

DEAN TRUST
Ardwick



2021

2022

Parent and Carers' Handbook

Believe • Achieve • Succeed



@DT_Ardwick



www.deantrustardwick.co.uk

Key Information

1

Headteacher's Welcome	4
Staff List	5
School Day and Term Dates	8

Culture & Climate

2

Uniform, Appearance and Equipment	10
Communication	14
Attendance and Punctuality	15

Curriculum

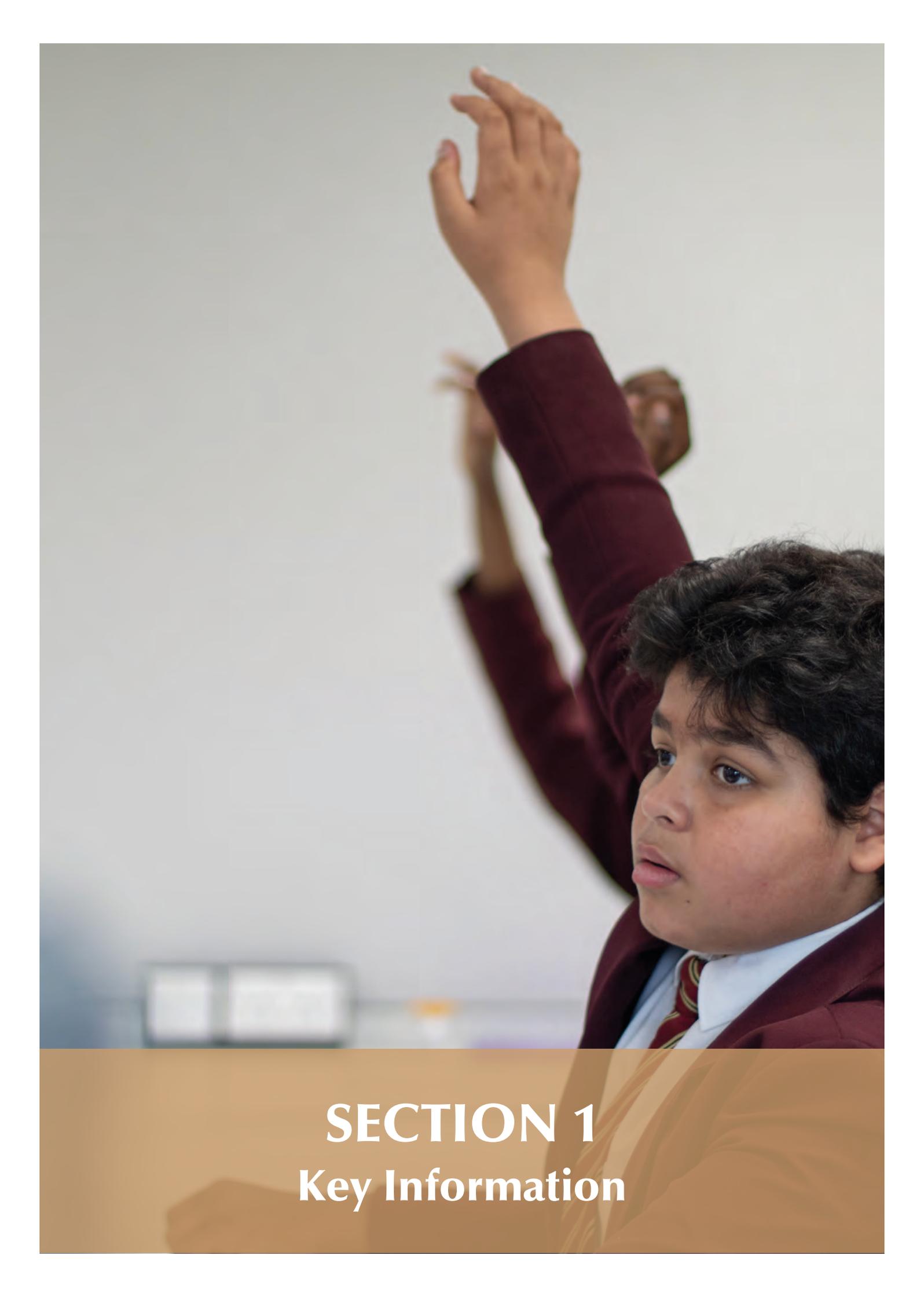
3

Curriculum	18
Literacy and Numeracy	19
Homework and Assessment	21
Special Educational Needs and Disability (SEND)	22
PSHE and Citizenship	23
Assemblies, Library and Extra-curricular	24
Trips and Visits	25

Character & Ambitious Pathway

4

Pastoral Care	27
Welfare	28
Anti-bullying	32
Pupil Premium and Transport	33
Food and Drink	34

A young boy with dark, curly hair, wearing a maroon school jacket over a white shirt and a striped tie, is shown in profile. He has his right hand raised high in the air, as if participating in a classroom activity. The background is a plain, light-colored wall, and another student's hand is visible in the background, also raised. The bottom of the image features a semi-transparent brown banner with white text.

SECTION 1

Key Information

Welcome to Dean Trust Ardwick, one of a number of schools in the Dean Trust. We are a local school for local children in the heart of the Ardwick community. The five years your child will spend at this school will provide some of the most exciting and challenging times that child may ever face in their formative years, and we hope that together we can make the experience memorable.

It has been an incredibly tough couple of years for us all, and not least in schools. Staff at Dean Trust Ardwick are eagerly looking forward to starting afresh in September 2021 where we all can hopefully complete a full year without the many disruptions to these last two years have caused to our lives, and the education of children.

That said, I am immensely proud of what pupils and staff have achieved despite these challenging circumstances we have faced.

Now we have six years of history behind us, we look forward to the next phase of our journey. We now have our new extensions, and improved outdoor facilities which gives more space for us all now we have grown to be a large school.

The time is ripe, following the last two years of disruption, to reclaim and celebrate our identity as a school community, revisit what we believe in, and continue the journey together with a new energy and clarity of vision. More than anything, I want our pupils to be able to flourish at school, making up for time lost, and watch them grow and develop personally and academically through an abundance of fantastic opportunities and experiences in and out of school.

We pride ourselves on high standards in every aspect of school life, and we count on your support to help make your child's journey with us a wonderful foundation for a successful and fulfilling future.

We aim to empower all pupils who come to Dean Trust Ardwick to find their purpose in life and thrive as citizens of the world. We focus on the daily pursuit of excellence, a desire to learn and be ambitious, and the commitment to develop the character traits needed to seize the opportunities the world provides. Our talented and dedicated staff will help your child achieve what they are

capable of and make the most of their time with us.

We pay attention to detail, because we believe that if we can get the small things right, it makes it easier to master the bigger challenges. Your child will receive a first class education at this school, and will be supported right through their journey by their form tutor, teachers and our team of support staff. We like to work in an orderly and calm environment where your child can feel safe and develop confidence in forming excellent relationships with others.

We aim for the highest standards of behaviour and a positive attitude to learning; we also encourage personal responsibility and self-discipline. In addition, our expectations of attendance, punctuality, uniform and appearance set the tone for all that we seek to achieve here, and your support in these areas is crucial if your child is to achieve their potential with us.

The adult world your child will enter will demand an increasing number of sophisticated skills from its workforce. Competition is increasingly tough in the employment market, which means that good qualifications are essential if your child is to fulfil their ambitions and be productive in society. It is our aim at school to equip your child with the relevant skills and knowledge to meet the challenges that will face them and the ambitions they will pursue. We are a happy, innovative and inclusive school where we place pupils first and serve the community. With your support and commitment to the school, we can help your child fulfil our vision for him or her and enjoy working together in partnership.



Ms S. Finlay

Headteacher





Senior Leadership

Ms	Finlay	Headteacher	SUF
Mr	Worthington	Deputy Headteacher	STW
Mr	Smith	Deputy Headteacher	WIS
Mrs	Charles	Assistant Headteacher	LOC
Mrs	Collins-Walsh	Assistant Headteacher (Performing Arts)	FRC
Mr	Fuller	Assistant Headteacher (PE)	DAF
Mrs	Hardman	Assistant Headteacher (English)	LIH
Miss	Whittington	Assistant Headteacher (English)	SAW

Mathematics

Miss	Reynolds	Head of Mathematics	SAR
Mrs	Annan	2nd in Mathematics	ZAA
Mr	Boyle	Lead Teacher of Maths	JOB
Ms	Chan	Lead Teacher of Maths	JEC
Mr	Bridden	Numeracy Co-ordinator	BEB
Mr	Burney	Teacher of Mathematics	JAB
Miss	Hessom	Teacher of Mathematics	JOH
Mr	Hinton	Teacher of Mathematics	JAH
Mr	McKoy	Teacher of Mathematics	PAM
Mrs	Rashford	Head of Year 7 / Teacher of Mathematics	SHR
Mr	Varghese	Teacher of Mathematics	TIV
Miss	Walker	Teacher of Mathematics	KAW

English

Miss	Horsley	Head of English	ABH
Mrs	Hughes	2nd in English	RAH
Mr	Fletcher	English Co-ordinator	DOF
Mrs	Burton	Teacher of English	KAB
Miss	Carcamo	Teacher of English	SOC
Miss	Chancellor	Teacher of English	EVC
Ms	Gadsbey	Teacher of English	ANG
Mr	Holbrook	Teacher of English	ALH
Mr	Hull	Head of Year 11 / Teacher of English	JSH
Miss	Peters	Teacher of English	CHP
Miss	Polychronidou	Teacher of English	VOP
Miss	Santos	Librarian	ESA
Miss	Bunting	Assistant Librarian	MEB

Science

Miss	Watkins	Head of Science	NIW
Miss	Carter	2nd in Science	LAC
Mrs	Anyanwu	Science Co-ordinator	COA
Mrs	Awais	Teacher of Science	HEA
Dr	James	Teacher of Science	NAJ
Miss	Master	Teacher of Science	NAM
Mrs	Mulryan	Teacher of Science	KAM
Mrs	Rakhtopol	Teacher of Science	OLR
Miss	Slater	Teacher of Science	JES
Dr	Stewart	Teacher of Science	MAS
Miss	Willis	Teacher of Science	PHW
Mr	Garcao	Senior Science Technician	PEG

Humanities			
Mr	Carey	Head of Faculty - Humanities	RYC
Miss	Ribbands	Head of Geography	LUR
Miss	Williams	Head of History	JAW
Ms	Ashraf	Lead Tutor Year 7 / Teacher of RE & PSHCE	NAA
Mr	Bell	Teacher of Geography - ECT	DBE
Miss	Bostock	Head of RSHE & PSHCE	PHB
Miss	Dougal	Teacher of Geography / Cover Teacher - ECT	NID
Mr	Eyres	Teacher of Geography	MAE
Miss	Henderson	Teacher of Humanities	JIH
Ms	Kauldhar	Teacher of Humanities	GEK

Modern Foreign Languages			
Ms	Sayeed	Head of MFL	BAS
Mr	Taylor-Johnson	2nd in MFL	SAT
Miss	Connaughton	Teacher of MFL	HEC
Mr	Diaz	Head of Year 9 / Teacher of MFL	SED
Miss	Martin	Lead Tutor Year 8 / Teacher of MFL	NMA

Physical Education			
Miss	Murphy	Head of PE	JIM
Mr	Beaumont	2nd in PE	KAB
Mr	Chetwyn	Head of Year 10 / Teacher of PE	JAC
Miss	Henshall	Teacher of PE / Enrichment Co-ordinator	AIH
Miss	Pemberton	Teacher of PE - ECT	MIP
Mr	Smith	Head of Year 8 / Teacher of PE	CHS

Technology			
Mr	Burns	Head of Technology	CRB
Miss	Green	2nd in Technology	ELG
Ms	Kirby	Teacher of Technology	RKI
Miss	Jones	Art & Technology Assistant	ROJ

Art			
Mrs	Beveridge	Head of Art	NAB
Miss	Aulich	Teacher of Art	ALA

Performing Arts			
Ms	Verco	Head of Performing Arts	JUV
Miss	Dickinson	Teacher of performing Arts	ELD

Business and Enterprise			
Miss	Davies	Head of Business Studies and Enterprise	LED
Mr	Hafford	Teacher of Business Studies and Enterprise / DofE	SHE

Information Technology			
Mr	Martin	Head of Information Technology	NIM
Mr	Barlow	Teacher of Computer Science	DAB



Inclusion			
Mrs	Bright	SEND Co-ordinator	REJ
Miss	Yuille	Assistant SENDCO	HAY
Mrs	Galvin-Lynch	HLTA	RAG
Miss	Fitzgerald	HLTA	KAF
Mrs	Al-Ghailani	TA2 SEND	TAA
Miss	Allis	TA3 SEND	LAA
Mr	Atkinson	TA3 SEND - VI	FRA
Miss	Brown	TA3 SEND	EMB
Miss	Green	TA3 SEND	ALG
Mrs	Jallow	TA3 SEND	DAJ
Miss	Marsden	TA3 SEND	EMM
Miss	Rutherford	TA2 SEND	SCR
Miss	Dixon	TA2 SEND	JAD
Miss	Doran	TA2 SEND	SAD
Miss	Holmes	TA2 SEND	MEH
Miss	Howard	TA2 SEND	AHO
Mr	Lightbowne	TA2 SEND	ANL
Miss	Morrissey	TA2 SEND	RAM
Mrs	O'Reilly	TA2 SEND	VIO
Miss	Pearson	TA2 SEND	LEP
Mr	Rogers	TA2 SEND	MAR
Miss	Routh	TA2 SEND	NAR
Mr	Tait	TA2 SEND	WET
Mr	Chaima	TA1 SEND	IFC
Mr	Owen	TA1 SEND	MYO
Mr	Schneider	TA1 SEND	HAS
Miss	Shafiq	TA1 SEND	SAS
Miss	Wild	TA1 SEND	DAW
Miss	Williams	TA1 SEND	NWL
Mrs	Qasim	Un-qualified Teacher - EAL	SHQ
Mr	Fogato	EAL Assistant	DUF
Mrs	Almouazen	EAL Assistant	NAL

Pupil Support Team			
Mr	Ahmed	Lead Pupil Support Manager	KAJ
Mr	Mullally	Year 7 Pupil Support Manager	SAM
Mr	Vasi	Year 8 Pupil Support Manager	WAV
Mr	Moxam	Year 9 Pupil Support Manager	ROM
Miss	Welsh	Year 10 Pupil Support Manager	CHW
Miss	Abela	Year 11 Pupil Support Manager	ROA
Miss	Williamson	Year 7 and Community Pupil Support Assistant	NAW
Ms	Rahman	Year 8 & 9 and Community Pupil Support Assistant	KHR
Mr	Cooper	Year 10 & 11 and Community Pupil Support Assistant	DUC
Mr	Hivey	Pupil Support Assistant & Intervention	OHI
Mr	Samuels	Pupil Support Assistant & Intervention	JSA

Welfare Team			
Ms	McNair	Pupil Welfare Officer	CAM
Miss	Moore	SEMH Lead	RAM
Mrs	Wilde	Deputy Designated Safeguarding Lead	VIW

School Day and Term Dates

School Day		
Period	Start Time	Finish Time
Arrive to School	8:30	9:00
Form Period	8:40	9:00
Period 1	9:00	9:50
Period 2	9:50	10:40
Break	10:40	10:55
Period 3	10:55	11:45
Period 4	11:45	12:35
Lunch	12:35	13:20
Period 5	13:20	14:10
Period 6	14:10	15:00

Term Dates 2021-22	
Autumn Term	
Tuesday 7 th September 2021	Friday 22 nd October 2021 34 days
Monday 1 st November 2021	Wednesday 22 nd December 2021 38 days
Spring Term	
Tuesday 4 th January 2022	Friday 18 th February 2022 34 days
Monday 28 th February 2022	Thursday 31 st March 2022 24 days
Summer Term	
Tuesday 19 th April 2022	Friday 27 th May 2022 28 days
Monday 6 th June 2022	Tuesday 19 th July 2022 31 days

Inset Days

Monday 6th September 2021

Friday 1st April 2022

Friday 24th June 2022 (Trust INSET Day)

Additional Bank Holidays

Monday 27th December 2021

Tuesday 28th December 2021

Monday 3rd January 2022

Friday 15th April 2022 Good Friday

Monday 18th April 2022 Easter Monday

Monday 2nd May 2022 Early May Bank Holiday

Thursday 2nd June 2022 (Queens Jubilee)

Friday 3rd June 2022



SECTION 2

Culture and Climate

Uniform, Appearance and Equipment

How we look can say a lot about who we are. We are proud to belong to Dean Trust Ardwick, and our appearance is a way of demonstrating pride in ourselves and pride in our school. Just as all staff are expected to follow a professional dress code, in the same way, all pupils are expected to follow their dress code. Wearing our uniform smartly and following school standards on appearance ensures that we are all working together and are proud to belong to our school; it also prepares pupils for the rigours of the world of work, where dress codes are likely to be applied. There are plenty of ways pupils can express their individuality at school, however uniform and appearance is where we insist on a common identity for all, where fashion does not distract from the purpose of school and does not separate those 'who have' from those who don't.

You will find that all Dean Trust schools follow the same uniform and appearance standards.

Please note our standards on uniform and appearance are not for negotiation and will not be compromised at any level.



Boys	Blazer	Burgundy with the Dean Trust Ardwick badge
	Trousers	Tailored plain black trousers
	Shirt	White button collar
	Tie	School colours (clip on)
	Socks	Plain black or grey (no sports or trainer socks)
	Shoes	Plain black, polished and black soles

Girls	Blazer	Burgundy with the Dean Trust Ardwick badge
	Skirt / trousers	Plain grey box pleated knee length / Tailored plain black trousers full length
	Shirt	White button collar
	Tie	School colours (clip on)
	Socks	Plain grey knee length or black tights (ankle length socks under trousers)
	Shoes	Plain black, polished and black soles

Optional Jumper

Grey with the Dean Trust badge. Pupils may wear a school jumper but only underneath, not as a replacement for the school blazer. They must be purchased through school.

Dean Trust Ardwick logo.

We provide every Year 7 pupil with a blazer and tie. The rest of your uniform can be purchased by visiting the link on the website: www.swidtp.co.uk uniform items are displayed on the website and detailed on the next page.

Physical Education Kit (Boys and Girls)

Polo shirt, shorts, football socks, and fleece (girls) or rugby top (boys) all with the Dean Trust Ardwick logo.

Any colour trainers.

Optional to purchase: Tracksuit pants with



Uniform Regulations

Consequences may be applied for failure to meet school standard.

Item	School Standard	Not Allowed
Blazer	Worn at all times to and from school and around school.	Taking it off without permission in the classroom.
Tie	Worn at all times.	Taking it off at any time other than for physical education.
Shirt	Plain white Button collar Pointed collar	Patterned / Logo shirt Revere or any other collar
Skirt	Regulation skirt length on knee	Above knee Any alternative skirt
Trousers	Plain black tailored (ready made crease)	Any fashion trousers e.g. fitted Slim line or skinny fit Cropped Trailing on the floor (health & safety) Jeans or canvas style
Shoes	Plain black only Polishable Flat Black sole	Shoes with sports logo Looks like a trainer Patterned shoes Boots (ankle or higher) *Trainers / pumps / canvas shoes Heels
Socks / Tights	<i>Girls:</i> Plain grey knee length or plain black tights. <i>Boys:</i> Plain grey or black	Ankle socks 'Over the knee' socks Patterned socks or tights Leggings
Belt	Plain black	***Fashion or patterned belts
Coat / Jacket	Dark plain	***Sports jackets ***Hoodies ***Sweatshirts
Head-wear	School hijab Black simple small hair slide or hair band	***Fashionable or colour hair adornments, items with glitter, flowers, slogans etc.

Please note: The Headteacher reserves the right to decide what is and what is not acceptable.

*For medical reasons only, a pupil may be allowed to wear **plain black trainers**. In this event, a doctor's note will be requested and should be provided.

**These items will be confiscated and may be collected by pupils on Friday after 3pm only

*These items will be confiscated and held in the school safe. Parents/carers may collect any confiscated items on **Fridays only between 3.00 and 4.30pm.**

Please note that we do not accept written or telephone requests from parents/carers regarding collection of confiscated items.

Otherwise pupils may collect the items

themselves at the end of each school half term.

Appearance and Equipment

Consequences may be applied for failure to meet school standard.

Item	School Standard	Not Allowed
Hairstyles	Natural in colour Neat and tidy Longer than shoulder-length hair should be tied back with plain black hair elastic band. No. 3 cut minimum and faded into hair style.	Extreme hairstyles such as: 'Steps', shaving side or all of head, patterns, undercuts or shaving less than No. 3. 'Tip dying', coloured hair. Braids or extensions, loose long hair, extreme colours. Shaved eyebrows.
Makeup	Completely free of make-up.	Any type of make-up, fake tan, **make-up bag/items, **lip balm, false eyelashes, tattoos, henna anywhere other than palms of the hand. Lip gloss.
Nails	Natural, plain, acceptable length.	Nail varnish, false nails.
Jewellery	Wristwatch only (at own risk).	**Earrings, studs, facial piercings, rings, bracelets, necklaces.
*Mobile phones, *iPods, *iPads, *Tablets, *Smart Watches, *Headphones		*Will be confiscated if seen or heard anywhere on the school site (including head/earphones). If earphones are seen the mobile phone will also be confiscated.

We recommend that parents and carers make their own arrangements for insurance of bags, clothing, watches, bicycles, mobile phones etc. usually by extension of your home insurance. Please never allow your child to bring anything expensive or of sentimental value into school including large sums of money. The school cannot be held responsible for lost or damaged items. Pupils should report anything lost to staff immediately.

*Mobile Devices: In an emergency parents/carer can contact the school. If a pupil needs to contact home s/he may see a Pupil Support Manager who will facilitate this. During the school day pupils may hand phones in for safekeeping in the school safe.

Prohibited Items

- Weapons and knives
- Alcohol
- Illegal drugs
- Drug-related paraphernalia Stolen goods
- Tobacco, cigarette papers and e-cigarettes/vapes.
- Fire lighting equipment
- Fireworks or explosives of any kind (bangers)
- Pornographic images
- Any article that has been or is likely to be

used to commit an offence, cause personal injury or damage to property.

Other Banned Items

- Laser pens or LED torches
- Chewing gum
- Cans, energy drinks or fizzy drinks
- Confectionery (crisps and chocolate bar only as part of lunch pack).
- Any aerosol (other than essential medication) Note: pupils should use non-aerosol deodorants.
- Perfume and aftershave.
- Cameras and mobile or other electronic devices: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings, of pupils or staff or malicious communications.
- Motorised vehicles of any kind e.g. E-Scooters / E-Bikes.



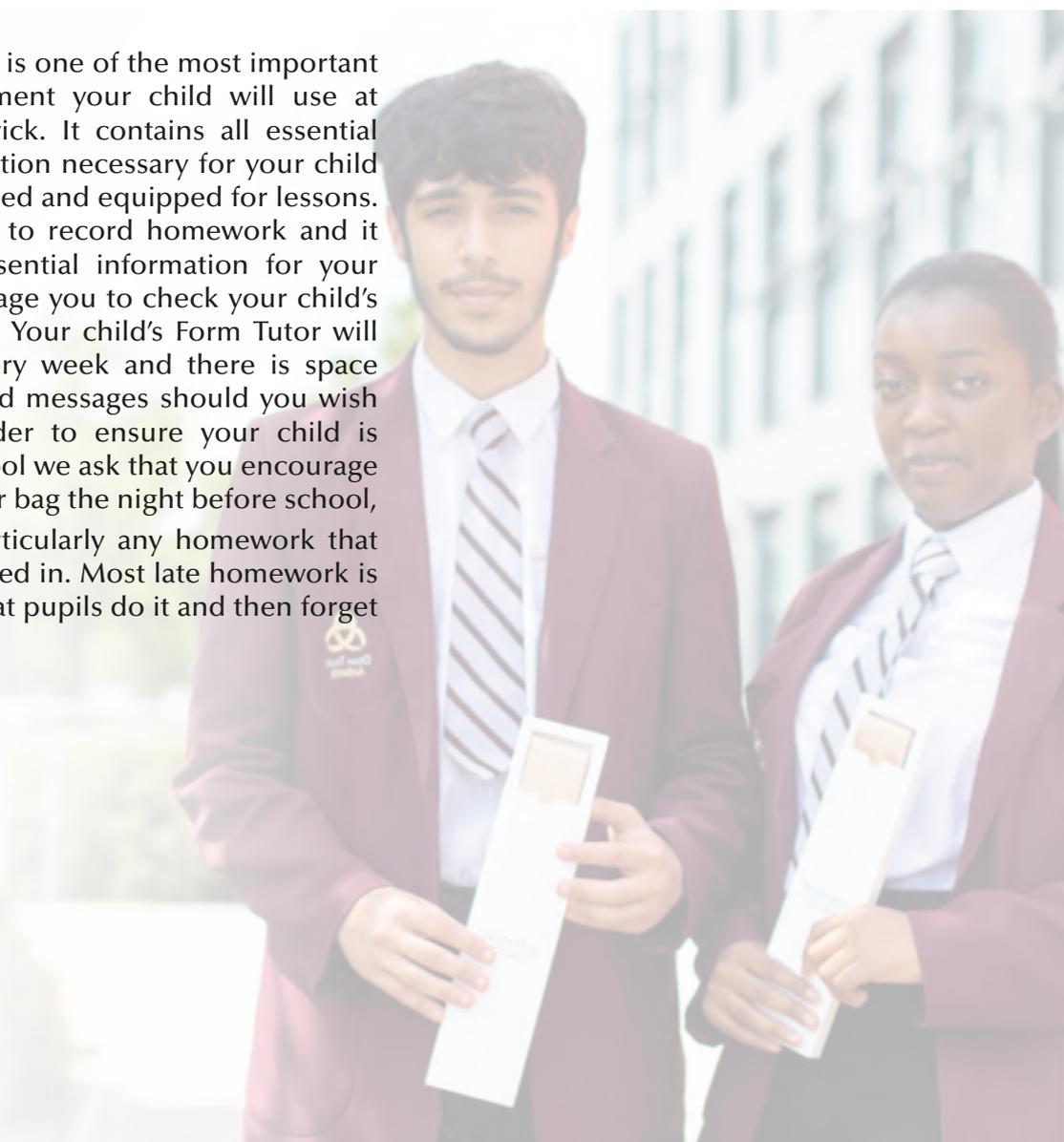
All pupils must bring the following items to school.

Item	School Standard	Not Allowed
Bag	Sturdy and large enough to carry all belongings.	Handbag styles. Carrying belongings in blazer pockets.
School pencil case <i>(Year 7 pupils will be given a pencil case and basic equipment)</i>	Basics: <ul style="list-style-type: none"> • Two BLACK ink pens • One GREEN ink pen • Two pencils • Eraser • Rigid ruler • Coloured pencils 	<ul style="list-style-type: none"> • Blue pen for written work • Correction fluid • Felt tip pens • Own pencil case
Other equipment	<ul style="list-style-type: none"> • Scientific calculator • Protractor • Dictionary (to be provided) 	<ul style="list-style-type: none"> • Bendy rulers • Own pencil case

Whilst every effort is made to safeguard property, the school cannot be held responsible for any loss or damage.

Pupil Planner

The Pupil Planner is one of the most important pieces of equipment your child will use at Dean Trust Ardwick. It contains all essential pieces of information necessary for your child to be well organised and equipped for lessons. It is mainly used to record homework and it also provides essential information for your child. We encourage you to check your child's planner regularly. Your child's Form Tutor will do the same every week and there is space to write notes and messages should you wish to do so. In order to ensure your child is prepared for school we ask that you encourage them to pack their bag the night before school, remembering particularly any homework that needs to be handed in. Most late homework is due to the fact that pupils do it and then forget to pack it.



Clear communication is essential between all members of the school community, that is, pupils, staff, parents and governors. It is vital that we are able share information with you about your child and the school. Our school website provides you with essential information about the school, along with our weekly newsletter on the website and twitter which tells you every week what we have been doing.

Our most effective form of communication is face-to-face conversations with parents. That way we can form positive trusting relationships with each other. Therefore in order for meetings to be successful we have a protocol.

Parental Meetings Protocol

Whilst on Dean Trust Ardwick premises:

- No more than two adults may be present in the meeting room with a staff member.
- Meetings will be solely led by the staff member.
- Discussions must be conducted in a polite and calm manner.
- We have zero tolerance of any aggression including raised voices, talking over, intimidating behaviour or any form of personal attack about a staff member.
- The meeting will end at the discretion of the staff member.

Failure to adhere to these protocols is likely to result in the staff member closing the meeting.

We understand that it is not always possible to meet straight away and neither may it be necessary. Sometimes, a telephone call is enough to convey a message, make a query or have a brief discussion. We also regularly send texts to parents when we need to send a whole school or group message. Such as, if we need to ask you to contact school regarding an absence, or inform you that your child is late. Occasionally, you will receive a letter from school, but due to operating in a paperless way, letters will be published on the school website and a text will be sent to you asking you with a direct link. You can also email the school office and follow us on Twitter.

School Gateway App

We encourage you to download our school app, which is called the School Gateway App.

To do this you need to have an email address. Once you have the app you can see your

Y7	headofyear7@deantrustardwick.co.uk
Y8	headofYear8@deantrustardwick.co.uk
Y9	headofyear9@deantrustardwick.co.uk
Y10	headofyear10@deantrustardwick.co.uk
Y11	headofyear11@deantrustardwick.co.uk

child's attendance, the extra-curricular clubs your child is attending, and your child's school reports. It means we can send you information electronically rather than by post. We intend to move to this system very soon to avoid sending letters home.

Complaints

We always want to know if something is not right; please do not hesitate to contact us if you are still unhappy and feel you need to take a matter further. Please follow the complaints policy on the website.

Emergency contacts

It is vital that all pupil information is true and accurate. There may be an occasion when we need to contact you in an emergency, so *it is essential we have at least two emergency contact names and telephone numbers, your correct address, and your email address.*



www.deantrustardwick.co.uk



admin@deantrustardwick.co.uk



[@DT_Ardwick](https://twitter.com/DT_Ardwick)

Username and Password

Upon entry to the school, pupils are given a username and password so they can access the network system. Pupils are not allowed to use the system using an unauthorised username and password. If pupils lose their password a member of staff can reissue them with another one.

Responsible Internet Use

As part of your child's curriculum and development we provide supervised access to the internet for pupils. We are aware of the dangers of pupils potentially having access to undesirable materials therefore, we have



taken positive steps to reduce this risk. We have a monitoring and filtering system in place which can identify any misuse of the internet and user space of any pupil. Any misuse will be treated seriously, and you will be contacted immediately.

Whilst every endeavour is made to ensure suitable restrictions are in place, the school cannot be held responsible for the nature or content of materials accessed through the internet. The school will not be liable for any damages arising from your child's use of the internet facilities.

Absence from School

It goes without saying that if a child is to learn, they must attend school. Attendance is the most important requirement to ensuring that your child has a chance of succeeding in school and in life. We monitor attendance and punctuality every day, and will contact you if attendance falls below 98%, and if your child is late for school. Attendance to school is the responsibility of parents and carers, and you have a legal duty to ensure your child attends school regularly.

Occasionally pupils feel unwell, but we expect your child to come into school unless they are so poorly that they need to see the doctor. The website gives you information about absence sickness. If your child is absent, please contact the school first thing. If we do not hear from you, we shall text you that morning, and we expect that you will be able to respond to us with a reason for absence. If we still do not hear from you, we may visit you at your home to discuss the reasons for your child's absence and to speak with your child. If we do not receive a satisfactory reason for your child's absence it will remain unauthorised.

Once your child falls to 98% attendance, we shall monitor his/ her attendance carefully and provide you with support by way of an escalating staged approach involving notifications, meetings and possibly external agency support. However please note that if your child gains 10 unauthorised sessions of absence i.e. 5 days, this means you are likely to receive a Fixed Penalty Notice, and further unauthorised absences could lead to prosecution.

Leaving School During the Day

Your child should remain in school the full day, unless s/he has an appointment or an appointment paediatrician or Children's

Services CAMHS.

You should not book doctors or dental appointments during the school day, as these are likely to be unauthorised.

Leave of Absence During Term Time

We do not authorise holidays during term time, and if taken, could lead to a fixed penalty notice, and of course will have a detrimental effect on your child's education. If you require leave of absence for your child such as the funeral of a close relative, a regional or national sports event your child is involved in, or the wedding of a close member of the family, you should put your request in writing to the Headteacher. Please note that this does not guarantee approval.

Please see the absence chart on the previous page to show you how absence can affect your child's potential for success.

Punctuality to school

Pupils are expected to be on time for school and arrive no later than 8.35am. Very occasionally there may be an unforeseen situation which has arisen, for example, car broken down, traffic delays or a situation at home preventing prompt arrival to school. In these exceptional circumstances please ring the school in advance and let us know why your child will be late. Arriving late without a justifiable reason will incur a consequence.

Arriving later than 9.10am without a substantial and satisfactory reason will mean your child has an unauthorised absence for the whole morning session.

Please see the absence chart on the next page to show you how absence can affect your child's potential for success.

Attendance and Punctuality

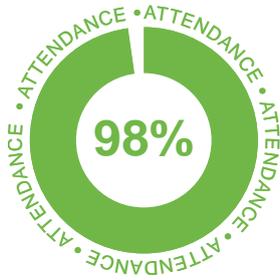


2
Days missed in one year

12
Lessons missed in one year

2
Weeks missed in 5 years

60
Lessons missed in 5 years



4
Days missed in one year

24
Lessons missed in one year

5
Weeks missed in 5 years

120
Lessons missed in 5 years



11
Days missed in one year

66
Lessons missed in one year

10
Weeks missed in 5 years

330
Lessons missed in 5 years

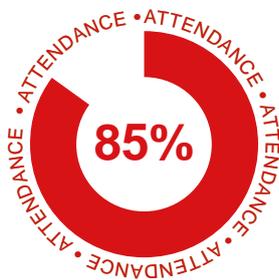


20
Days missed in one year

120
Lessons missed in one year

20
Weeks missed in 5 years

600
Lessons missed in 5 years



30
Days missed in one year

180
Lessons missed in one year

30
Weeks missed in 5 years

900
Lessons missed in 5 years



58
Days missed in one year

348
Lessons missed in one year

60
Weeks missed in 5 years

1740
Lessons missed in 5 years



SECTION 3

Curriculum

Our core purpose at Dean Trust Ardwick is empowering all pupils to find their purpose and thrive as citizens of the world; the curriculum is arguably the most significant instrument in achieving this. Our leaders and teachers, as subject experts, are all co-constructors of our curriculum to ensure the pupils we serve receive a rich, coherent and ambitious education which empowers them to be not only spectators in society but active participants. Through finding their passions our pupils are enabled to, and see it as their duty to, make a positive difference to the world. Our core purpose is not merely finite 'success' for our pupils but for them to thrive - continually grow and flourish.

The Dean Trust Ardwick Curriculum Aims:

1. **Provide pupils with access to powerful knowledge that:**
 - Takes them beyond their experience.
 - Helps them to understand, interpret and critique the world.
 - Emancipates them as citizens of the world.
2. **Develop pupils' ability to clarify and communicate their knowledge and understanding by:**
 - Building their vocabulary and grammatical skill to successfully articulate their knowledge.
 - Encouraging them to employ knowledge rationally and creatively across contexts.
 - Developing the confidence and ability to discuss and debate issues with articulacy, coherence and precision.
3. **Fostering a love for learning so that pupils:**
 - Intrinsically value the pursuit of knowledge.
 - Possess a desire for continuous self-improvement.
 - View hard work is its own reward.

Our website provides more detailed information on individual subject curricula, however there is summary below.

The Key Stage 3 curriculum is broad and balanced and provides the foundations for all pupils to be successful on an ambitious pathway, appropriate for them, at Key Stage 4. Knowledge is sequenced in a way that it connects prior learning at Key Stage 2 and focusses on embedding deep understanding of key concepts in each subject.

During Year 9, our pupils make choices about the qualifications they wish to achieve at Key Stage 4 in addition to those which are compulsory. All pupils study as compulsory:

- GCSE English Language
- GCSE English Literature
- GCSE Combined Science
- GCSE History or Geography or a GCSE in a modern foreign language
- GCSE Maths

Our pupils can then opt for an additional 4 qualifications. We offer a broad range of qualifications at Key Stage 4, to ensure that we can nurture our pupils' passions and provide strong foundations for all pathways at post-16 level:

- GCSE Separate Sciences
- GCSE History
- GCSE Geography
- GCSE Spanish or French
- GCSE in a child's home language (such as Italian, Urdu, Arabic etc)
- GCSE Computer Science
- GCSE Statistics
- GCSE Art and Design
- GCSE Photography
- GCSE Design Technology
- BTEC Performing Arts
- BTEC Enterprise
- OCR Cambridge National in Child Development
- OCR Cambridge National in Sports Studies
- OCR Cambridge National in Design and Engineering
- Level 1 / 2 diploma in Hospitality and Catering

Knowledge Organisers

Every half term (or term depending on the length of the topic being studied), your child will be given a knowledge organiser in each subject. Knowledge organisers contain the essential knowledge (such as definitions of subject specific vocabulary and facts) pupils need to thoroughly learn. They are a useful tool for revision and homework as well as being regularly referred to in lessons. Knowledge organisers can help you, as parents and carers to support your child with their work at home.

Learning Plans



With the knowledge organiser, pupils are also provided with a learning plan. This provides an overview of the topic being studied. You will notice that our learning plans are divided into stages with a challenging question designed for each stage. As your child moves through the unit of study, they will be learning to apply the knowledge they gain to answer the challenging questions with increasing depth, breadth and justification. Through modelling the thought process and the language needed to answer these questions, our teachers aim to guide our pupils from subject novices to subject experts.

Literacy

At Dean Trust Ardwick we want our pupils to be able to, not just recall knowledge but to use it in creative and meaningful ways. Therefore,

our second curriculum aim is for pupils to articulately clarify and communicate their knowledge and understanding, both in oral and written media. Our literacy teaching is not separate to the delivery of our subject content as each subject requires its own vocabulary and phraseology to articulate. Rather, within lessons, our teachers focus on teaching the tier 2 and tier 3 vocabulary needed to understand, think about and explain each subject well and creating deliberate opportunities for pupils to interact with knowledge in written and verbal form. This includes reading challenging subject specific texts and responding to the challenging questions on the learning plans.

Key Stage 3 and 4 Weekly Lesson Allocations:

No. of lessons	Year 7	Year 8	Year 9	Year 10	Year 11				
1	English	English	English	English	English				
2									
3									
4									
5									
6	Maths	Maths	Maths	Maths	Maths				
7									
8									
9									
10									
11	Science	Science	Science	Science	Science				
12									
13									
14									
15	Computer Science	Computer Science	Computer Science	R.E PSHE & Citizenship	R.E PSHE & Citizenship				
16	Modern Foreign Languages	Modern Foreign Languages				Modern Foreign Languages	Physical Education	Physical Education	
17			History	History	Geography	Option Block A			Option Block A
18									
19	Geography	Geography	History	Option Block B	Option Block B				
20									
21	Physical Education	Physical Education	R.E PSHE & Citizenship	Option Block C	Option Block C				
22			Physical Education						
23			Physical Education						
24			Physical Education						
25	Art	Art	Art	Option Block D	Option Block D				
26									
27	Technology	Technology	Technology	Option Block D	Option Block D				
28	Music								
29	Drama					Performing Arts	Performing Arts		
30									

A whole school approach is employed to help our school develop pupils' mathematics skills and their abilities to read, write and communicate effectively in order to access the curriculum and to reach their full potential. All subject teachers include literacy and numeracy in their lessons, including Form Tutors as part of the weekly Form Time Programme.

Whole School Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for your child in all aspects of life, lays the foundations for lifelong learning and prepares them for the world of work. All teachers are teachers of literacy, regardless of their subject. All teachers ensure teaching of reading, writing, speaking and listening is highly effective and implemented across the curriculum.

The aims are that all pupils, by the end of Key Stage 4 will be able to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Core literacy skills are the foundations of our pupils' literacy development and therefore must be effectively embedded in all lessons across the curriculum.

Whole School Numeracy

Numeracy at Dean Trust Ardwick is a part of all subjects and is supported by the mathematics faculty. In mathematics, numeracy is a part of every lesson, with a special lesson taking place every week for all pupils, which we call our 'skills lesson'. This lesson helps your child recap and build on the areas of numeracy they need to master to get good GCSEs in all subjects, and in everyday life. 'Numeracy Ninjas' also takes place during one Form Time period a week, which is a session where pupils

get another chance to develop their skills.

To help your child further with their numeracy skills and understanding, you can ask them to work out basic questions during day to day activities such as, "How far is it from here to the shop?", "If this is on offer as 3 for 2, how much am I saving?", "How long until the next bus?" etc. All pupils also have access to the website www.hegartymaths.com, where your child can log in to improve their numerical skills, parents/carers are also welcome to log in using their child's account to help build their own skills, and help with theirs.



Homework is an essential part of pupils' learning, it is carefully planned and it is built into the curriculum. At Dean Trust Ardwick homework aims to:

- Develop good learning habits.
- Engage learners in retrieval practice.
- Deepen thinking.
- Provide opportunities to formatively assess pupils' knowledge and understanding.
- Develop and maintain high academic standards.

Homework is as shown on the pupils' Learning Plans in all subjects and you can find these in your child's books.

Homework is used to consolidate learning, prepare for the next lesson, or research topics to encourage independent learning. The school provides excellent study facilities for pupils in the Library and ICT rooms, where they can do their homework before, after school and at lunchtimes. Failure to complete homework may result in a Saturday School detention but with your support in checking daily that they are completing homework, this consequence should not arise.

Assessment

Assessment Without Levels

Schools are no longer required to assess their pupils using the national assessment framework, therefore, your child's progress will no longer be reported on using National Curriculum levels. Schools have now been given the opportunity to decide how best to assess their pupils. Assessment at Dean Trust Ardwick aims

to support our curriculum aims and to provide teachers with the opportunity to relay the correct information, at the correct time, about how your child is progressing in their learning. Both formative and summative assessments are used throughout the curriculum.

Half Termly Assessments

Regular and effective formative assessment is the process of monitoring your child's progress and providing on-going feedback. Our half-termly assessments in each subject will help your child to measure their knowledge and understanding and to respond to feedback. They also allow teachers to identify when your child is struggling and what interventions are needed to close any gaps in

knowledge.

End of Term Tests

In addition to half termly assessments, all pupils sit a formal end of term test and an end of year examination in all subjects. The results of the tests indicate what grade pupils are currently working at. We use a 1-9 grading system, in line with the new GCSE grading structure. From Year 7 pupils will be placed on a 'flight path' to identify what grade they should achieve by the end of Year 11, based on their performance at the end of Key Stage 2. The tests indicate how well each pupil is progressing in relation to their individual flight path.

Additional Assessments

Pupils with SEND and/or EAL will have specific additional summative assessments to provide information for their on-going reviews. These are in place to ensure that their individual needs are being met by the school and to identify any further support that may be required.

Reporting Progress

You will receive a progress report three times a year showing you how well your child is doing in each subject following the end of term tests and end of year examinations. The third report in summer is a written report by subject teachers, where you will find in more detail how well your child has performed throughout the year and what they must do to improve.

Parents' Evening

During the year parents are invited to attend a Parents' Evening to discuss their child's progress with his/ her subject teachers. It is an opportunity for teachers to tell parents about their child's performance in class, and for parents to ask questions or voice any concerns. Pupils are encouraged to attend this event and if so, must wear school uniform.

All pupils within school receive inclusive Quality First Teaching (QFT). QFT is the effective inclusion of all pupils in high-quality everyday personalised teaching; in all lessons pupils will be stretched, challenged and supported. However, some pupils may require additional support so that they can make the same level of progress as their peers. Support is given at different levels dependent on the pupils' needs. At Dean Trust Ardwick Special Educational Needs is divided into four categories:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Pupils with Special Educational Needs, identified as needing additional support from QFT, will be allocated a keyworker, have a One Page Profile and may receive additional intervention where required. Support is given according to statutory entitlement and the deployment of Learning Support Assistants (LSAs) within teaching groups as deemed appropriate. There are a number of pupils within school who have an Educational Health Care Plan (EHCP); the plans bring with them funded support from the Local Authority. The school use this to put in place further provision for pupils to help them achieve their potential. The support in place varies from pupil to pupil and is tailored to meet their specific learning needs.

English as an Additional Language (EAL)

All pupils with EAL will be supported to ensure that they can access the curriculum, make academic progress and successfully operate within society. Pupils with EAL are assessed on how proficient they are in English. Pupils identified as 'absolute beginners' and 'beginners' will be withdrawn from some lessons for a period of time so that they can receive intensive English Language teaching.

Gradually pupils will be phased into a full timetable whilst still accessing support when necessary. For other pupils with EAL, who have some acquisition of English, support will be provided by the classroom teacher and they will receive intervention appropriate to their proficiency of the English Language.



PSHE, Citizenship and Religious Education are all subjects which promote the development of our pupils as young people who are ready to enter the world as functional, active, and valued members of society. The subjects are delivered via a carousel system, with each term having a subject focus.

The aims of PSHE are to ensure pupils develop the knowledge, skills, and attributes to keep themselves and others healthy, safe and prepared for life and work in modern Britain. Through the use of the iMatter programme, designed by Manchester City Council and the NHS, we ensure that all pupils recognise the importance of having a balanced life that is centred on being happy, whole and emotionally healthy.

Additionally, our Citizenship curriculum helps pupils to develop their knowledge, skills and understanding in order to play an active and full part in society. Pupils explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. They learn how to manage their money well and make sound financial decisions.

Through delivery of Religious Education, we aim to ensure that pupils are equipped with the core knowledge and understanding of the beliefs and practices of religions and world-views. Religious Education encourages pupils to develop their own morals, ethics, and beliefs so they are better equipped to engage with others, particularly with those whose beliefs may differ, ultimately leading to a

cohesive and compassionate society.

RSHE - Relationship, sex and health education

Relationship, sex and health education (RSHE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Parents and carers are their children’s first teachers and we aim to support parents and carers to enable each pupil to develop character, values and beliefs. Relationship, sex and health education at Dean Trust Ardwick is firmly rooted in the framework for PSHE (Personal, Social and Health Education). The RSHE curriculum is delivered through the iMatter programme, created by Manchester City Council and the NHS. The programme covers 5 main areas: well-being, relationships, online pressures, sexual health and current issues. The content of each theme changes depending on the year group it is being delivered to in order to ensure all material is age appropriate and relevant.

SELF REGULATION

Being able to control yourself and resisting irresponsible thinking and behaviours. Act in your best interests of you and your friendship group. Have a range of emotional and behavioural responses that are matched to the demands of the environment.

GRIT

A important part to help personal success. Grit is having stamina. Grit is perseverance. Grit is the idea of working really hard and overcoming obstacles whilst keeping in mind a vision for the future, a goal, and pursuing it to make it a reality.

EMPATHY

Encourage empathy and use it to improve the quality of your own and others lives. See and understand things from different perspectives and use this to guide you. Listen, be curious, but be kind. Empathy is at the root of healthy successful relationships.

Assemblies

Every year group has an assembly each week which is led by Heads of Year, middle leaders, senior staff and pupils themselves.

Assemblies are carefully planned by way of the Personal Development curriculum. The assemblies are designed to ensure your child has a good awareness of topical issues that can affect them, their families and community and the world they live in. The topics explore current issues and events, health and well-being, keeping safe in and out of school, religious and national events, and give opportunity to develop character. On the website you will find the Themes of the Week for each term, which are useful for you to look at and discuss with your child.

Library

Our school library, situated in the hub of the school next to the dining hall, is an ideal and purposeful silent study space for our pupils. It is stocked with a variety of fiction suitable for all abilities and it boasts a reference section which has been specially selected to support pupils through each subjects' specific curriculum topics. For study and independent reading, the library is open before school, during break and lunch times and for Homework Club after school. Pupils will be registered to allow them to borrow books from the library within the first week of school in September.

The frequency of a child's reading, and the variety of texts with which they engage, directly relates to their academic success across all subjects as well as the development of social, moral, spiritual and cultural understanding. Most importantly therefore, the library is the centre of the Accelerated Reader programme which supports, encourages and motivates our pupils to read for pleasure. This programme, which is overseen by the school librarian and our literacy assistants, ensures that pupils are reading suitably challenging material for their ability and it tracks each step of their progress.

Extra-curricular and Enrichment

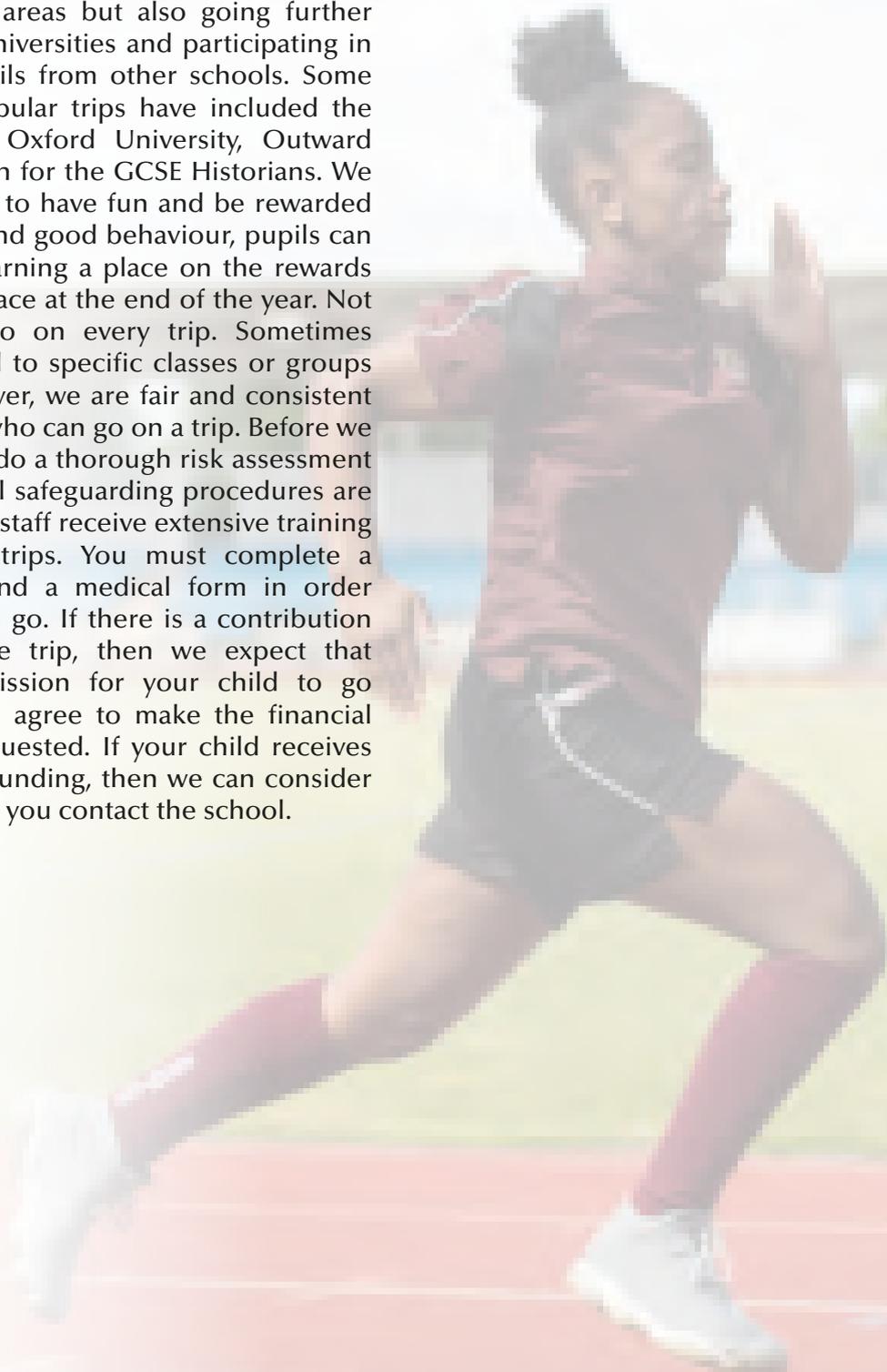
We pride ourselves on providing our pupils with opportunities to flourish both inside and outside of the classroom. Our curriculum is supplemented with an extensive extra-curricular timetable and with a range of enrichment opportunities. These activities are an important and exciting feature of school

life and contribute enormously to our pupils' social and academic development. The range of activities on offer includes exceptional arts and sporting provision, events such as Sports Day, The Winter Showcase and annual school production are all highlights of the school calendar. We also have a large number of pupils who represent the school in a range of sports. All subjects offer some form of extracurricular activity so we can be confident that there is something for everyone to participate and succeed in. We also offer all pupils from Year 9 onwards the opportunity to participate in the Duke of Edinburgh Bronze and Silver Awards.





At Dean Trust Ardwick we are passionate about giving pupils the opportunity to enrich their learning and widen their horizons through trips and visits. We provide pupils with the opportunity to visit a wide range of locations of cultural and spiritual interest and we also offer residential trips both in the UK and abroad. Trips allow pupils to develop their independence, team work and their physical and mental capabilities, whilst teaching them about personal responsibility and resilience. We believe it is important that pupils learn about the city of Manchester and its surrounding areas but also going further afield, visiting universities and participating in events with pupils from other schools. Some of our most popular trips have included the annual visit to Oxford University, Outward Bound and Berlin for the GCSE Historians. We also want pupils to have fun and be rewarded for their effort and good behaviour, pupils can work towards earning a place on the rewards trips that take place at the end of the year. Not everyone can go on every trip. Sometimes trips are tailored to specific classes or groups of pupils. However, we are fair and consistent when deciding who can go on a trip. Before we go on a trip, we do a thorough risk assessment to ensure that all safeguarding procedures are in place and our staff receive extensive training before leading trips. You must complete a consent form and a medical form in order for your child to go. If there is a contribution required for the trip, then we expect that by giving permission for your child to go on the trip, you agree to make the financial contribution requested. If your child receives Pupil Premium Funding, then we can consider a reduced rate, if you contact the school.





SECTION 4

Character and Ambitious Pathway



At Dean Trust Ardwick we take the pastoral care of pupils very seriously. We believe that in order for pupils to succeed they need to feel safe, happy and well cared for. All our staff provide pastoral care for pupils. However, Form Tutors are the first point of contact for pupils if they need help or support. We also have a team of Pupil Support Managers who are linked to a year group and are there to support pupils and work alongside Form Tutors and teachers. Your child's Head of Year is responsible for ensuring the right kind of pastoral support is in place for your child

We work closely with parents and carers and will always let you know if we have a concern about the welfare of your child; we also have a range of external professionals at hand who can provide extra support if needs be. Our Early Help Offer on the website gives more information on what we do to prevent welfare issues escalating to serious safeguarding issues.

If you have any concerns about your child please do not hesitate to contact our Pupil Support Managers in the first instance by ringing the school.

Heads of Year

Heads of Years are in charge of Year Groups and are responsible for ensuring high standards of attendance, punctuality, behaviour and progress of pupils in their year. They also lead the team of Form Tutors in their Year Group and ensure that an effective Form Tutor Programme is delivered to pupils. Heads of Year meet every week with their forms in assembly.

Form Groups

All pupils are placed in form groups on entry to school and are led by a Form Tutor. Belonging to a form is an essential part of school life, and normally pupils stay in their form with the same form tutor for the five years they are at school. We name the forms after inspirational people of, or places within, Manchester.

Our Form Tutors provide excellent pastoral care for pupils in their form. They aim to build positive, caring and trusting relationships with their form members.

Form groups meet at the start of every day for 20 minutes. The morning register is taken, and pupils follow a weekly Form Time programme which includes:

- Activating your greatness: Character

- Think Bigger: SMSC
- What's your Why: Ambitious Pathway
- Spark your interest: Oracy and Debating
- Year assembly (one assembly per week)

Form time is an opportunity for Form Tutors to set the tone for the day, make sure that pupils are in the right frame of mind for work, and ensure that all pupils are well prepared for a successful day of lessons. There are plenty of opportunities where pupils can work together as a form e.g. weekly attendance and 'Behaviour for Learning' competitions, assemblies, charity events, sports day, form council, discussions on current affairs.

Pupil Support

Pupil Support lies at the heart of school life and comprises a team of adults, who are based around school to provide easy access for pupils. Pupils can visit members of the Pupil Support Team to purchase equipment, planners, and retrieve their lost property. A team of Pastoral Support Managers are attached to a year group and work closely with the Head of Year to ensure pupils' welfare, attendance and punctuality are a priority; they are trained to be first aiders and assist in ensuring outstanding behaviour. PSMs can support and advise your child at any time, however the Form Tutor remains the first point of contact.

PSMs get to know parents and carers well and have excellent relationships with them. You can ring the school to speak to a PSM if you have any queries or wish to discuss your child's welfare or attendance.

At Dean Trust Ardwick we endeavour to ensure you are safe, happy and supported at school and at home. Safeguarding means ensuring that you are protected from abuse, and protected from harm and you have good mental health.

In our school, all staff have a commitment and statutory responsibility to safeguard and promote the welfare of all pupils. We are alert to the signs of abuse and neglect, and take any concerns and allegations seriously with appropriate response, acting on any suspicion or disclosure that suggests a child is at risk of harm. We follow our procedures to ensure that pupils receive effective support, protection and justice. We have a Welfare Team who form part of pupil support services, who lead on safeguarding, and communicate with parents, carers and external agencies.

We revise and update our policy annually and adapt it when legislation changes (see website). All staff receive annual training and

regular updates. We publish the policy on the school's website.

The school works with other professionals to

ensure best provision and support. We follow current statutory guidance and Manchester Safeguarding Partnership procedures which can be found on:

www.manchestersafeguardingpartnership.co.uk

Early Help

We believe in 'prevention rather than cure'. At Dean Trust Ardwick we seek to identify concerns about a pupils' welfare early on to avoid unnecessary more serious problems later. 'Early Help' includes prevention education as well as intervention through PSHCE / RSHE, assemblies, Peer Mentors, displays, information and advice available in our library and online, and so on.

Dean Trust Ardwick | Welfare Team 2021 -22



Mrs L. Hardman
Safeguarding Lead



Mrs V. Wilde
Deputy Safeguarding Lead



Ms C. McNair
Pupil Welfare Officer



Mrs R. Bright
SENDCo



Mrs M. Greveson
Attendance Officer



Miss R. Moore
Social, Emotional and Mental
Health Co-ordinator



Mr K. Ahmed
Lead Pupil Support Manager



Mr S. Mullally
Year 7
Pupil Support Manager



Mr W. Vasi
Year 8
Pupil Support Manager



Mr A. Moxam
Year 9
Pupil Support Manager



Miss C. Welsh
Year 10
Pupil Support Manager



Miss R. Abela
Year 11
Pupil Support Manager



All our staff are trained to spot the signs that something may not be quite right. If they have a concern, staff will report it to our Safeguarding Team and we can look into the issue with your support. We also have trained Peer Mentors who can listen to and help pupils who may wish to speak with them; these concerns are then raised with the safeguarding team too.

Very importantly is the working relationship we have with you as parents. The support we can give your child depends on your support and co-operation with us; this may mean agreeing to help from external professionals or support lessons after school. Involving other people from outside school will need your consent, and therefore it is important we work together to find the best solution that still work for the benefit of your child. This way, we should be able to prevent matters escalating to something more serious and harder to resolve. Please read our Early Help Offer to parents on our website in the Safeguarding section.

Child Protection

Unfortunately, children can be subject to abuse and often by adults known to the children including family and friends. There are four recognised categories of abuse:

- Physical
- Sexual
- Emotional
- Neglect

As much as we celebrate diversity and different cultures, we do not tolerate any cultures of abusive practices which hurt a child, such as Female Genital Mutilation, any kind of physical force, or Forced Marriage, all of which are against the law in the UK.

We have a statutory duty in schools to protect children from harm. Any concerns we have where we believe a pupil may be at risk of harm or has been harmed will be referred to Children's Social Care by the Safeguarding Team. This is our legal duty. Our role as school staff is not to investigate but to refer. If we feel that by telling parents about our concerns it would place a child at further risk of harm, we will not let parents know we have made the referral. There may be occasions where

we must keep the pupil at school until a social worker arrives. We do not need parents' consent to refer child protection concerns to children's Social Care.

Online safety

E-safety is about the protection of children whilst they are using the internet and digital technologies.

With online technologies accessible 24 hours a day, cyberbullying can be relentless. At Dean Trust Ardwick we deliver a comprehensive programme of online awareness through the ICT and PSHCE/RSHE curriculum, and we ask that you speak regularly with your child about online dangers, therefore supporting the school curriculum. Any online bullying will be taken seriously.

It is important to talk to your child about who their online friends are and how to manage these online relationships.

The school reserves the right to withhold a mobile device if there is evidence of distributing sexualised imagery or sending harmful messages. In these cases, the school is likely to contact the police as these are unlawful acts.

Fire Evacuation and Lockdown Procedures

It is unlikely that we would need to evacuate the building due to a fire in school, or need to lock down the school due to pupils' and staff's safety being at risk, but as we are all well aware, we can never be too certain. All our Dean Trust schools put pupils' safety as their first priority. Therefore, we regularly perform fire drills and lockdown drills to ensure that should such a situation arise, the school community will know exactly what to do. Should we need to apply the evacuation or lockdown procedures, we shall contact all parents and carers via text as soon after the event as possible. In all cases, we would ask you not to ring the school or come and collect your child upon hearing about any such incident, as this could interfere with our communication lines with emergency services and add to the work of the school at that time. We would let you know via text when it would be safe to collect your child. You can see our policy on the school website.

How do I share my problem at school?

We are a telling school and there are lots of staff available who will listen to you if you want to talk about anything that is worrying you. You can always talk to a friend, a peer mentor or a school prefect also. We have also got pink Welfare concern forms located in the library which you can post into the letter boxes around school. You can also report your concerns about a friend to a member of staff or via this form.

The school SHARP system is a way of reporting a concern to your PSM or the safeguarding team. It can be found on the school website and also gives you lots of information on areas related to young peoples' welfare.

Where can I get advice or information?

We also have a Google Classroom called 'Getting Advice' where you can go to, to seek some self-help guidance on all areas on how to maintain a positive wellbeing. There is lots of information shared on the TV screens, on your notice boards and in the weekly newsletter too.

Useful websites

Useful contacts and resources

NSPCC 0800 800 5000
www.nspcc.org.uk

Childline 0800 1111
www.childline.org.uk

Kooth
www.kooth.com

42nd Street 0161 228 1888
www.42ndstreet.org.uk

LGBT 0345 3 30 30 30
www.theproudest.org

Mental Health in Manchester
www.manchestermind.org

Manchester Healthy Schools 0161 946 8270
www.manchesterhealthyschools.nhs.uk

Nestac 0170 686 8993
www.nestac.org

Welfare Pocket Guide

Parental pocket guide to child protection and welfare at Dean Trust Ardwick

Contact the safeguarding team with any concerns on:
0161 972 2988
safeguarding@deantrustardwick.co.uk

What is safeguarding?

Safeguarding is the action taken to promote the welfare of children and protect them from harm. Safeguarding means protecting children from abuse and maltreatment, preventing harm to a child's development or health and ensuring children grow up with the provision of safe and effective care.

We follow British Values:

Respect and tolerance, individual liberty, rule of law and democracy.

See our website for more details.
www.deantrustardwick.co.uk

This is a CONFIDENTIAL way to stop YOU or a FRIEND or SOMEONE you have seen SUFFERING...

The four categories of abuse are:

Physical	Emotional
Sexual	Neglect

Included in these categories of abuse are the following acts which are harmful to children and are against the law in the UK.

- Domestic Violence
- Child Sexual Exploitation (CSE)
- Forced Marriage and 'Honour Based' Violence (HBV)
- Female Genital Mutilation (FGM)
- Youth Produced Sexual Imagery (YPSI) or Sexting
- Radicalisation and extremism

Signs we look out for:

- Significant changes in behaviour
- Unexplained injuries
- Depression or anxiety
- Extreme anger or sadness
- Withdrawn behaviour
- Attention needing behaviour
- Increased absence from school and truancy
- Inappropriate use of language
- Weight change
- Noticeable change in hygiene and appearance

Dean Trust Ardwick reporting procedures

Recognise, Respond, Record, Refer, Support.



Pupils are taught that behaviour is a choice. Learning to make the right choices is part of growing up and we expect that from time to time pupils will make mistakes in school. Pupils will learn that choosing to do what they know is right or choosing to do what they know is wrong naturally causes positive or negative consequences depending on their choice.

We aim to create a positive learning culture, and we believe pupils thrive with plenty of praise and we expect to be able to reward much more than sanction. We ensure that we regularly acknowledge hard work, good manners, and good deeds in several ways. We believe pupils thrive on praise and encouragement, even for the smallest things. Our staff look for the good in everyone.

To achieve the best learning environment, we must ensure good behaviour in school and beyond the school gates. Pupils must know their boundaries and learn quickly what is and is not acceptable. Sanctions are sometimes necessary and when they are applied, they will be done so fairly and consistently. We shall contact you whenever we feel there is a problem. We like to prevent rather than allow matters to escalate, and your help is crucial in supporting your child and the school. We shall ensure serious matters are investigated thoroughly and dealt with promptly, and we shall provide appropriate support for pupils when necessary. If the code of conduct has been breached, the school has the authority to issue sanctions as deemed appropriate, and we do not seek permission from parents and carers to do so.

Our behaviour policy on the website provides more information about how we manage behaviour.

Our Code of Conduct is an important guide to all pupils and is found in the pupil planner and in every classroom.

Rewards

Pupils thrive on positive praise, encouragement and recognition for their hard work and efforts. Staff praise and reward pupils regularly on an informal basis, for example, verbally, a written comment or a telephone call home. There are also opportunities for pupils to be rewarded on

more formal occasions, such as in assemblies, by the school leaders and the Headteacher, or at an Awards Evening. Systems for developing rewards are developed through consultation

with staff and pupils. Pupils are issued with a Behaviour for Learning (BfL) grade every lesson. This ranges from a 1 (outstanding) to a 4 (serious concern). Pupils who consistently achieve high standards of effort, progress, behaviour, attendance, and punctuality are rewarded weekly in a Star of the Week reward assembly and half termly in an Achievement Assembly. In addition, all staff send Praise Postcards on a weekly basis to pupils who have excelled in different aspects of school life. All pupils are provided with Achievement Portfolios where they keep their certificates and school reports, building up a record of achievement from Year 7 to Year 11.

Sanctions

We have a number of different sanctions including detention, removal from lesson, internal suspension, community work and exclusion (fixed term or permanent).

Parental consent is not required for sanctions. Staff will consider whether a sanction after school is reasonable on the grounds that it does not compromise the safety of the pupil or any caring responsibilities s/he may have outside school, or whether suitable travel arrangements can be made (not whether it is inconvenient for the parent / carer).

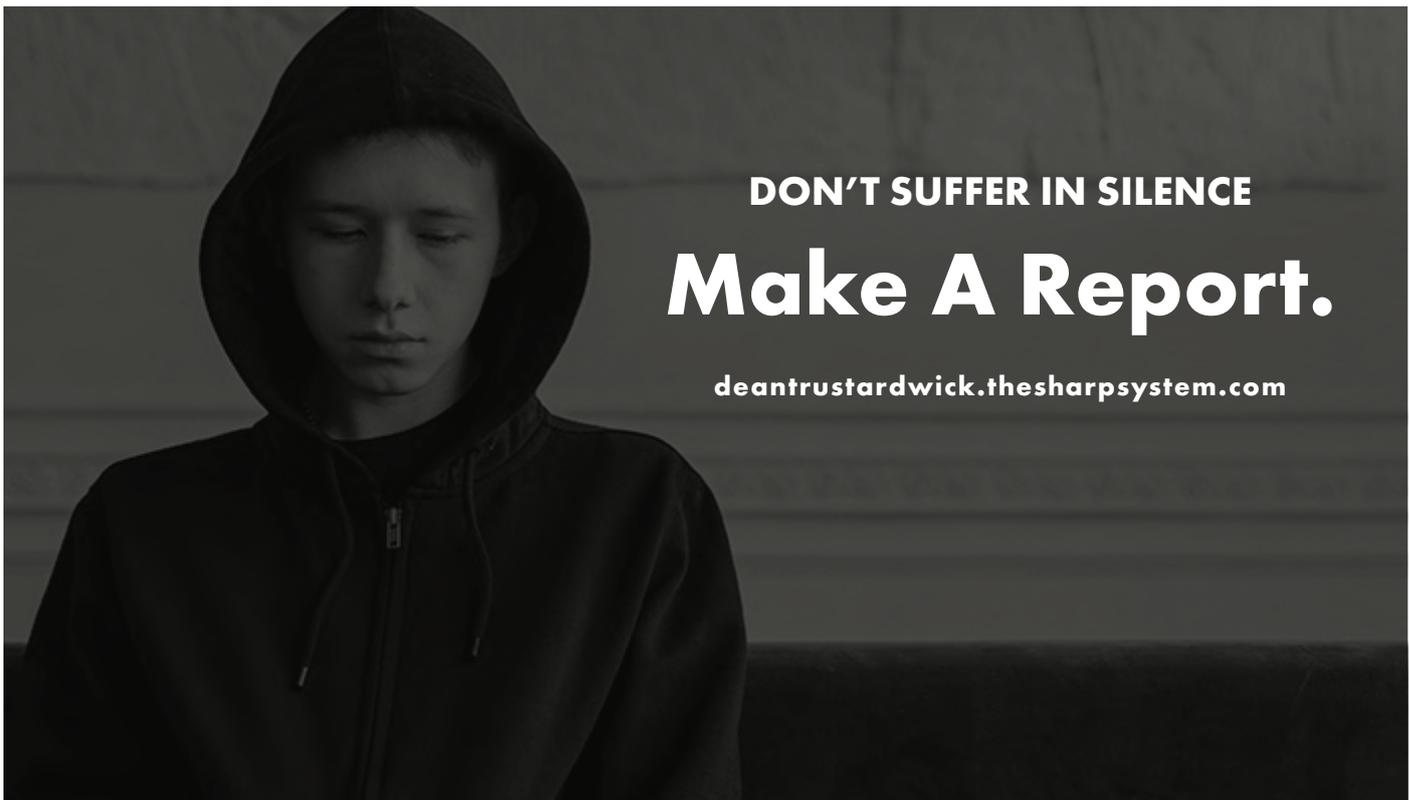
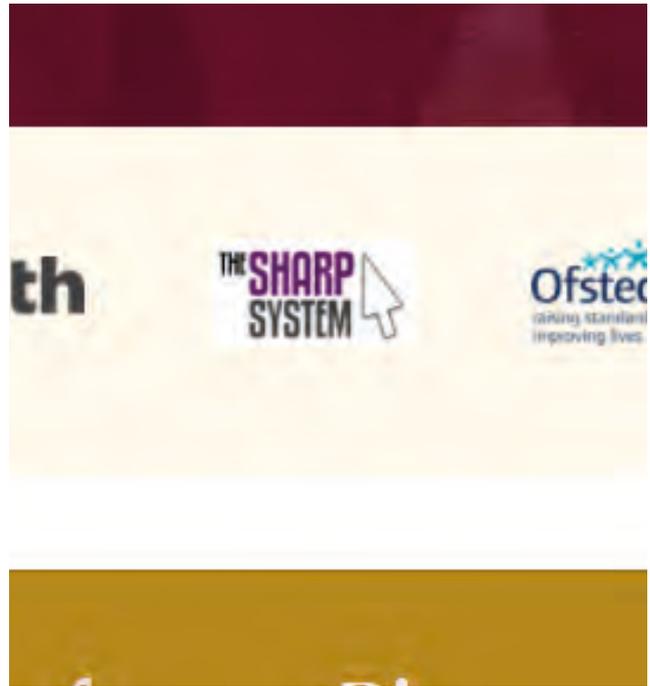
Please note: A serious view is taken of any anti-social behaviour beyond the school gate and sanctions will apply. Your child is expected to remain on the school premises at all times.

Please refer to our behaviour policy:

www.deantrustardwick.co.uk/governance/policies

Bullying is a deliberate attempt, often repeated, to hurt or humiliate someone (or a group) either physically, verbally, or emotionally. Bullying can be aimed at others, based on their race, gender, religion, sexuality or what is believed to be a

At Dean Trust Ardwick we have a zero-tolerance approach to bullying and treat such matters seriously. We work with all to ensure that any reports are acted upon swiftly to ensure our pupils feel safe and happy in school. We encourage pupils to tell an adult if they feel bullied and to report any incidents of bullying that they witness immediately. We provide many opportunities for pupils to report any bullying including directly to a teacher, through the pupil leadership team, using the drop boxes in the library and by using the school SHARP system.



THIS IS A CONFIDENTIAL WAY TO STOP YOU, A FRIEND OR SOMEONE YOU HAVE SEEN SUFFERING.



DEAN TRUST Ardwick





The Pupil Premium is additional grant funding. It is allocated to schools to support children from low-income families, children who are in Local Authority care, children adopted from Local Authority care and children with parent(s) in the Armed Forces. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning, and positive behaviour in order to increase pupil progress.

At Dean Trust Ardwick we target additional support strategies to enable every pupil, however financially disadvantaged, to:

- Improve their levels of progress and attainment
- Close attainment gaps relative to school averages
- Have full access to the curriculum
- Access extra-curricular provision
- You can read on our website about how we have spent Pupil Premium Funding in the last academic year, together with its impact, and our plans for spending in the next academic year.

Transport

Travelling to and from school

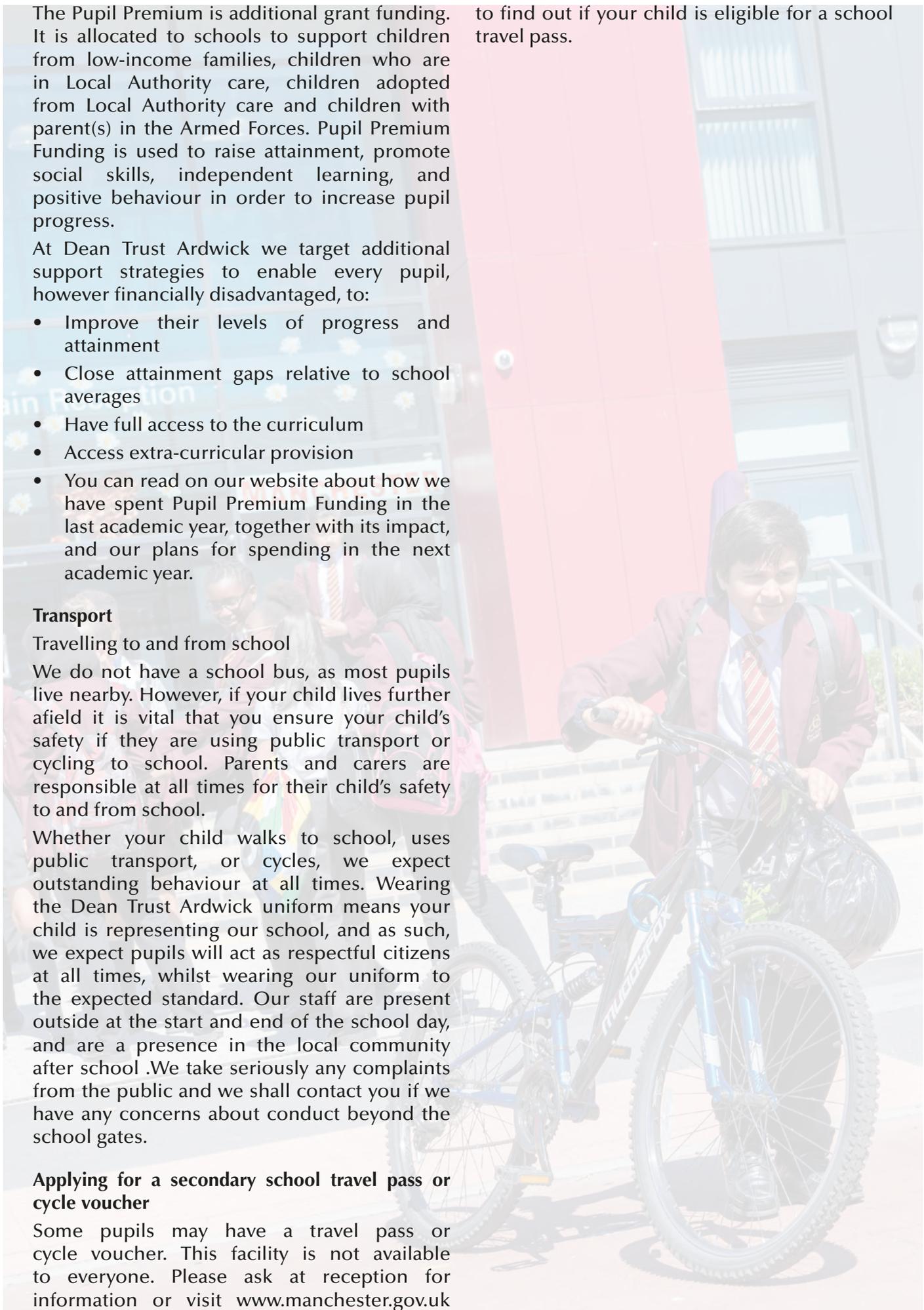
We do not have a school bus, as most pupils live nearby. However, if your child lives further afield it is vital that you ensure your child's safety if they are using public transport or cycling to school. Parents and carers are responsible at all times for their child's safety to and from school.

Whether your child walks to school, uses public transport, or cycles, we expect outstanding behaviour at all times. Wearing the Dean Trust Ardwick uniform means your child is representing our school, and as such, we expect pupils will act as respectful citizens at all times, whilst wearing our uniform to the expected standard. Our staff are present outside at the start and end of the school day, and are a presence in the local community after school. We take seriously any complaints from the public and we shall contact you if we have any concerns about conduct beyond the school gates.

Applying for a secondary school travel pass or cycle voucher

Some pupils may have a travel pass or cycle voucher. This facility is not available to everyone. Please ask at reception for information or visit www.manchester.gov.uk

to find out if your child is eligible for a school travel pass.



Dining Hall

Breaks and lunchtimes are important parts of the school day. They are opportunities for pupils to socialise with each other in our dining hall, choose a snack or meal from a healthy menu selection, and take a short break from the rigour of lessons. We want pupils to have a dining experience where they can enjoy their food and drink in a relaxed atmosphere with friends. We have an extensive and varied menu and all food is either halal or vegetarian.

Biometric System

We use a biometric system, where parents and carers pay for food and drink online by using Parent Pay. We do not take cash. The system also enables parents to check what their children are eating. Please note, accounts must be regularly topped up as we cannot provide a meal if there is no money in the account. Upon admission to the school parents and carers will be asked to sign a form if they wish to use the biometric system.

Packed Lunches

Pupils are welcome to bring their own packed lunches. If so, they may eat a small bag of crisps, biscuit or piece of cake with their lunch (see Banned Food and Drink section).

Free School Meals

If your child is eligible for a free school meal, s/he will be provided with a free lunch meal worth £2.10 each day. However free school meals do not include break time snacks. If you think you may be eligible to claim for free school meals, then please contact our school office and we can give you a form.

Banned Food and Drink

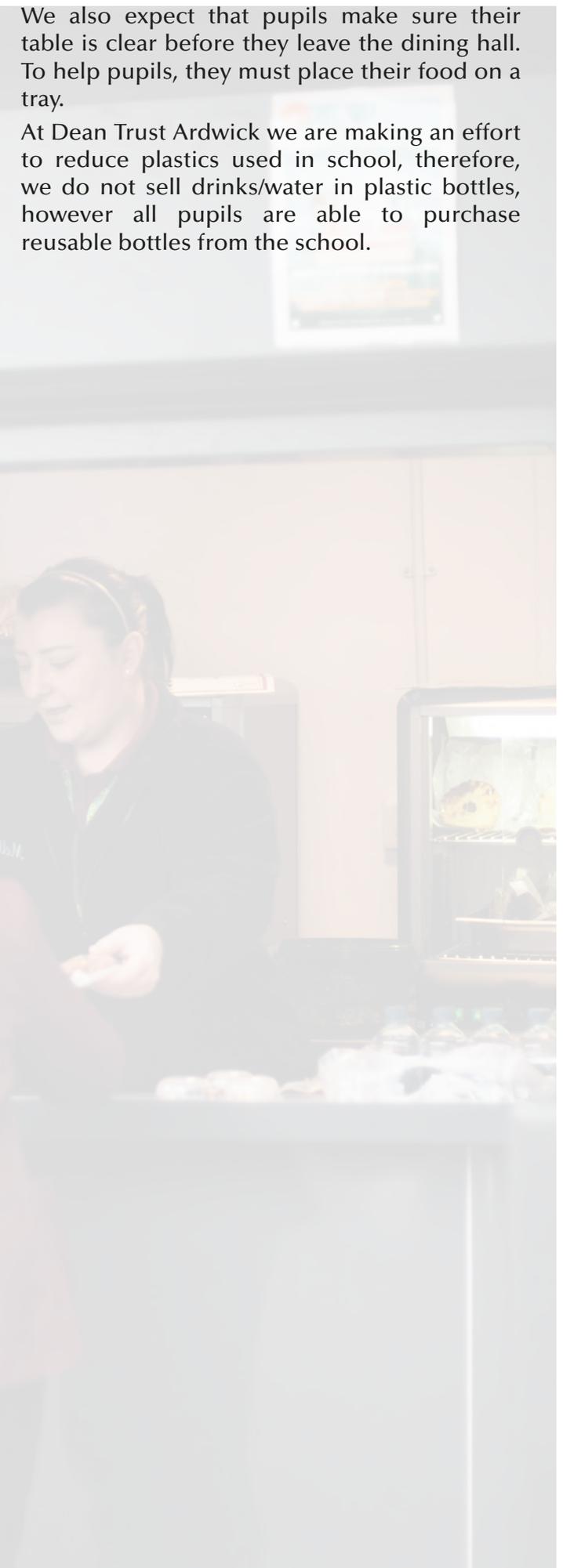
Please note that sweets, chocolate, crisps, chewing gum, any kind of fizzy drink or energy drink and all cans, are banned from school. If seen, they will be confiscated. We are working towards our Healthy Schools status and follow guidance from the Manchester Healthy School programme in which we participate.

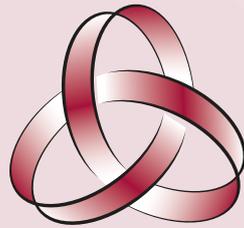
A Clean Environment

We are committed to keeping our school free of litter, therefore we expect pupils to pick up any litter after themselves, and if they see a piece of litter which they may not have dropped, to pick it up. Staff do the same. We expect pupils to show the same respect for their school as they would in their own home.

We also expect that pupils make sure their table is clear before they leave the dining hall. To help pupils, they must place their food on a tray.

At Dean Trust Ardwick we are making an effort to reduce plastics used in school, therefore, we do not sell drinks/water in plastic bottles, however all pupils are able to purchase reusable bottles from the school.





DEAN TRUST
Ardwick

Parent and Carers' Handbook 2021-2022

Believe • Achieve • Succeed

345 Stockport Road
Manchester
M13 0LF

tel: (0161) 972 2988
e-mail: admin@deantrustardwick.co.uk