to ensure your information is up to date.

Lost Property

Lost property is as an unfortunate, but common part of school life and we strongly encourage pupils to take responsibility for their own belongings.

Label *Everything*: The best piece of advice is to clearly label all items of clothing, equipment, and personal possessions with the pupil's full name. This dramatically increases the chance of a lost item being returned quickly.

Pupil Responsibility: We emphasize that pupils are responsible for their own property. They are encouraged to look for lost items themselves in the places they last had them before reporting them as lost.

Central Collection Point: Lost property is taken to the Head of Year Office. Pupil can enquire about lost property during non-lesson times like break, lunchtime, or after school.

What Happens to Unclaimed Items?

If nobody collects lost property, we have clear procedures for its disposal, which usually happens at the end of each half term.

Named Items: If an item is named, we will make an effort to return it to the pupil, often by sending a message to their tutor or leaving it at the main office for collection.

Unnamed Items: *Unnamed items are kept for a limited amount of time, usually until the end of term. After this holding period, unclaimed and unnamed items are disposed of. The most common methods are:*

- Donating to charity: We will donate good-quality, usable clothing to local charity shops.
- Recycling: Items that can be recycled are sent for textile recycling.
- Reusing in school: Some items, particularly school uniforms, may be washed and kept by the school as emergency spares for other pupils.

Valuable items like phones, keys, or wallets are kept more securely in the school office for a longer period.

Lunch at The Birley Academy

Lunch at The Birley Academy is fabulous! Our catering team work incredibly hard to ensure your children have tasty, nutritious meals available.

Lunchtime is however, just 30 minutes long. We do stagger our lunchtime so that we can get all pupils through, as with great lunch offers comes queueing! There is a gap between lunch sittings to ensure all foods are restocked and all tables are cleared fully.

What has changed?

Nothing this year, year group sittings are Y9,10 and 11 are first lunch (12:25pm) and Y7 and Y8 are second lunch (1:55pm)

My child gets really hungry with a later lunch though!

Please ensure they have money on their account (school gateway) for food at breaktime or, ideally, send them in with snacks/fruit for morning break which is cheaper and quicker for them!

Are the lunch queues going to be shorter?

No, along with phenomenal food served in our dining room comes the challenge of feeding all of the pupils who want a school dinner. This does unfortunately mean that we will have **queues** at lunchtime. The weekly menu is posted on the sway every Friday, and as some of the queueing comes from pupils being a little indecisive (especially when they first start!) so please review menus with your child so they'll know what they'd like.

Will my child be refused lunch if they're still queueing?

Never! **We will never see children go hungry, HOWEVER, pupils who go out and play football all lunchtime, then come in when the bell has gone for the end of lunch, will be given a stern word and detention as they're extending their own lunchtime and then missing lessons (but will be fed).** Repeat offenders of this will be sent in from the field to get lunch first!

What if the kitchen run out of the only food my child likes?

We always have **ample** food for **all** children. Unfortunately, we will run out on the 'snack' counter of the 'chicken dipper baguettes' and 'pizza', as these are purposely limited as not particularly healthy! The main food counter, salad and wrap counters will always have ample food for all children. If your child has a very specific dietary requirement (medical evidence required), please inform our safeguarding officer Tracy Shelley on tracyskelley@birleysecondaryacademy.co.uk and our operations manager Stacy McKay on stacyMcKay@birleysecondaryacademy.co.uk and this can be sorted with the kitchen.

If they are a 'fussy eater' - please encourage them to try different foods, or if they have a significant sensory need (such as can be associated with ASD) please inform the SEND team who can advise how we can support, contact them via senco@birleysecondaryacademy.co.uk - they will ask for *evidence* of the need, and it **won't** necessarily mean an early pass, or lunch queue pass - it may include **pre-ordering** of lunches instead for example.

What if there is no money on my child's gateway?

We will provide a lunch for them on the first day only, but if there is no money on your child's account you will be notified that day, and asked to either add money to the account or send them in with a **packed lunch** the following day. The catering team provide excellent quality food, and generous portions, but when debts are accrued this means that we have to subsidise from other budgets in school, reducing the opportunities and facilities all children have access to. If your child is £10 in debt, they **MUST** bring a packed lunch, as we cannot subsidise free lunches. If you are having financial difficulties, please contact school to see how we can support.

Examples of our menu are below:

WEEK 1					
Choose from...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main	Sweet & Sour Chicken to go with Sweetcorn, Mixed Rice	Beef Chilli Tacos to go with Mixed Rice, Peas	Roast Pork to go with Mixed Veg, Roast Potatoes	Jamaican Jerk Chicken to go with Rice & Peas	Cod in Batter to go with Baked Beans, Chips, Peas
Vegetarian	Veggie Bean Wrap to go with Herby Rice, Peas	Cheese Pie to go with Carrots, Mixed Veg	Mac N Cheese to go with Homemade Garlic Bread, Sweetcorn	Cheese & Tomato Fawheelas to go with Baked Beans, Chips, Peas	
Combo	Jacket Potato to go with Mixed Salad, Sweet Potato Wedges with choice of fillings Baked Beans, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce
	Pasta with choice of fillings Homemade Tomato & Basil Sauce	Pasta with choice of fillings Homemade Tomato & Basil Sauce	Pasta with choice of fillings Homemade Tomato & Basil Sauce	Pasta with choice of fillings Homemade Tomato & Basil Sauce	Pasta with choice of fillings Homemade Tomato & Basil Sauce
	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna
	Carrot Cake	Fruit Jelly			
Fresh Fruit Pot, Yoghurt, Cheese and Biscuits, Jelly					
Please speak to a member of the Catering Team or view villachoolschool.co.uk for Allergies Information					

WEEK 2					
Choose from...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main	Beef Burger to go with Potato Wedges, Baked Beans	Carolina Style BBQ Chicken to go with Roasted Vegetables, Herby Rice	Cottage Pie to go with Mixed Veg	Chicken Curry to go with Mixed Rice, Garlic & Coriander Mann Bread	Love Joes Southern Coated Crispy Chicken to go with Chips, Peas
Vegetarian	Vegetable Patties to go with Mixed Salad, Sweet Potato Wedges	Quorn Enchilada to go with Herby Rice, Roasted Vegetables	Mixed veg Frittata to go with Mixed Veg, Roast Potatoes	Arrabiatta Pasta Bake to go with Homemade Tomato & Basil Sauce	Sweet Potato Korma to go with Peas, Sunshine Rice
Combo	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Cheese & Sauce
	Pasta with choice of fillings Homemade Tomato & Basil Sauce	Pasta with choice of fillings Homemade Tomato & Basil Sauce	Pasta with choice of fillings Homemade Tomato & Basil Sauce	Pasta with choice of fillings Homemade Tomato & Basil Sauce	Pasta with choice of fillings Homemade Tomato & Basil Sauce
	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna
	Carrot Cake	Fruit Jelly			
Fresh Fruit Pot, Yoghurt, Cheese and Biscuits, Jelly					
Please speak to a member of the Catering Team or view villachoolschool.co.uk for Allergies Information					

WEEK 3					
Choose from...	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main	Sausage to go with Carrots, Mashed Potato, Gravy	Beef Bolognese to go with Sweetcorn	Roast Turkey & Stuffing to go with Mixed Veg, Roast Potatoes	Chicken Wrap to go with Roasted Veg, Cous Cous Salad, Sweetcorn	Love Joes Southern Coated Crispy Chicken to go with Chips, Sweetcorn
Vegetarian	Southern Style Quorn Burger to go with Sweetcorn, Homemade Potato Wedges	Vegetarian Toad in the Hole to go with Peas, Mashed Potato, Gravy	Vegan Shepherd's Pie to go with Carrots, Gravy	Tomato Pasta to go with Sweetcorn, Wholemeal Garlic Bread	Cheese Puff to go with Baked Beans, Peas
Combo	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Grated Cheese	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Tuna Mayo, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Tuna Mayo, Cheese & Sauce	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Grated Cheese, Tuna Mayo	Jacket Potato to go with Mixed Salad with choice of fillings Baked Beans, Grated Cheese
	Pasta to go with Mixed Veg with choice of fillings Homemade Tomato & Basil Sauce	Pasta to go with Mixed Veg with choice of fillings Homemade Tomato & Basil Sauce	Pasta to go with Mixed Veg with choice of fillings Homemade Tomato & Basil Sauce	Pasta to go with Mixed Veg with choice of fillings Homemade Tomato & Basil Sauce	Pasta to go with Mixed Veg with choice of fillings Homemade Tomato & Basil Sauce
	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna	Wrap to go with Mixed Salad with choice of fillings Grated Cheese, Bean Salad, Tuna
	Banana Flapjack	Strawberry Sponge	Sweet Beetroot & Chocolate Muffins	Carrot, Apple & Lemon Drizzle Cake	Pancakes
Fresh Fruit Pot, Yoghurt, Cheese and Biscuits, Jelly					
Please speak to a member of the Catering Team or view villachoolschool.co.uk for Allergies Information					

Extra-Curricular and Enrichment Opportunities

At The Birley Academy, we are huge advocates of the importance of learning beyond the classroom and are committed to nurturing all student's individual talents and interests. Our main aim, through extracurricular and enrichment, is to help students connect with others and understand the wider world around them.

Alongside subject-specific trips and experiences that integrate and support the academic curriculum, we offer a broad and varied trip and extracurricular programme. This includes opportunities for students to explore new interests, develop personal passions, build confidence, or enjoy the experience of working as part of a team. All after school clubs that we run at The Birley Academy are free of charge.

Our after-school clubs and activities span a wide range of interests, from sports (through both staff and external partnership links such as Sheffield United Community Foundation), music, and dance to art, science, board games, debate club and homework support (including period 6's for our Y11 students) —ensuring there's something for every student.

This year, additional Period 6 sessions are scheduled across our two-week timetable. Year 11 pupils who are invited to attend have been identified as requiring additional support to achieve their target grades, and we kindly ask parents and carers to support us by ensuring their compulsory attendance as we work together to secure the best possible outcomes for every pupil.

We also provide meaningful leadership roles within school, including opportunities to become a Reading Ambassador in Year 7 and 8 forms, Sports Leader, head/deputy head students or a member of the School Council/ Youth Parliament.

Most after-school sessions run from 3.00pm until 4:00pm, unless otherwise stated by the staff member leading the activity. The enrichment/extracurricular information can be found on the academy website, posters around school (and in form rooms), as part of daily notices within form time every morning, the parental weekly sway and on the academy's social media pages.

At The Birley Academy, we strongly believe that enrichment plays a vital role in promoting passion and pleasure in students' learning experiences outside the classroom.

Rewards

At The Birley Academy, we place significant emphasis on celebrating the positives. Every day in form time, pupils are allocated their 'values points' for the day. They are allocated 5 values points per lesson, including form time – so 30 values points per day. Friday is 'Double Day' – 60 points. Pupils must be in form time to get their daily points.

These values points form the basis of our rewards system.

Pupils can 'spend' them in our rewards shop (you can see what is available on the Class Charts app), and are able to work towards achieving their bronze, silver and gold awards.

Pupils also work towards their end of term rewards events – accumulating a positive behaviour ratio of **95%** is what ensures pupils are eligible for rewards trips!

Pupils can achieve more than their 30-point allocation per day too – by clearly demonstrating our school values, or through completing exceptional work, or through staff nomination!

Pupils are also nominated by staff for our half termly 'Values Awards' – presented in our Awards Assemblies at the end of the half term for demonstrating Ambition, Courage, Kindness, Respect and Integrity – and for the Headteacher Award – for pupils who consistently show our school values fully.



Negative behaviours are recorded by any member of staff on Class Charts. The nature of the behaviour may also automatically generate a detention.

You will see the negative behaviour allocated against whichever of the values it is contrary to – for example:

- *Late to lesson – lack of **Ambition** (-5)*
- *Verbal Abuse – lack of **Kindness** (-5)*
- *Internal Truancy – lack of **Integrity** (-10)*

Demonstrating poor behaviour will also cause Values points to be deducted. This reduces your child's chance of being able to attend the end of term rewards activities (examples of these are shown in brackets above).

Detentions are shown on class charts. A missed 30-minute detention will result in a 1 hour detention the following day. Missing this will result in a day in the removal room.

Challenging and disruptive behaviour will always be challenged by staff.

- **Chance** – A pupil disrupts the lesson / learning of others. Chance is a *verbal warning*.
- **Choice** – Pupils are given the choice to stop their negative behaviour in order to remain in class
- **Consequence** – If their behaviour does not improve then they will be issued with a Consequence. Pupils will be removed from the classroom to prevent further disruption to learning. Pupils will be given 4 minutes to make their own way to the 'Remove Room' where they will spend the remainder of that lesson. If a pupil receives two Removes within a day, the sanction escalates to an 'All Day Removal' where a full 5 periods in remove are required.

Lateness to learning – arriving 1 second after the 5-minute changeover will be treated as a 'Remove'

Detentions

It is crucial that your child completes a detention on the day it is set so that they see clearly the link between their poor behaviour and the sanction. Detentions are **not optional**. We will not rearrange a detention unless a medical letter or medical appointment card is provided by the parent at reception.

Legally, schools do not have to inform parents of after-school detentions however, as a matter of courtesy we do. Detention notifications are via the **Class Charts app**, and your child will also be informed by their P5 teacher if they have a detention after school that day.

All Day Remove Room

Behaviours which are more significant or serious, or repeated – will mean the issuing of an All-Day Removal Room (ADRR). Pupils who receive an All-Day Remove will be removed from class and go to the Remove Room for 5 full periods; this will include an after-school detention until 4pm.

Failure to complete their day in the Remove Room, including the detention, will result in pupils being asked to go to Remove Room to complete their sanction the following school day. *Repeated refusal may result in an Off-Site Direction or Suspension from school.*

In the ADRR- the following are basic expectations:

- *Pupils are silent*
- *Pupils raise their hands and wait to be asked to speak to staff*
- *Pupils complete work provided throughout the day*
- *Pupils will order lunch (a choice of wraps, cookie and drink) and this will be eaten in the ADRR. A packed lunch may be brought and eaten at the specified break / lunch times.*

The Curriculum

We offer an ambitious, broad and balanced academic curriculum that is purposefully sequenced, knowledge-rich, carefully guided and robustly assessed, leading to a wide range of Key Stage options including GCSE and vocational qualifications. Our pastoral curriculum includes discrete PSHE lessons, promotes physical and mental well-being, and develops global awareness, all underpinned by rewards and celebrations. Through our Inclusion curriculum, we are ambitious for every pupil regardless of background or prior attainment, providing individualised support and academic intervention where needed. We also invest in a staff curriculum that promotes professional development aligned to our Teaching Excellence Framework.

Further information about our curriculum can be found on our website:

<https://www.birleysecondaryacademy.co.uk/our-curriculum/>.

For subject-specific curriculum information, please see:

<https://www.birleysecondaryacademy.co.uk/curriculum-plans/>.

Assessment

Assessment at The Birley Academy:

We use assessment to understand how well each pupil is learning, to celebrate strengths, and to spot any gaps early so we can help. Our approach is clear and consistent across subjects, and information is shared with parents/carers in good time.

How we assess:

- **Formative assessment (day-to-day):** short quizzes, questioning, classwork and feedback during lessons. Teachers use this to check understanding and adjust teaching, and to give pupils clear next steps.
- **Summative assessment (at set points):** end-of-topic tests, standardised assessments and mock exams. These provide a snapshot of overall performance against the curriculum.

How progress is reported:

- **Key Stage 3 (Years 7–9):** we report a **KS3 percentage score** to show how your child is progressing through the curriculum.
- **Key Stage 4 (Years 10–11):** we report a **GCSE working grade**, indicating the grade your child is currently working at in each subject.

Quality and accuracy:

- Teachers follow shared assessment guidance and mark using common criteria.
- Subject and curriculum leaders moderate work and review results to ensure consistency and fairness.

Communication with home:

- You will receive 3 progress reports throughout the year alongside parent/carers events. These will highlight what is going well and the key next steps.
- If assessments suggest your child needs extra help, we will provide targeted support or intervention and keep you informed.
- Reports also include an **Attitude to Learning (ATL)** grade for each subject. This reflects your child's effort, participation, behaviour, organisation and completion of homework. The ATL grade does not determine academic grades, but it helps us—and you—understand how consistently your child is demonstrating the learning habits that lead to strong progress. A summary of the ATL descriptors used is below:

Grade	Word	Description
A	Excelling	• We couldn't ask any more of this pupil. • They consistently work hard and are self-motivated to achieve. • They are always prepared for their lessons.
B	Committed	• This pupil completes the work set for them. • They meet expectations and demonstrate a clear desire to achieve. • They are usually prepared for their lessons.
C	Coasting	• This pupil attempts their work. • They do not always put the required effort into their work. • They are sometimes prepared for lessons.
D	Reluctant	• This pupil is regularly <i>not</i> completing work. • There is a real cause for concern around the lack of effort in lessons. • They have low aspirations and are not motivated to do well. • They are rarely prepared for learning. • <i>Despite attempts to support the pupil e.g. with parent/carers communication or through other intervention, this attitude has not improved.</i>

If you have any questions about your child's progress, please contact their subject teacher or tutor in the first instance.

Attendance and Absence (inc. holiday rules)

Attendance here at the Birley Academy is coordinated by Mr Brett Coleman as Assistant Headteacher.

The team consists of:

- Samantha Calvert, Senior Attendance Lead
- Lauren Kempshaw-Metcalfe, Attendance Officer
- Penny Hunt, Education Welfare Officer
- Laura Dronfield, Education Welfare Support Officer
- Sarah Waza, Attendance Officer

School Opening

Time	Activity
8.20am	All year groups are expected to be lined up on the MUGA.
8.25am	Senior and Year Leaders will lead morning address with pupils and form tutors will ensure uniform is correct. <i>Pupils should not enter the school before they are brought in from line up by their tutors.</i>
8.25am	Both school gates close. If your child arrives later than 8.24am, they will need to use the footpath via the Thornbridge Road entrance and report to late line up. They will be signed in and will need to give a reason for lateness – unless there are exceptional circumstances, they will be required to serve a same-day detention.

Parental Support

You can support us by taking the following actions:

- Do not book holidays in term time.
- Make medical appointments after your child has had the morning or afternoon attendance mark and always return to school afterwards.
- Do not take your child out of school unless in exceptional circumstances.
- Always inform school to let us know where your child is and why they are absent.
- Always encourage your child to attend, as sometimes the child saying they don't feel well could mean they are just tired.
- If your child has been ill, encourage them to attend as soon as they are fit and able.
- Arriving after 8:55am will mean a 'U' code – which will show your child as absent for that morning session.
- ***Sheffield Local Authority guidance can be found [here](#)***

The tables below show the impact attendance can have on your child's education.

Attendance	
100%	Perfection!
99%	Excellent
97%	Good
95%	Concern if drops below 95%
Less than 90%	Very concerned
Less than 85%	Significantly concerned

The table below explains in more detail the implications of being absent from school.

Attendance in one year	Equals days absent	Equals weeks absent	Hours of learning missed	Over 5 years
95%	9	2	50	3 months
90%*	19	4	100	6 months
80%	38	8	200	1 year
70%	59	12	300	1.5 years
60%	80	16	400	2 years
50%	100	20	500	2.5 years
*Government research indicates that 16 days absence (92% attendance) equals a full GCSE grade dropped.				

Holidays

Holidays during term time will **not** be authorised. You will also likely incur a fine as outlined below from Sheffield Local Authority. Holidays will **not** be authorised for pupils with a SEND need as this is not an exceptional circumstance.

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Penalty Notice Fines for School Attendance are Changing!

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued after 19th August 2024.

Per Parent, Per Child

Penalty Notice Fines will now be issued to each parent, for each child that was absent.

For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

5 consecutive days of term time leave

Penalty Notice Fines will be issued for Term Time Leave of 5 or more consecutive days. Inset training days are school days and can be included in the 5 or more consecutive days where there was intent to be absent for term time leave.

10 sessions of unauthorised absence in a 10-week period

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10 week period.

First Offence

The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child paid within 28 days.

Reduced to £80 per parent, per child if paid within 21 days.

Second Offence (within 3 years)

The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child paid within 28 days.

Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate, due to 'failure to safeguard a child's education'.

Illness, accidents and medical issues

First Aid

If your child becomes unwell during the school day, they should speak to their teacher during lesson time or a member of staff on duty at break or lunchtime. Staff will use their professional judgement as to whether the First Aid staff are called to assess your child.



If required, First Aid will make the decision as to whether your child is well enough to stay in school or will contact home for you to collect your child. Pupils must not contact parents themselves to ask to be collected, instead, they should follow the process above. During the school day mobile phones are not permitted to be used. If a pupil is particularly unwell during the day, teachers are able to call for 'Medical On-Call' and First Aid will come straight to their lesson.

Toilet Access/passes

Pupils can attend the bathroom during lessons, however, this is recorded on Class Charts therefore staff can monitor if a pupil is taking advantage of this. Pupils cannot go to the bathroom during the *first 10, or last 10 minutes of a lesson*. Toilet Passes are issued by the Medical or SEND team only. These are only issued when a GP or hospital letter confirms a toilet pass is required.

Medication

If your child requires Medication during the school day, it is essential that you complete a Medication form, available at reception. This then needs to be handed to our Medical Officer along with the medication which needs to be in a labelled box. This will be securely locked away in the Medical Room, and records kept when issued in line with our First Aid/Medical Policy. This includes any non-prescription medication such as paracetamol. If your child is found to be carrying their own medication without agreement from the medical team, it will be removed, and you will be contacted.

Accidents/Injuries

If your child is injured in school, then the First Aid staff will ensure that you are contacted as soon as practicably possible. They will advise you of actions taken and whether further monitoring or action is required. In case of an urgent or more serious injury we will of course telephone for an ambulance and inform you as soon as possible.

Defibrillators and Major Bleed Kits

In school, we have **10 staff trained in 3 day First Aid**, including Mrs Hall, Mrs Husband our Deputy Headteacher SEND/Inclusion, and Mrs Barnes our behaviour manager.

We also have **20 staff trained in 1 day emergency first aid**.

We have **5 'Bleed Kits'** located around school too, including in Reception, the Medical Room, Staff Room, DT and Science.

We also have **3 Defibrillators** in school - these are located in the Medical Room, Reception, and Staff Room.

English as an Additional Language

We are committed to making sure that students who have English as an Additional Language (EAL) are fully supported in their learning and are given every opportunity to thrive both academically and socially. We recognise that each EAL student has their own level of English proficiency, so we take an inclusive and personalised approach to the curriculum to meet their needs. Students with English as an Additional Language are identified on arrival to the Academy. This information is shared with tutors and teaching staff so that support can be provided to ensure that your child can learn English, take part in activities across the Academy and access our curriculum.

In lessons, teachers use a wide range of strategies to ensure EAL students can access the curriculum. 'Translanguaging' techniques encourage learners to use both their home language and English to develop understanding and express new ideas. Diagrams, visuals and knowledge organisers provide valuable context to support comprehension. Key vocabulary is prioritised in every subject: new words are introduced clearly, broken down, and revisited over time to make sure they are remembered and used confidently. Where necessary, work is differentiated so that tasks are accessible but still appropriately challenging for EAL learners.

Depending on their needs, some EAL learners may also receive targeted intervention outside of lessons. These sessions are often delivered in small groups, creating a supportive space where progress can be accelerated. They also provide valuable opportunities for students to practise communication in real-life contexts and build confidence in using English. Where needed, we work closely with the Education Resettlement Team and the EAL support team within Sheffield Local Authority. We can access translators to support communication with the Academy where needed.

Technology also plays an important role in supporting EAL learners. Where appropriate, students have access to tablets and digital resources to help them develop their language skills, complete differentiated activities, and build independence in their learning.

Through this layered approach, we aim to provide a welcoming, inclusive environment where every EAL learner can make excellent progress and feel a valued part of our school community.

Andrew Hulme is our EAL co-ordinator in the Academy and works closely with your child's tutor to ensure your child is fully supported in the Academy. If you require support, please **contact your child's form tutor in the first instance.**

Special Educational Needs and Disabilities

At The Birley Academy, we have a high number of students who require support to access learning and engage in the wider activities available. We aim to provide a fully inclusive environment where the majority of our students can be successful with little additional support.

This includes:

- A uniform policy that is more supportive of students with physical needs eg, trainers permitted
- Quiet and safe corridors with more staff on duty points
- An experienced inclusion and pastoral team available to students throughout the day for students emotional, physical and wellbeing needs
- Keyworkers assigned for students from teams across the Academy
- An accessible learning environment with lifts, accessible toilets, height adjustable workspaces in classrooms, a hygiene room and wheelchair accessible minibus
- Inclusive planning across all lessons with scaffolds and adaptive resources available where needed

Special educational provision is provision that is 'additional to and different from' that is made generally for others of the same age. This means provision that goes beyond the scaffolded approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers at The Birley Academy are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

As an Inclusive focussed Academy, we strive to ensure the following principles are upheld:

- o All students are entitled to high-quality, personalised teaching
- o All students can learn and make progress
- o All teachers are teachers of SEND;
- o Adaptive teaching must be a thread to provide all learners an opportunity to access all aspects of the curriculum;
- o Provision for a student with SEND should match the nature of their needs
- o There should be regular recording of a student with an identified need of the action that is being taken, and of impact of those actions and the outcomes achieved.

For students who require 'more than, or additional to' to be successful, our SEND team will assess your child's need, plan support or intervention that is required alongside classroom teachers, ensure the plan is shared with necessary staff across the school and then regularly review the plan with families and students.

Key contacts in the SEND team are:

- SENDCO - Mrs Rebecca Smallridge –
rebeccasmallridge@birleysecondaryacademy.co.uk

The SEND Team host a weekly drop in for families each Monday from 3-5pm.

Regular SEND reviews also take place throughout the year. These focus on outcomes in the classroom and one of these reviews will take place with at your child's annual progress evening. Other reviews can be booked via SchoolCloud and can be held virtual or face to face.

Further information about the SEND offer can be found in the following documents on the website:

- SEND Policy
- SEND Information report

Head Pupil / Pupil Leadership and Pupil Voice

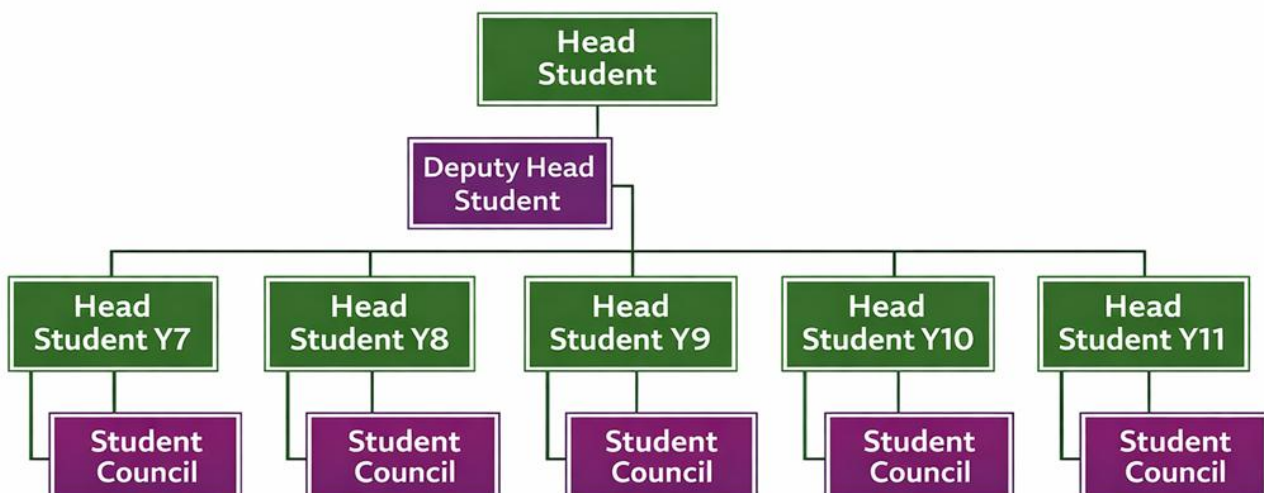
The Pupil Leadership Team is composed of a Head Pupil who is elected by the Birley Academy pupils during a whole school election. The Head Pupil who will be supported by four Deputy Head Pupils assigned to each year group.

The Pupil Leadership team will oversee various areas of school life, the Head Pupil will be responsible for chairing the Pupil Council whilst the Deputy Head Pupils will oversee specific councils comprising of Charity Council, QofE Council, Culture Council, Inclusion Council and an Environment Council.

The Pupil Leadership will also consist of a representative from each from group to ensure that every pupil at The Birley Academy is represented.

The Pupil Leadership Team will act as role models for their peers in terms of behaviour, attitude and uniform. They will also be committed to supporting academy events throughout the year, such as open evenings and option evenings, as well as contributing to maintaining a positive environment during recreational times.

The Pupil Leadership Team contribute positively to our school community and work alongside the Senior Leadership Team. They regularly update their peers, keeping them informed and inspired by the work of the school councils and leadership team through assemblies, and tutor time. The Pupil Leadership Team work together with their peers and local community to continue to make The Birley Academy a supportive, inclusive and thriving place for all.



Homework

We set homework to support and reinforce learning in the classroom. Our approach is deliberately simple: **meaningful for pupils and manageable for families.**

All pupils will receive weekly homework in Maths, English and Science, set through Sparx or Educake. Other subjects will also set appropriate homework, particularly at Key Stage 4, to help pupils consolidate important knowledge, practise key skills and prepare for assessments.

Regular and timely completion of homework can make a significant contribution to a pupil's progress and achievement. Parents and carers can support their child by encouraging positive homework routines, ensuring work is completed on time and helping them arrive at the Academy each day with the correct equipment.

To support your child with homework, we kindly ask that you:

- Help establish a regular routine, with homework completed at a consistent time whenever possible.
- Provide a quiet place or suitable time for your child to work.
- Encourage your child to check Class Charts and the relevant online platforms regularly.
- Contact the subject teacher or Form Tutor if your child is experiencing difficulties with any homework set.

The Academy also runs a homework club where pupils can access a suitable place to work and receive additional support. Information about when the homework club takes place will be shared in our weekly Sway.

Where English or Maths homework is not completed, this will be recorded on Class Charts and Values Points will be deducted. Weekly English and Maths homework detentions will take place in a computer room, providing pupils with the time and resources needed to complete any outstanding work.

By working together to establish good habits, we can help every pupil make strong progress and achieve the best possible outcomes.



School Closure

If you have any doubt concerning whether the academy is open e.g. in the event of heavy snow or a local/national emergency, please check the Academy website, Facebook page, and your emails. We will communicate short important messages via text, and via email for longer messages. It is important that we have your up-to-date contact details in school.

In the event of bad weather, we will make every effort to remain open whenever possible.

The decision to close the academy, either before or during the school day, will be made by the Headteacher, who also liaises with local primary and other secondary schools in our area.

If the academy is to close due to adverse weather, parents will be contacted via text message and email and a notification placed on our school Facebook page.

Please do not contact school to ask if we are open as lines quickly get busy. We would ask you to keep a close eye on your emails and school social media when a closure is a possibility.

The academy will make all efforts to keep parents informed as to the situation with the academy during adverse weather conditions.



Bullying: Working Together



What exactly is bullying?

It is defined by the following three characteristics:

- Repeated: A bully bothers the same victim over and over again.
- Intentional: A bully hurts someone on purpose, not accidentally.
- Power Imbalance: The bully has more power (through characteristics such as size, popularity, age, etc.) than his/her victim.

What signs can we look out for in our pupils and children?

- Unexplained injuries
- Lost or destroyed clothing, books, electronics or jewellery
- Frequent headaches and stomach aches, feeling sick or faking illness
- Changes in eating habit, such as skipping meals or binge eating. Feeling hungry when coming home because they didn't eat lunch
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in school-work, or not wanting to go to school
- Sudden loss of friends or not participating in social situations
- Feelings of helplessness or lowering self-esteem
- Self-destructive behaviours such as running away from home, self-harm, talking about suicide

What can parents & Family members do?

- Listen and focus on your child – learn what's going on and show you want to help
- Reassure your child that bullying isn't their fault
- Understand that children and young people will find it hard to talk about bullying – try and encourage them to talk to you about what has happened.
- Reassure them that they have done the right thing by speaking up – it is brave.
- Contact school if the bullying is taking place in school

- Work together to resolve the situation – this can involve working with the school on how to help a child if the bullying is taking place in school

What should parents and family members avoid doing?

- Telling a child to ignore the bullying
- Telling them that it's their fault
- Telling them to fight back, it could get them hurt, suspended or permanently excluded from school

What do we do to try and prevent bullying here at The Birley Academy?

We have a range of ways that we develop our pupils understanding of bullying, and why it is unacceptable. These include:

- PSHE lessons
- Whole Year group assemblies
- Anti-bullying ambassadors
- School 'Council' groups which have a range of foci
- An updated clear and straightforward 'Anti-Bullying' Policy
- Educating pupils about the differences between friendship fallouts, and bullying
- Being absolutely clear in our approach to bullying in school
- Investigating all allegations of bullying, and involving parents/carers and if necessary, the police.
- Providing an on-line reporting tool for pupils to report bullying without having to 'go and find' someone – this is picked up by our safeguarding team in the first instance.
- Encourage our pupils to 'speak up, even if your voice shakes'.

Our [Anti-bullying policy](#) outlines what steps we will take if we are made aware, or if we see bullying taking place.

If you are worried that your child is being bullied at school, please contact us on this email: standupspeakout@birleysecondaryacademy.co.uk

Parent, Pupil and Academy Agreement

Home School Agreement

This agreement is designed to make clear what we expect as a school, both from you and your child, and what you, in return, can expect from us. To this end, it is important you discuss this page with your child.

By choosing to send your child to The Birley Academy you agree to uphold the expectations in this Home-School Agreement.

Parent/Carers are expected to

- Support the ethos and values of our academy.
- Support the academy's policies and guidelines for behaviour
- Inform the academy about any concerns or problems that might affect your child's work or behaviour.
- Ensure that your child has the appropriate and correct school uniform.
- Inform the school if your child is absent – via the Class Charts App
- Encourage your child to work hard, to participate in school life and to do their homework tasks. This is important to embed knowledge over time and will help them to better prepare for mock exams and GCSEs as your child will feel more confident, and know the subject.
- Contact the school if your child needs more help with work in lessons or review work at home.
- Attend Parents' Evening to discuss your child's progress.
- Accept and support our curriculum offer, which we continually adapt and develop to allow pupils to reach their potential both inside and outside of school.
- Understand the expectations we have of their child. See 'Pupils are expected to...' section.

Attendance expectations

- It is parents' legal duty to ensure that your child attends school regularly and arrives on time. Parents' should also ensure that their child arrives at school properly equipped. Attendance should not fall below 95% (The aim should always be 100%).

Parents and carers must understand that certain activities and events are a privilege and attendance at these events/activities will be linked to adherence to school behaviour policies/expectations, and a minimum attendance and behaviour ratio. Pupils who don't meet these expectations may not be allowed to participate in:

- Representing the school at sporting or extra-curricular events.
- Off-site trips/visits.
- Y11 Prom

We understand that there can be exceptional circumstances that lead to a pupil having a lower attendance record. Such cases will be dealt with on an individual basis. As such, any decisions on the above are at the discretion of the Headteacher and designated Senior Leaders.

The Birley Academy is expected to

- Create a safe environment for all pupils to flourish.
- Provide a broad and balanced curriculum.
- Encourage a high standard of behaviour, presentation and achievement.
- Encourage our pupils to work hard to discover their own special talents.
- Offer opportunities for our pupils to become involved in the life of the school and the wider community.
- Reward pupils whose behaviour and effort goes above and beyond the norm.
- Keep parents/carers informed about general school matters and about their child's progress.

Pupils are expected to

Uphold our Academy values and demonstrate them each day.

- **Respect** others by treating staff, other pupils and support staff with **kindness**.
- Show **ambition** by attending school regularly and on time and persevering with tasks.
- Bring the necessary **equipment** they need every day including: black pen, red pen, scientific calculator, pencil, reusable water bottle, and standard sized rucksack/school bag.
- Wear the **correct school uniform** each day
- Attend all lessons, on time showing **integrity**
- **Work hard** and do all of their classwork tasks and homework at home to the best of their ability.
- Keep the school free from **litter** and **graffiti**.
- Develop their **confidence** over time by working hard to become more knowledgeable in lessons, developing our own unique talents and relationships with others.
- Behave in a responsible manner and **respect** the public on the way to and from school.

Unacceptable behaviour of parents/carers and visitors

We expect parents and visitors to:

- Respect the expectations and values of our Academy – we demonstrate our values of RESPECT, KINDNESS, COURAGE, AMBITION and INTEGRITY.
- Understand that both academy staff and parents need to work together for the benefit of their children.
- Demonstrate that all members of the academy community should be treated with respect and therefore set a good example in their own behaviour and conduct especially in front of children.
- Seek to clarify a child's version of events with the Academy's view in order to bring about a peaceful solution to any issue.
- Correct their child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the academy directly to help resolve any issues of concern, rather than posting on social media etc.
- Avoid using staff as threats to criticise children's behaviour.
- In the first instance contact the main office to make an appointment and they will disseminate your query to the appropriate member of Academy staff to help resolve any issues of concern.
- Recognise that Academy staff have many competing duties during a typical day which may mean that they are not immediately available, for example, staff should not be expected to respond to a query within an unrealistic time-frame e.g., staff may not be able to respond on the same day.
- Use reception as a first 'port-of-call' in emergencies

Behaviour that will not be tolerated:

- Disrupting, or threatening to disrupt Academy operations (including events on the academy grounds and sports team matches).
- Swearing or using offensive language.
- Displaying a temper, or shouting at members of staff, pupils or other parents.
- Threatening any member of the Academy community.
- Sending abusive messages to another member of the Academy community, including via text, email or social media.

- Posting defamatory, offensive or derogatory comments about our academy, its staff or any member of its community, on social media platforms.
- Defamatory, offensive or derogatory comments regarding our academy or any of the pupils/parent/staff, at the Academy on Facebook or other social sites.
- Any concerns you may have about the academy must be shared through the appropriate channels by speaking to the Academy, so this can be dealt with fairly, appropriately and effectively for all concerned.
- Demanding to remove your child without an appointment or prior notice.
- Attending school and demanding immediate same day meetings with staff, including refusing to leave school site.
- The use of physical aggression towards another adult or child.
- Any aggressive behaviour (including verbally or in writing) towards another child or adult.
- Approaching someone else's child or an adult in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Physical intimidation e.g. standing close, blocking exit.
- Language or actions which breach our commitment to equality and diversity, for example, racist, sexist, LGBTQ-phobic.
- Defamatory, offensive or derogatory comments (direct or implied) about any member of the school community, including unfounded and/or blanket comments about the professional competency or motivation of staff or volunteers.
- Smoking, vaping and consumption of alcohol or other drugs whilst on Academy property.
- Attending the Academy site whilst under the influence of alcohol or drugs.
- Ringing pupils on personal mobile devices during the school day.

This applies to personal interaction and all telephone, email, text, WhatsApp, letter or social media communications. Should any of the above behaviour occur on academy premises, we may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the Academy grounds. We trust that parents will assist our academy with the implementation of this policy, and we thank you for your continuing support of The Birley Academy.

Useful Websites for Parents/Carers and Pupils

Sheffield Mental Health Hub

<https://www.sheffieldmentalhealth.co.uk/>

This website contains a range of links to support and advice for mental health and wellbeing.

Housing Directory

Please take a look here for advice and support around housing in Sheffield:

<https://www.sheffielddirectory.org.uk/adults/housing/>

School-age Vaccination Service

Parents can go to the [Sheffield Children's NHS School Age Immunisation Service](#) website to access their clinic list and contact details.

NHS Healthier Together

The '[Healthier Together](#)' website provides guidance on a huge range of health conditions including rashes, fever, coughs, asthma, sickness, earache, conjunctivitis, head injuries, limps and many more. There are also details about young people's mental health, and further signposting to health and care services in your local area.

Triple P - Positive Parenting Program

As part of Sheffield City Council's Parenting offer, Sheffield Parenting are now providing parents the opportunity to complete one of their **Triple P programs**

[Fear-less Triple P](#) is a cognitive-behavioural parenting intervention that supports parents to help children manage their anxiety more effectively.

[1-12 Triple P](#) Generic universal parenting programme for parents of children 1-12. The programme promotes positive parenting strategies, coping and self-care skills.

[Triple P Online](#) Parenting Courses

[Happier, healthier, less stressed children & families | Triple P](#)

Sheffield Parent Hub

[Sheffield Parent Hub](#) offers seminars, discussion groups and workshops to support Sheffield parents.

The Sheffield Directory gives information about their offer and parents can book themselves on or express an interest in one of their full parenting

programmes: <https://www.sheffielddirectory.org.uk/parent-hub-events/>

[CLICK FOR DETAILS ABOUT THE SHEFFIELD PARENT HUB, courses and EVENTS](#)

Feed Your Family for Less

The booklet is aimed at anyone who is feeling the pinch of the current cost of living crisis and will help us all eat a little bit healthier whilst making our money go further.

Containing recipes, practical ideas and top tips, the booklet can be accessed for **FREE** here:

[Sheffield's Sweet Enough | Help Our City Eat Less Sugar! \(sheffieldissweetenough.org\).](https://sheffieldissweetenough.org/)



YoungMinds - Supporting a young LGBTQ+ person when they come out

The blog post on the link below from YoungMinds 'Supporting a young person when they come out' is a valuable source of support for parents.

<https://www.youngminds.org.uk/parent/blog/supporting-a-young-person-when-they-come-out/>

Drug and Alcohol Support and Advice

You can access support for drug and alcohol related worries here:

<https://likewiseshffield.org.uk/>