

Prospectus

AIMS of the school

Our fundamental aim is simple: to provide for our students an education that is second to none.

More specifically, we seek:

1. To raise achievement within a framework of positive behavior and relationships.
2. To ensure that our school is a happy place to learn.
3. To ensure equality of opportunity for all.
4. To challenge all pupils through lessons and the wider curriculum.
5. To work in ways which will enhance character, the self-respect and confidence of young people and encourage them to take responsibility for themselves and their activities throughout the whole of their lives.
6. To establish a partnership between the school and the community it serves and to develop understanding of and involvement with the wider community, taking into account international, national and regional factors.
7. To develop with pupils the resilience and the skills necessary to respond effectively to change.
8. To encourage everyone to make a positive contribution to school life.

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ABOUT BRIGHOUSE HIGH SCHOOL

School Details

Main School (Years 7–11)

Finkil Street, Hove Edge, Brighouse HD6 2NY. Tel: 01484 710408 Fax: 01484 400638

Headteacher: Mr R Horsfield BA (Hons) LLB

Deputy Heads: Ms F J Wardle
Mr S Brass

Chair of Governors: Mr B Robson



Sixth Form College (Years 12 & 13)

Halifax Road, Brighouse HD6 1AY.

Brighouse High School is a larger than average comprehensive school with 1395 pupils including approx 343 in the 6th form. The school operates on a split site with 11-16 year olds being based on the Finkil Street site.

School Governors

The school has a Governing Body consisting of fourteen members, six of whom are parent governors. The elected parent governors serve for four years.

All parents with children in the school are entitled to vote and will be notified of these elections. Subsequently they will be informed of the names of the elected parents.

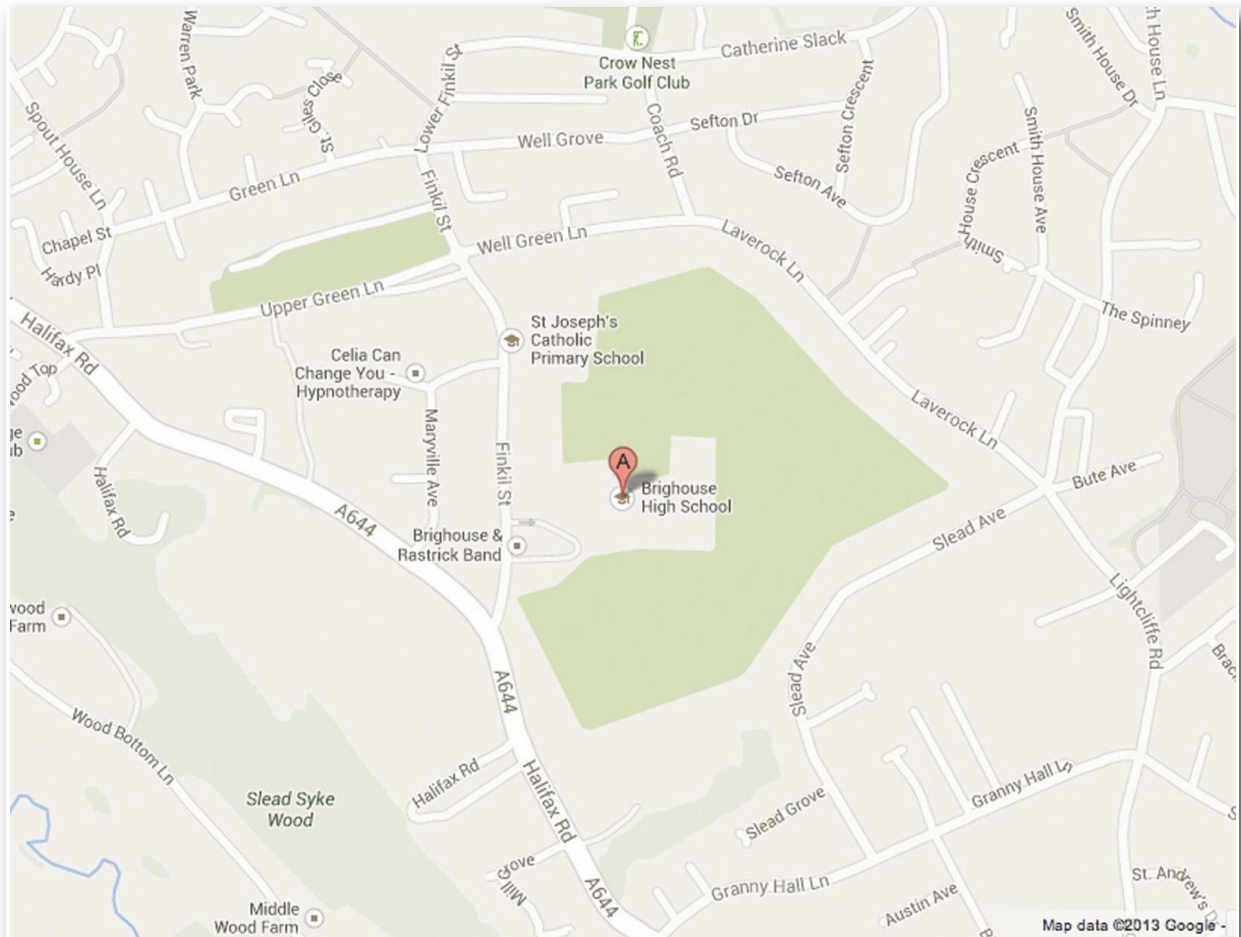
Any parent may raise a matter with the Governing Body, either through contacting one of the parent members or by addressing correspondence to:

Ms P Helyar, Clerk to the Governors, Brighouse High School, Brighouse HD6 2NY.



Where to find us

Brighouse High School is easily reached from Brighouse Town Centre and Hipperholme. A large number of pupils come to us from well beyond our immediate area.



Headteachers Welcome

Headteacher: Mr R Horsfield

Dear Parents

Choosing a high school for your child can be a difficult decision. The aim of our prospectus is to provide valuable information which is to help you in this decision making process. The next five to seven years are very important ones; a pupil enters a school as a child and leaves as a young adult, so what happens during this time can considerably influence the kind of adult he or she turns out to be. At Brighouse High School we take our role in that process most seriously.



Our overarching aim as a school is to ensure every child achieves at their highest level and does so in a positive learning environment. We aim to ensure that our pupils are happy by establishing a friendly but firm atmosphere in the school, so that all of our pupils know what is expected in terms of work and behaviour; by keeping pupils challenged and purposefully occupied in their school work, and also by providing a range of wider opportunities, we work together to ensure each individual achieves. We ensure we build success by finding out what each pupil can do, by setting high standards and by encouraging pupils to develop the full natural talents, abilities and skills they possess.

We recognise that the transition to secondary school can be difficult. Young people sometime struggle to come to terms with their own growing maturity and the sometimes conflicting pressures upon them from home, school, friends and the world around them. It is vitally important that during these years, that home and school work closely together to give our young people the best possible foundation for adult life. That is why we operate an 'open door' policy and encourage all parents to talk to us if there is anything that is worrying them. Our strength lies in our partnerships which we work hard to build with home and our community. Under normal circumstances, you would always be welcomed in school and I hope to be meeting you at Parents Evenings, Social Events and Celebrations in the not too distant future. I am sure that you will find the answers to your questions in this prospectus but if you have any further questions at this time then please contact the school reception.

Yours sincerely

R Horsfield

Welcome to Brighouse High School

Headteacher: Mr Horsfield

Dear Pupil

I am sure that reading this prospectus will help you to get an insight into life at Brighouse High School.

Brighouse High is a large high school with over 1400 pupils but we work very hard to ensure that every single one of our pupils is known to us and valued. We work together, but we work with you all as individuals with different strengths and talents.

We want our pupils to work hard, to aim high and always to make a positive contribution. In return our staff work hard to deliver lessons that are challenging and enjoyable and to make sure that the school is an excellent place to learn at the heart of the Brighouse community.

We want all of our pupils to be proud to wear the uniform of Brighouse High School and feel part of the Brighouse High team. I am sure you will.

Yours sincerely

R Horsfield



The School Day

Timing of the School Day

08.45 - 3.10

Tutorial/Assembly	08.45
Lesson 1	09.05
Lesson 2	10.05
Break	11.05
Lesson 3	11.25
Lesson 4	12.25
Lunch	1.25-2.10
Lesson 5	2.10

Automatic bells signal the **start** and **end** of each session.

Time of Arrival at School

We are legally responsible to supply supervision from 8.45am and discourage pupils from being on site before this time. We do appreciate, however, that those using paid transport or school buses may arrive earlier.

Some staff presence is available by 8.30am, and we ask that pupils do not arrive before that time if possible. A breakfast club operates from 8.15am in the school canteen.

Premises

Finkel Street

We offer excellent facilities, especially in the following areas:

Design Technology A complete suite of workshops including specialist food technology, textile and product design workshops.

Art 3 studios.

Music 2 large rooms plus practice facilities.

Drama 2 studios with staging and large hall/auditorium.

Library/Enterprise and Learning Resource Centre
Careers Suite

Computing 5 purpose built facilities and school-wide network.

Sports Hall and Gym, purpose built for 'dual' use (school and community fitness suite). The main gym has a climbing wall.

Extensive Playing Fields

Science Laboratories 7 laboratories, all classrooms are equipped with interactive whiteboards/digital projectors.

Subject Suites Mainstream subjects have their own specialist zones within the school.

Halifax Road 6th Form College

Science 2 science laboratories.

Drama A large drama studio and performance space.

ICT 8 classrooms are equipped with personal computers and lap tops are available for independent study.

Library and Resource Centre A dedicated 6th form library and ICT suite is available to 6th form students.

Our entry requirements

Brighouse High is an 11-18 academy. There are always more statements of preference for places, than places available.

Our admission procedure is as follows:

Admission to Brighouse High School September 2021.

Pupils will be admitted without reference to ability or aptitude. The number of intended admissions for the year commencing September 2021 will be 210.

Where applications for admission exceed the number of places available, the following criteria will be applied in the order set out below, to decide which children will be offered places

1. Pupils in public care.
2. Those children who attend the primary schools of St John's CE (VA) Primary (Clifton), St Andrew's CE (VA) Junior, St Chad's CE (VA) Primary and Withinfields Primary.
3. Those children who have a brother or sister attending the school at the time of their admission and residing at the same address.
4. The child(ren) of staff teaching at the School. "Staff" for this purpose are defined as anyone employed by the School who has a permanent contract with the School at the time the application for admission for their child(ren) is under consideration.
5. Children will then be admitted in the order of the proximity of the child's home address to the school. Proximity will be determined by a measured straight line on a map by an electronic Geographical Information System (GIS), from the front entrance of the school at Finkil Street, Brighouse.

General

The school will agree any changes to its admissions arrangements with the Secretary of State for Education. It will establish arrangements for appeals against non-admission which will include an independent element. Details of admissions and appeals arrangements will be published each year. Parents who are unsuccessful in their application for Brighouse High School for their child, have a right of appeal. Only one appeal per academic year will be held unless there has been significant and material changes in the circumstances of the parent, child or school relevant to a further application.

The choice of school is important and needs time and care. If there are questions which you would like to put to us, simply telephone the school and ask to speak to one of the members of the Senior Staff who will be willing to help you.

A formal Open Evening is arranged in October, providing an opportunity for prospective parents to speak to staff and pupils; see the wide range of facilities we offer and look at samples of pupils' work. Visitors are also welcome to see us on a normal working day. If you would like to visit the school, and possibly bring your son or daughter with you, just telephone for an appointment. We will be pleased to see and show you a school of which we are proud.

All pupils who receive a place at Brighouse High will be able to visit us in the Summer Term before they begin. There is also a meeting in June for all new parents.

Teaching Staff

Deborah Ainley	Mathematics
Lorna Aitken	Technology / Business Studies / Head of Information, Advice & Guidance (IAG) / CPD
Ruth Anderton	Head of Year 12 / Modern Foreign Languages
Dan Archer	Second in Science
Charlotte Aspinall	English
Gareth Bates	SEND/SEMH
David Bell	Head of Year 13 / Law & Politics
Jo Bentley	Teaching & Learning Co-ordinator in Mathematics (KS5)
Steven Bishop	Assistant Headteacher / Director of Outdoor Learning & Challenge / PE
Alexis Booth	Textiles / Food Technology
Simon Brass	Deputy Headteacher / Modern Foreign Languages
Emma Bray	Business Studies
Levi Breakwell	History / Assistant Head of Year 8
Jenny Brear	English
Janet Brierley	Assistant Headteacher / ITT Co-ordinator / ICT
Anne-Marie Brooke	Head of Art and Design/Display Manager
Nancy Budler	Religious Studies
Jayne Burton	Food Technology
Alexandra Coe	Mathematics
Ashleigh Colligan	Religious Studies
Natalie Cooper	Geography
Nicole Craig	Temporary Co-Head of Geography
Owain Davies	Co-Head of Geography
Sarah Eagleton	Business Studies
Tom Earley	Textiles
Fergus Edwards	Second in Technology Department
Jenny Edwards	English
Tom Firth	Politics
Victoria Firth	Raising Achievement Co-ordinator in Science
Neil Fitzjohn	PE / Inclusion
Lyndon Gallagher	Lead teacher in charge of coaching/Lead Professional in Teaching & Learning
John Garratt	Science (6 th Form)
Edward Geall	Head of Technology
Danielle Hanner	English
Jill Hardcastle	Design Technology
Christina Harfield	Co-ordinator of Special Educational Needs
Amy Harrison	Drama and Dance
Ellis Heptinstall	PE
Aimee Hill	Science
Gary Holden	ICT
Will Hopper	Psychology / Criminology
Caleb Hornsby	Music & Drama / Assistant Head of Year 7
Claire Horsfield	Assistant Headteacher / Acting SENDCo
Richard Horsfield	Headteacher
Natasha Hunter	Psychology / Sociology / Health & Social Care
Ruth James	English
Ben Kantola-Smith	Assistant Subject Leader – English / Head of Year 10
Ibrahim Khan	Mathematics
Hilary Kirk	Science
Caroline Lee	Assistant Headteacher / PE
Rob Leedham	Mathematics
Jacqueline Levy	Head of Health & Social Care
Angela Luck	Music
Thomas Lyne	Art & Photography
Catherine Makinson	English / Drama / Literacy & Library Co-ordinator
Carly Mann	Co-Head of Geography
Zed Maqsood	Co-Head of Mathematics
David Marriage	Science
Ryan McDonald	Mathematics
Daniel McGee	Art / Photography / Head of Year 11
Laura McGregor	Modern Foreign Languages / Assistant Head of Year 10
Andrew Morris	Geography/Head of Year 9/Associate Senior Leader – Personalisation & Learning
Sumayya Mulla	Mathematics
Caroline Naylor	Head of Social Sciences / PSHE
Laura Newman	History
Hannah O'Brien	Science
Jared O'Farrell	Science

Teaching Staff

Lindsey Oldfield	Business Studies Vocational Lead
Kate Oworm	Religious Studies
Tim Padmore	English
Neil Palmer	Mathematics/ Head of Year 7
Kelly Parr	Head of ICT/Computer Science/ Head of Business and Designated BTEC Quality Nominee
Sajeda Patel	Law
Emma Philipson	Art
Hazel Preece	English
Chris Quigley	Maths
Sophie Ripley	Science
Sarah Rodgers	Maths
David Rose	Co-Head of Mathematics
Nichola Rowley	English
Daniel Rule	Assistant Headteacher / Science
Sandip Samaddar	Head of Science
Jo Shingler	Modern Foreign Languages
Paul Shingler	Head of Modern Foreign Languages
Julian Simpson	Head of English
Richard Spencer	PE
Amy Spink	PE
Helen Thackray	English / Assistant Head of Year 11
Rebecca Venus	Head of Performing Arts
Ben Wainwright	Head of PE
Chris Wall	ICT
Nicola Wardingley	Business Studies
Frances Wardle	Associate Deputy Headteacher / History
Katharine White	Head of History
Paul Williams	Geography
Samantha Wood	Science / Assistant Head of Year 9
Waseem Yasin	English / Head of Year 7

Associate Staff

Linda Andre	Design Technology Technician	Zoe Jenkinson	SEN Administrator
Antonella Anselmi	Cover Supervisor / SEN Support	Abigail Jones	Receptionist / Clerical Assistant
Bronwen Atkinson	Laboratory Technician	Heather Keane	Kitchen Assistant
Lucy Barron	Inclusion Unit Co-ordinator	Hannah Kerwin	Art Technician
Rav Bassi	Cover Supervisor / SEN Support	Di Kirby	Cover Manager & Departmental Assistant - PE
Jo Brown	Kitchen Assistant	Paulina Lampka	Kitchen Assistant
Dawn Burgess	Additional Needs Technician /Senior MDS	Gillian Lister	6 th Form Admin Manager
Nicola Carthew	Finance Assistant	Andrew Lumb	Maintenance / Caretaker
Eileen Christensen	Kitchen Assistant	Synara Marsden	Additional Needs Technician
Alison Clark	First Aid / Clerical	Zoe McElhannan	Receptionist / Clerical Assistant
Laura Clegg	Mid-Day Supervisor	Jacqueline McGeady	Kitchen Assistant
George Colbeck	ICT Apprentice	Cath McLeod	Examinations & Data Assistant
Lindsay Croft	Director of Timetable & ICT Systems	Dale McMullan	Facilities Manager
Neil Crosland	Additional Needs Technician	Jo Mitchell	Mid-Day Supervisor
Julie Crossley	Kitchen Assistant	Farah Nazir	Vulnerable Pupils Support / ANT
James Dennison	Cover Supervisor / SEN Support	Katherine Newman	Kitchen Assistant
Les Dix	B & E Community Project Manager	Rebecca Oliver	Art Technician
Chris Domenech	Network Manager	Brione Ortmayer	Additional Needs Technician
Corie Drake	Cover Supervisor / SEN Support	Ann Pearson	Kitchen Assistant
Shirley Dyson	School Accountant	Scott Pickersgill	Mid-Day Supervisor
Rachel Edel	Kitchen Assistant	Maddie Poutney	SEN Administrator
Anne Field	Additional Needs Technician	Norah Puddicombe	Reprographics Technician / Clerical Assistant
Colin Fieldhouse	Senior Laboratory Technician	Kathleen Quinn	Kitchen Assistant
Rachel Gibson	Kitchen Assistant	Leanne Rawlings	Assistant Accountant
David Gill	Maintenance / Caretaker	Rachel Rimmer	Science Technician
Shaun Gough	Clerk of Works	Deborah Robinson	Mid-Day Supervisor / 6 th Form Cleaner
Sharon Graham	Cook-in-Charge (Mulberry Suite)	David Rose	Additional Needs Technician
Nicola Green	Student Services	Zahoor Sakharkar	DT Technician
Heidi Haigh	Clerical Assistant	Linda Sands	Clerical Assistant
Lindsey Halford	Deputy Cook in Charge	Adele Sharp	Day Cleaner/Maintenance
Betty Hall	Mid-Day Supervisor	Leanne Silverwood	Pastoral Administrator KS3
Joanne Hall	Additional Needs Technician	Rosemary Spencer	Additional Needs Technician
Martin Harris	Additional Needs Technician/Care Assistant	Mandy Sugden	Cleaner – Halifax Road
Sophie Harris	Mid-Day Supervisor	Katie Sunderland	Cover Supervisor / SEN Support
Yvonne Harris	Mid-Day Supervisor	Jade Taylor	Kitchen Assistant
Katie Hartley	Wellbeing & Safeguarding Pastoral Administrator	David Thorpe	Facilities Co-ordinator (6 th Form Site)
Ann Haslem	Wellbeing & Additional Needs Co-ordinator	Tracey Vento	Attendance Officer
Julie Hessel	Cleaner – Halifax Road	Claire Verity	Learning Support Manager
Jane Hill	Office Team Leader / First Aid	Kirstie Walters	Examinations Manager
Becky Holdsworth	Mid-Day Supervisor	Anthony Watmough	Maintenance / Caretaker – Live in
Bernadette Holleran	6 th Form Clerical Assistant	Billy Wells	ICT Apprentice
Sandra Hunter	Kitchen Assistant	Linda White	Finance Assistant
Abi Hutton	Pastoral Administrator KS3	Heather Whittington	Pastoral Administrator KS4
Kath Jackson	Headteacher's P.A. & Confidential Secretary	Jane Wilson	Catering Manager
Rizwan Javid	ICT Technician		

Curriculum

This word is used to describe **all** the learning that takes place in school.

What follows is an outline of Brighouse High School's curriculum. The Governors' Curriculum Policy Statement is also available on the school website for parents to see on request. The underlying intention is to provide a broad and balanced curriculum for all our pupils. Pupils follow the academic curriculum for 25 hours each week.

Key Stage 3 - Years 7, 8 & 9

Key Stage 4 - Years 10 & 11

Post 16 - Years 12 & 13

All pupils entering the school in Year 7 take a common curriculum of 25 periods, as shown here:

Foundation Subjects
RS, Drama, Music, Art, PSHE/Citizenship and ICT, French, History, Geography, Technology, PE
Core Curriculum
Maths, English, Science

In Year 10 & 11 pupils study Mathematics, English, Science, Physical Education, RS, ICT **plus** courses leading to **either** GCSE, BTEC **or** Certificate of Achievement.

Art	Health and Social Care
Business and Communication	History
Business Studies	ICT
Dance	Italian
Drama	Leisure Studies
Enterprise & Marketing	Modern Foreign Languages
Food Technology	Music
French	Photography
Geography	Physical Education
German	Textiles Technology

Organisation of Teaching Groups

When pupils arrive, they are placed in mixed ability form groups, often based upon primary school recommendations. Initially they are taught in these groups for most subjects but setting is gradually introduced so that they can be taught in ability groups which match their strengths and interests. All pupils are tested during their first half-term in the school, using the NFER Cognitive Abilities Test, which provides us with a baseline of information against which to monitor progress.

Key Stage 3 –	Year 7	Mixed ability teaching in form or smaller groups. Setting in Maths and English. A foundation timetable for targeted pupils with special educational needs.
	Years 8 & 9	Further setting e.g. Science.
Key Stage 4 –	Years 10 & 11	Setting accordance to subject studied and the level of entry.
Post-16	Years 12 & 13	No setting. Teaching is according to level of group e.g. A2, Applied A2, BTec, GCSE.

Subject Outlines

The Literary and Media Hub

At Brighouse, 'Literacy and Media Hub', we believe that improving pupils' literacy skills is vital if we are to raise their aspirations and achievements. Encouraging pupils to read for pleasure is just one of the strands of literacy that the school has used to promote developments in this area.

The library is a busy, exciting place to be in. It is a resource that subject teachers can and do want to use. It makes use of traditional books and electronic media to captivate pupils' interests. Whole-school initiatives such as reading schemes and book boxes have been used successfully to establish good reading habits.

Reading and the library: 'Reading is to the mind what exercise is to the body'.

Mrs Makinson, the school's librarian has a passion for reading and for encouraging young people and adults to read. The library has a vibrant atmosphere, with wall displays and promotional posters and live news feeds. The librarian coordinates a wide range of enrichment activities. World Book Day is celebrated for a week. This year, we celebrated with a Harry Potter evening, a Roald Dahl day and RSC Shakespeare live. A history cross curricular day focused on WW1 and literature about 'Life in Wartime'. This year we plan to write our own book for young people based on their experience in Wartime.

Pupils of different ages and abilities take part in the activities on offer in the library. We have a variety of book groups to suit different readers. One Year 8 pupil described the impact of taking part in shadowing the Carnegie book award: 'I really enjoy our book group. Now, after reading different types of books as part of the Carnegie group, I have started to enjoy books in the detective genre.'

Across the year, the library runs themed sessions on national events; these involve different subject areas and are given a literary flavour. They include World Cup numeracy challenges, National Poetry Day, National Storytelling Week, and Chess in the LMH. We have launched 'Live' theatre and will continue this in 2020.

The recent refurbished computer network gives us even more technology and essential resources in the Hub. Students are encouraged to watch the notice boards for exciting new ventures and competitions. Each Year group will have the opportunity to use the library space exclusively, during the term on Thursday lunchtimes.

C Makinson – Literacy and Library Co-ordinator

English

English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects. At the age of eleven all pupils will have acquired some skill in using the basic elements of English. Our aim is to develop their confidence, imagination and skills in the three main components of reading, writing and spoken communication.

The curriculum will provide opportunities for pupils to compose and comprehend the English Language in a wide variety of forms, utilising both non-fiction and fiction texts across an array of genres and time periods.

Pupils are taught in sets throughout Key Stages 3 and 4 and the sets are monitored carefully and reviewed as necessary; this enables all pupils to reach their potential through a variety of teaching and learning styles.

Teaching at Key Stage 3 is centred around the National Curriculum whilst being mindful of future demands in the subject.

At Key Stage 4, pupils work towards the EDUQAS English Language and English Literature 9-1 GCSE qualifications.

Students in our Sixth Form College are offered courses in A level English Literature, English Language and Media Studies. There may also be the opportunity to resit GCSE English Language.

Homework is seen as an essential element of the teaching and learning at all key stages and will be set each week.

J Simpson

Subject Outlines

Mathematics

Pupils entering Brighouse High School are taught in their form groups. During this time, they are baseline tested and these scores alongside KS2 results are used to place the pupils in sets.

All pupils are encouraged to reach their potential whilst meeting a wide variety of mathematical concepts. Teaching and learning styles vary according to the topic being taught. Staff encourage pupils to discuss their work both in timetabled lessons and also at break and at lunchtime. There are always staff available at break and lunch for assistance.

At Key Stage 3, pupils cover topics in depth to promote mastery and understanding so that they are "GCSE ready". They are tested formally at various stages of the year in order to monitor progress. Pupils are encouraged to start taking responsibility in identifying their own strengths and weaknesses so that revision can be focused on the areas most needed - a skill necessary to take through to Key Stage 4. In Key Stage 4, all students work towards a GCSE in Mathematics. The tier of entry will be dependent on ability.

Students in Years 12 and 13 are able to study Mathematics and Further Mathematics at A Level, using a combination of Core Maths, Mechanics, Statistics and Decision Maths. There is also the opportunity for students to resit GCSE mathematics in order to achieve a higher grade.

Homework is an essential component of the courses in all years, and all pupils will receive appropriate tasks.

Z Maqsood / D Rose

Geography

The aim of the department is for our pupils to think, know, apply and to study like a geographer. Many of the topics we teach across Key Stage 3 are either topical, such as conflict in Africa, or are traditional geographical topics such as tectonics, rivers and map skills. Geography is a popular subject at GCSE; pupils study the AQA syllabus and are taught ecosystems, tropical rainforest, hot deserts, hazards, coasts, rivers, urban environments, the economic world, and resource management.

Throughout Key Stages 3 and 4 pupils are continually assessed through enquiry, presentation and extended writing based around the key objectives of knowledge, concepts, interpretation and geographical skills. At A-level pupils study a relatively new topic titled changing places, but also study more traditional topics such as tectonics, urban environments, carbon/water cycles, coasts, globalisation and global governance. There are also plenty of opportunities for field work. The Deep in Hull, Flamborough Head, Salford Quays, Morcambe and the Yorkshire Wildlife Park have all been recent field work locations. At A level pupils have the opportunity to visit a field studies centre at Castle Head in Cumbria to study changing places and coasts. The geography department is a very committed team, working with pupils to reach their potential within the subject. We hope to inspire our pupils to have a curiosity and fascination about the world and its peoples that will remain with them for the rest of their lives.

O Davies & N Craig

History

History is a popular and enjoyable subject at Brighouse High School. In Years 7 and 8 pupils study British History from 1066 to 1900. In Year 9 they learn about the key events of the twentieth century. Lessons are taught in such a way to develop important skills in communication, team work and investigation. Pupils are taught to form their own opinions on why important events in the past happened, eg to what extent was the outbreak of WWII the fault of Britain?

Many students continue their study of history into KS4 and KS5. GCSE History is made up of 4 units: Crime and Punishment in Britain c1000 - present with a study of Whitechapel c1870 - 1900 crime and policing, Anglo-Saxon and Norman England c1060 - 1088, Superpower Relations and the Cold War 1941 - 1991 and Weimar and Nazi Germany 1918 - 1939. The course is linear which means that the students are examined at the end of Year 11. History is an extremely popular A Level choice. We offer A Level courses in both Modern and Medieval History.

Subject Outlines

The History department is always proud of its examination results. Last year's A Level results were rated as outstanding.

There are also opportunities for historical visits - we go to the World War One Battlefields in Year 9 and to Berlin to support our GCSE students in Year 10.

The History department is committed to making sure that all the pupils we teach receive the highest standard of teaching. We want all pupils to enjoy History as much as we do and gain an appreciation of why History is such an important and fascinating subject.

K White

Business Studies

Our aim is to develop in students a critical understanding of business and the economy at local, national and international level. We also develop the skills of evaluating evidence and presenting conclusions to business problems. All our courses are mixed ability and are very popular at Key Stage 4 and 5.

Year 10 and 11 students have the option to study either GCSE Business or a Level 2 OCR qualification in Enterprise & Marketing. Through practical activities, students learn the fundamental business concepts to make informed business decisions, and develop their enterprise skills so they are able to think commercially and creatively.

In Years 12 and 13 we offer both A Level Business and a Level 3 OCR Business qualification. These courses develop a critical understanding of organisations and how they meet society's needs and wants. They also aim to develop students' ability to generate enterprising and creative solutions to business opportunities, problems and issues.

We have a young and dynamic department that is committed to inspiring our students and delivering high quality teaching.

K Parr

Modern Languages

Learning to speak a foreign language is useful to all of us, and more and more businesses in Britain are now aware of the need to be able to communicate with potential customers in languages other than English. Did you know that 75% of the world speak no English at all?

All pupils learn French from Year 7 for three years in mixed-ability groups, after which the study of a language in Key Stage 4 is optional, but strongly recommended for most pupils. Year 10 students can choose to continue with a Modern Foreign Language to GCSE. The importance of MFL has been given extra impetus as it has been included as one of the 5 'E-Bacc' subjects at GCSE.

As well as giving pupils a solid grounding in relevant vocabulary and grammar, they also learn about various cultural aspects to do with the different countries throughout the world where the foreign language which they are learning is spoken. We want languages to be fun and work is done in pairs, groups and as a class using games, ICT, interactive white boards and written activities. Homework is set once a week from Year 7 upwards and is marked regularly using clear criteria that are shared with the pupils so that they can see their progress and how to improve further.

We try to encourage pupils to go to France and other European countries and each year we organise a variety of Study Visits which are always extremely popular. Pupils also have the opportunity to participate in a German Exchange Visit with our partner school in Lüdenscheid.

Pupils who show an excellent aptitude and attitude towards learning French may get the opportunity to study a second language at GCSE. French is also offered to Advanced Level.

P Shingler

Subject Outlines

Creative Arts

To meet the challenges of the reformed GCSE qualifications as students move towards Key Stage 4, and provide a broad and balanced curriculum offer, we are asking students in Year 8 to select two of six option choices from the creative curriculum to study in Year 9. We asked the teachers of those creative subjects to develop exciting and engaging courses for Year 9 and they have certainly risen to the challenge.

This development enables students to specialise in areas of creative arts and technology, areas that they are more interested in pursuing and means they have more curriculum time on those subjects too.

Design and Technology

In Year 9, as part of the pre-options process, students have the opportunity to specialise in visual arts with more curriculum time committed to the subject in the important year leading up to GCSE options.

In Design Technology we aim to offer a broad base of experience for all pupils in Key Stage 3, reflecting the many facets of technological influences on our lives.

All pupils will become either designers, manufacturers or consumers and the range of experiences offered at Key Stage 3 allows pupils to develop a comprehensive awareness of how technology influences society.

At Key Stage 3 pupils work through a series of practical projects, which introduces them to a wide range of technological processes, using the different mediums of Food, Textiles, Resistant Materials, Graphic Products and ICT.

GCSE Food Preparation and Nutrition

The course is a creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics;

- Food nutrition and health
- Food science

- Food safety
- Food choice
- Food provenance

GCSE Design and Technology

Students will gain awareness and learn from wider influences in Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The types are:

1. Core technical principles
2. Specialist technical principles
3. Designing and making principles.

GCSE Art Textiles

The course is a creative course focusing on the design of products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Students will get the opportunities through the two components to work in one or more area(s) of textile design, such as:

art textiles

fashion design and illustration

costume design

constructed textiles

printed and dyed textiles

surface pattern

stitched and/or embellished textiles

soft furnishings and/or textiles for interiors

digital textiles

installed textiles.

They may explore overlapping areas and combinations of areas.

Technical Award - Graphic Design

This is a practical qualification with a focus on developing practical design and layout skills.

Learners will have the opportunity to use traditional skills, such as drawing and sketching in 2D and 3D and also modern technologies, including Computer Aided Design.

The main focus on the course will be on the creation and promotion of products.

E Geall

Science

The aim of the Science Department is to nurture pupils' love of science so that they become successful learners with a thirst to know more. We want pupils to leave us with a clear understanding of how science explains the world around them and the scientific literacy required to engage with the many scientific developments and issues they will encounter in later life.

All pupils study Science at Key Stage 3 and Key Stage 4. In Yr7 pupils are taught in forms and from Yr8 an element of setting is introduced. At Key Stage 3 all pupils follow the national curriculum for science based on the AQA specification, covering aspects of Chemistry, Physics and Biology.

At Key Stage 4 we offer three AQA science courses to suit a range of interests and abilities in science. Most pupils will study Combined Science. They will cover units in Biology, Chemistry and Physics and will be awarded the equivalent of two GCSEs. Those pupils who have a particular interest in science can opt to study Triple Science; they will study each science separately and will be awarded a separate GCSE in each. A small number of students will complete the Entry level Certificate alongside the Combined Science GCSE. This qualification is designed to support students who may find the style of assessment in GCSE exams particularly demanding.

At Key Stage 5, we offer A levels in Biology, Chemistry and Physics, and a Level 3 Extended Certificate in Applied Science. Each course is taught by subject specialists in specialist laboratories at our 6th Form site.

Science is an important part of the core curriculum. It will help to prepare students for a successful future work or education, by developing their scientific knowledge, in addition to many transferrable skills. In many cases it will enable students to go on to study science at a higher level. In addition to our work in the classroom, we also offer a number of extra-curricular opportunities; these include clubs, lunchtime events and trips to scientific places of interest.

S Samaddar

Music

Students study music in their tutor groups in Year 7 and 8 and are then able to opt to focus on a particular arts subject in Year 9. students also

choose to study a musical instrument visiting peripatetic staff from Calderdale Music Trust and get involved with extra-curricular activities.

Lessons are creatively based and form a foundation course for Music at GCSE and A level for those students who select further study at Key Stage 4 and Key Stage 5.

Music can be a life-long interest, and this is what the department seeks to encourage.

The school has a choir, string ensemble, wind band (Brighouse High School Band), keyboard club and guitar ensemble as well as various smaller groups and pop bands that rehearse at lunchtime and after school.

Students are encouraged to take part in these, which perform regularly at events both in school, and in the community. We have visits from performing bands and artists, and students take part in events such as the Music for Youth Festival and Battle of the Bands competition.

Our visiting peripatetic staff provide tuition in: strings, woodwind, guitar, percussion and drum kit, brass, voice, piano and keyboard. They also help to run some of the extra-curricular activities.

R Venus

Drama

Drama is taught to students in Year 7 on a rotation system with technology and they then have a full hour as a tutor group in Year 8. In Year 9 students are able to opt to focus on a particular arts subject which will provide them with two hours of lessons a week.

Drama should develop self-confidence, articulacy, the ability to listen and a willingness to work co-operatively in small and large groups.

GCSE Drama is an option for pupils in Years 10 and 11 along with BTEC level 2 Dance. GCE Drama and Theatre Studies is an option at the Sixth Form as part of the C6 collaboration.

There are regular school productions in both lower and upper schools as well as drama showcases, curriculum performances and extra-curricular activities.

R Venus

Art & Design

Art & Design is one of the creative subjects pupils study in Year 7 and 8.

Creativity is an important part of the curriculum and in Art we cover a broad range of projects developing skills, knowledge and understanding in art & design.

There is opportunity to develop skills in a range of practical arts such as drawing, painting, printing, ceramics, sculpture, graphics etc and to develop skills in research, investigation, and experimentation in both visual and written formats. The relevance of other art, different cultures, moral or social issues etc. are also part of the course.

In Year 9, as part of the pre-options process, students have the opportunity to specialise in fine art with more curriculum time committed to the subject in the important year leading up to GCSE options. Beyond Year 9 pupils have the opportunity to study GCSE Fine Art and at this level we also offer GCSE Photography.

At the Sixth Form pupils can continue to study 'A' level Art and Photography. In addition, Art Textiles is also offered at 'A' level.

A M Brooke

Religious Studies

We consider RS to be an important subject in a broad and balanced curriculum which promotes the "spiritual, moral, cultural and mental development of pupils." All pupils have one lesson (2 lessons in Year 9) of RS per week in both Key Stage 3 and Key Stage 4. Every pupil will follow a GCSE course which involves two examinations at the end of Year 11. The subject is also offered at A level.

Our primary aim is to enable pupils to understand the nature of religious beliefs and practices, and the importance and influence of these in the lives of believers. To this end, a multi-faith syllabus is followed in the first two years and is designed to take into account the needs of the pupils from a variety of religious backgrounds, or, no religious background at all. Conversion to any one faith is not the role of education, instead we seek to create an environment in which pupils learn to appreciate the faith and practices of others and are challenged to examine their own beliefs and values.

GCSE study begins in Year 9 and the course is grounded in moral and ethical questions, alongside an in depth understanding of two religions - Christianity and Islam.

Homework is set on a regular and appropriate basis: progress is assessed at the end of each unit by written test. During Key Stages 3, 4 and 5, pupils will learn about various religions and will learn from them by considering various moral questions of a global nature.

N Budler

Religious Matters

The Education Reform Act requires all schools to arrange a daily act of collective worship for all pupils. Parents may of course withdraw their children from this, or from RE lessons, on written request. A full year assembly is held once per week in the main Hall and a thought for the week provides a focus for daily spiritual reflection.

ICT

Key Stage 3

All pupils study ICT at Key Stage 3 where we cover a comprehensive range of topic areas. The ICT curriculum builds on the teaching at Key Stage 2 and covers three main strands:

1. Digital Literacy
2. ICT
3. Computer Science

Each half term, throughout Key Stage 3, students complete a new ICT project covering the three main strands mentioned above. Within these units we have placed an emphasis on developing transferrable ICT knowledge, understanding and skills. During Year 9 many students will start to complete work towards their Level 2 BTEC qualification in Creative Media Production.

Key Stage 4

In Year 10 pupils study the BTEC Tech Award in Creative Media Production, this is equivalent to one GCSE. During this qualification, students will study two coursework units and complete an external controlled assessment exam. Students will investigate a range of different media products including the production techniques used to create the products. Students will then create a media

Subject Outlines

product where they must also show they can design, create, test and evaluate the media product for a specified audience and purpose. Students will also complete a 9 hour controlled assessment exam which will be computer based, where they have to design and create a media product for a client.

K Parr

Careers Education, Information, Advice and Guidance (CEIAG)

Careers Education, Information, Advice and Guidance (CEIAG) is incorporated in the personal and social education programme L4L (Learning for Life) for all students from Year 7 onwards and provides equal opportunity for all. Students will have access to a specialist careers adviser from C & K Careers. In addition, students in Years 7 and 8 will have a Careers and Personal Development Day each year, focussing on a particular topic e.g. Equal Opportunities and What is work?

CEIAG activities also come into Vocational courses in Years 10, 11, 12 and 13. The course includes work on job knowledge and careers information, and spreads much further to take in work skills, interview skills and work experience in Year 12.

Visits to industry, visiting speakers and interviews with employers, staff and a careers adviser are of vital importance to all students when they move on to full time employment, further education, post-16 education or to higher education.

All students are encouraged to research fully their career ideas using the careers library and specialist resources such as the careers section on the school website:

<http://www.brighousehighcareers.co.uk>

They also have the opportunity to explore the vocational avenues of their choice, through the CEIAG programmes in the careers library. Individual guidance and interviews involving both students and parents are provided as required.

Every student will draw up a careers action plan and be encouraged to update that at every stage. From Year 10 onwards, students will also be involved in producing Achievement Files which will enable them to chart their progress and achievements.

All students will be involved in aspects of Work Related Learning throughout their Education at Brighouse High School through a range of activities and opportunities e.g. Work Experience in Year 12.

Brighouse High School has achieved the Quality in Careers Standard for outstanding CEIAG across all year groups.

If you would like further information about our careers programme, please contact our Careers Leader.

Lorna Aitken

laaitken@brighouse.calderdale.sch.uk

L Aitken

Learning 4 Life: PSHE and Citizenship

As a school we want to encourage all our students to be equipped with life skills and to be responsible, informed and active citizens. Through the extended morning tutorial programme and Super Learning Days, form tutors and external agencies will deliver Personal, Social, Health and Economic Education and Citizenship. Our aim is to prepare students to face change and challenge with confidence and to be able to function in a positive way as they move towards adulthood and become active citizens within their communities.

Across the three key stages topics covered as part of our Learning 4 Life programme include:

- Bullying
- Self esteem
- Positive relationships
- Sex and relationship education
- Drug use and abuse
- Identity
- Equalities & prejudice (sexism, racism & Homophobia)
- Financial planning
- E-safety
- Risk taking
- Career planning
- Healthy eating and body image
- Democracy and the British Government
- Young people and English law
- Global development and conflict resolution
- The Media

There are also many opportunities to become actively involved in Citizenship activities and projects which are delivered across the school curriculum and as part of the enrichment activities offered including:

- Involvement in elections for Youth Parliament
- School council
- Active fundraising including the G-Nation project
- Trip to the Houses of Parliament

Subject Outlines

PSHE and Citizenship have an integral part of school life at Brighouse, both inside and outside the classroom. All teachers are involved in encouraging effective personal and social development and the whole curriculum helps to support this.

C Naylor

Relationships and Sex Education

It is the aim of the school to provide pupils with the information and skills needed to make informed, reasoned and responsible choices about their lifestyles, both now and as adults and to enable them to avoid practices and behaviour which could threaten their own and others' health and well being.

Teaching pupils about sexual matters is done in a way that encourages them to have due regard to moral considerations and the value of family life. They are reminded of their responsibility to themselves and to other people. Care is taken to ensure that there is no assumption that they are already sexually active.

Responsible relationships and sex education encourages pupils to appreciate the physical, emotional and moral risks of casual and promiscuous sexual behaviour, and should help them to resist societal and peer group pressures for early sexual experimentation.

Relationships and sex education is provided through the school's tutorial programme and co-ordinated by a senior member of staff.

It should be added that relationships and sex education is also dealt with in the context of a number of other subjects: for example: Health and Social Care, PE, Science and Religious Education. Our programme has been designed to support the new curriculum for PSHE including the statutory guidance on Relationship and Sex Education and Health Education published in 2019. (further information can be found at :

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)

We feel that sex education is an important part of pupils' preparation for adult life, and as such is discussed in small groups, with the form tutor, as part of the Learning 4 Life programme. However, any parents who wish to discuss this issue further, or receive information about the means of putting into

effect parent's rights of withdrawal, should contact the school

C Naylor

Special Educational Needs

Pupils may experience difficulties during their school career. Problems may be connected with a particular subject or they may be more general.

The school's Special Education Needs Information Report (see School Website) provides details of the School's SEN practices monitored by all teaching staff. SEN staff help to devise appropriate programmes when necessary and parents are closely involved in any special provision made.

Additional Needs Technicians work mainly with pupils with an EHC Plan to help integrate them into the comprehensive school curriculum; they also work with pupils at SEN Support Stage.

We always welcome visits by parents to discuss their children's progress or to assist in our work if they so wish.

C Harfield

Physical Education

Physical Education and School Sport plays a major part in life at Brighouse High School and we pride ourselves on supporting every child's development in this area. As such, we have a specialist team of Physical Education staff who cater for both our elite level athletes, performing at representative levels and those who simply enjoy physical activity and the unquestionable benefits it provides.

Students in Key Stage 3 receive two hours of high quality PE each week, aimed at developing practical performance as well as their cognitive performance within a breadth of sports. Throughout the Key Stage, students will be given the opportunity to experience traditional sports including rugby, football, netball, badminton, basketball, fitness, dance, gymnastics, table tennis, cricket, rounders, softball, tennis and athletics.

The PE department also has the enviable reputation of being able to provide Brighouse High School students with the opportunity to experience sports beyond that of the normal curriculum, such as Rock Climbing, Handball, Volleyball, American Football, Lacrosse, Aussie Rules Football and Gaelic Football, so that our students are continually expanding their sporting horizons and capabilities.

Subject Outlines

At Key Stage 4, students have the opportunity to select Physical Education as a GCSE subject, designed to further support students sporting development as well as prepare them for a future career in the sports industry. We are extremely proud of our academic results with a consistently high proportion of our GCSE PE students achieving fantastic grades. Subsequently we have a high percentage of students who then continue their studies in Physical Education via our A Level programme at Brighouse Sixth Form, whereby our most recent results in 2018/19 saw 75% of our Key Stage 5 cohort achieve an A*-B with 100% pass rate, ensuring we prepare our students to move on to top Universities and in to sports-based careers.

Extra-Curricular

At Brighouse High School we provide an extensive extra-curricular sporting programme to give students the very best chance to further develop their sporting abilities as well as providing an avenue for competitive inter-school sporting fixtures. Our fixture calendar is vast, entering teams in local, regional and national competitions throughout a range of sports. This academic year Brighouse High School has competed in over 200 sporting fixtures both locally, regionally, nationally and internationally, achieving considerable success in a vast array of sporting competitions. Traditionally, Brighouse High School has always had a strong reputation in Rugby, Football, Netball, Cricket, Athletics, Badminton and Rounders but we also field representative teams in Basketball, Swimming, Table Tennis, Tennis and Cross-Country.

As a result of our high quality extra-curricular programme, our students regularly achieve county, regional and national honours, with a number of our students currently representing professional sports academies, Calderdale, West Yorkshire, Yorkshire, North of England and National squads. Furthermore, we also give our students the opportunity to compete in overseas sports festivals, having previously toured South Africa, Spain, Italy and the Isle of Man.

Additionally, we also have many different extra-curricular opportunities for our students to partake in, our Sports Leader programme being one of our stand-out opportunities. Students in year 10 study this nationally recognised qualification, which equips them with the leadership skills required to move on to the next step of sports coaching and leading. As such, many of our students have used this qualification to get on to future A Level and degree based courses, again showing our commitment to providing all students an array of sporting opportunities.

For further information on our thriving PE and sports department, please visit our social media platforms on Facebook (Brighouse High School PE & Sport) and via our Twitter account (@BrighouseHighPE).

B Wainwright

Previous Team Honours



Pupil Progress

It is vital for parents to be aware of their children's progress if the partnership between home and school is to be sustained and productive.

Parents will receive one written report each year and will also be informed of current progress in each subject through tracking data.

Parents' Evenings are a regular feature of the school calendar. Each group has one meeting per year when there is the opportunity to consult all members of staff concerned with your child.

Assessment is both continuous and formal. The school operates a tracking system for monitoring and recording pupil achievement.

Documents Available for Parents

The following documents are available in school for parents to consult on request:

- Curriculum statement
- Health and Sex Education Policy
- Complaints procedure
- Charging and Remissions
- Schemes of Work
- Child Protection Policy
- Equal Opportunities and Equality
- Community Cohesion Statement
- Looked After Children Policy
- Behaviour Policy
- Accessibility Plan
- OFSTED Report

Copies of all school policies are available on the website: www.brighouse.calderdale.sch.uk or by contacting Kath Jackson at kath.jackson@brighouse.calderdale.sch.uk



Homework

Homework marks a significant change from primary to a secondary school.

What is the purpose of homework?

1. Pupils have greater opportunity of working by themselves and being unaffected by what their peers are doing, and without the interruption of the lesson bell.
2. The work provides the opportunity for a pupil to discover whether a topic has been fully understood, while practising skills acquired in school, i.e. to consolidate work.
3. Some tasks, such as the individual learning of vocabulary which is essential in language courses, are best done at home.
4. The provision of extra time, in itself, is an asset and the pupil's organisation of that time is perhaps of even greater importance. Pupils are trained increasingly to work independently as public examinations approach.

Pupils will normally have homework set in two or three subjects per evening. Year 7 pupils are expected to spend about 20 minutes on each subject. This time increases as pupils get older. Homework may take the form of written work, reading, listening or investigating.

All students are given a Student Planner and are expected to note details of homework that is set. This is regularly checked by Form Tutors and we ask parents to sign the weekly diary, also, to indicate that work has been done.

There is space for comments from parents and teachers. We do ask parents to consult the Form Tutor or Head of Year if, over a period of time, their son/daughter is not doing homework or is spending excessive time on the completion of set assignments.

Subject	Subject and Homework Details	Date Due	✓ Done
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Pupil Record		
Attendance %	RESPECT Points	Behaviour points
Staff/Date	Praise & Commendation: in addition to respect point	
Staff/Date	Concerns and Detentions: uniform/deadlines/equipment/punctuality etc	
Targets and other Comments		

Parent / Carer Signature	Form Tutor Signature
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Pastoral Care

The size and diversity of a large school may at first seem off-putting for your son or daughter.

However, this is a school which cares and through our pastoral system, we work to develop a caring community within which every boy or girl will soon feel at home. Every member of staff has a pastoral responsibility in the school, whatever their subject responsibility.

Your own child will be placed in the direct charge of a **Form Tutor**, in a group of about 30 children. Considerable significance is attached to this post, so please keep in close contact with this teacher. Each week, pupils follow the school's personal and social education programme.

Heads of Year

Heads of Year are senior members of staff who have responsibility for the discipline, welfare and co-ordination of the year groups and lead the team of form teachers. Parents are encouraged to make contact with them when the need arises, and are of course, free to approach the Headteacher, Deputy Headteachers and Assistant Headteachers, if they feel this is necessary. Heads of Year are assisted by Pastoral Administrators who may deal with routine issues on a day to day basis.

Contact with Home

We like to be in touch with parents if aspects of a child's work or conduct or welfare are causing concern, and we notice that in such cases, problems are usually resolved where there is close co-operation between home and school.

There may be occasions when we need to contact you during the school day, usually because your child is ill or has had an accident. For this reason, we ask all parents to complete a form giving telephone numbers where a responsible person may be contacted.

Please update this information should it change

- this is most important. Parents are always contacted before a pupil is allowed to leave school during school hours.

Behaviour

As a comprehensive school, our pupils are of all abilities and come from all backgrounds. The education of each of them is of equal value.

While we cannot isolate ourselves from the climate and atmosphere of our present society, our tasks as a school remain unchanged.

a) to provide for all pupils the opportunities to develop their talents and capabilities to the full:

b) to ensure that the atmosphere in which the pupils work will enable them to do so.

We expect high standards and behaviour from all of our students. The Form Teacher spends some considerable time during the first few weeks making clear not only what is expected but why. We try to keep official written rules to the minimum and base them on common sense.

These are examples of such rules, which all pupils are made aware of on entry:

- You are expected to be courteous and considerate to all people, whether younger or older than yourself.
- Personal possessions should be clearly marked with the owner's name.
- You must bring to school a pen, pencil, ruler and rubber.
- You must wear the correct school uniform at all times.
- You are expected to move around the school and between home and school in an orderly manner.
- You are expected to attend school regularly and punctually.

High Standards of attendance, dress, conduct in the classroom and correct treatment of the school buildings, furniture and equipment are required, based on courtesy and consideration for others.

Most pupils behave well in school with only occasional lapses from the high standard we expect. When such lapses do occur, they are dealt with immediately.

1. Those who are reluctant to work will find tasks even more time consuming than if they had responded in the first place (i.e. detention may be given/extra work set).
2. Those who find it difficult to be punctual will find their day lengthened as a result, by a lunchtime or an after-school detention. Parents are given at least 24 hours' notice of after-school detentions.
3. Pupils who continually refuse to wear the school uniform correctly may be placed in an after-school detention for failure to obey school rules.
4. Those whose enjoyment of their friend's company interferes not only with their own concentration, but with that of others, will find themselves temporarily removed from that temptation.

5. A progressive sequence of disciplinary measures is used for pupils who disrupt the learning process. Parents are involved from an early stage. Parents may discuss such measures at any time with a Head of Year.

Attendance

Good attendance and punctuality are essential if a child is to get the best out of their education.

Please ensure that your child gets to School on time. You will be informed of regular persistent lateness etc. School work is easier to cope with if lessons are attended regularly and punctually and in turn this leads to better results and better prospects.

It is important that parents inform us if their child is going to be or is actually away from school.

A telephone call letting us know what is wrong is acceptable at this time; but at the end of each absence we would expect parents to send a note explaining clearly the reason for and the dates of absence. Holidays during term time will only be authorised in exceptional circumstances.

Some absences cannot be avoided, illness, medical appointments, religious festivals, etc.

Family holidays should be taken during specified holidays. There may be other occasions when you feel it is necessary to keep your child away from school. If this occurs please telephone the Head of Year, who will discuss the problem with you. It is not possible to authorise term time holidays for pupils.

Children feel more secure and less out of things if they attend regularly, and as a school we will work with parents to ensure this happens.

International Links

We liaise with contacts in several countries including France, Poland and Sweden to extend the links with Europe. Regular visits include the annual skiing trip and a residential Year 7 week in Blencathra.

Various other trips feature in each annual calendar. The school has achieved the international mark for global links.

School Meals

Meals are served in the dining room and cafeteria, where all food, including packed lunches, is eaten. **Pupils staying to lunch are not allowed to leave the premises during lunchtime except with a special "home" pass. It is most important that parents make this clear to their children.**

Please let us know if your child requires a special diet for some reason. Our school kitchen already accommodates some children with special dietary requirements. Some pupils receive free school meals and applications for them should be made to the Education Department in Halifax. Provision is also made for pupils to eat sandwiches brought from home at school during the lunch hour.

There is a separate catering facility for Sixth Formers in the Mulberry Suite café. The school operates a cashless catering system based on fingerprint technology.

Health and welfare

The Schools' Medical Service visits the school regularly and carries out dental inspections and vision testing. Parents are informed confidentially of any matters which require attention. Initially, parents are offered the opportunity of protecting their daughters against Rubella, a disease which can have damaging effects on an unborn child if it is contracted by the mother in early pregnancy.

Later there are opportunities for other vaccinations. Approval forms are sent to all homes so that parental consent can be obtained for any vaccinations.

The school operates a **sick bay** at which our first aid assistant is based and has first aid stations around the school in specialist areas.

School Uniform

We regard school uniform as an important element in maintaining standards and hope that parents will support us in this. Sensible attire and hair styles sum up our approach. The school colours are navy and light blue and most items can be easily obtained locally. Ties can also be bought through the school. The following uniform applies on the journey to and from school as well as within.

Boys

- Dark grey trousers (School type, not cord, denim, cotton or skin tight trousers)
- Pale blue shirt – worn tucked in to trousers and sleeves rolled down
- School tie (clip-on only). Tie knots should be fully visible and clip on ties should be attached at the top
- Navy Brighouse High school sweatshirt
- Standard length plain dark socks
- Plain black leather or leather-looking shoes (No trainers/boots/pumps) No logo or writing and must be all black. Canvas, suede or fabric, Vans and Converse style footwear are not appropriate

Girls

- Navy pleated skirt (narrow waistband, full length pleat with quarter stitched) with a **length to the top of the knee.**
- Navy trousers (school type, not cord, denim, cotton and no leggings)
- Pale blue shirt – worn tucked in to trousers/skirt and sleeves rolled down
- School tie (clip-on only). Tie knots should be fully visible and clip on ties should be attached at the top
- Navy Brighouse High school sweatshirt
- Standard length Plain dark socks or navy or black tights
- Plain low heeled black leather or leather-looking shoes (No trainers/boots/pumps) No logo, writing and must be all black. High heeled or backless shoes, boots, canvas, suede or fabric, Vans and Converse style footwear are not appropriate



Specialist Equipment

An apron for craft work is essential and a separate apron for food technology.

Notes

- The minimum length of skirt Frank Harrison's will provide to our students is a minimum of 18 inch to ensure the length of the skirt reaches the top of the knee. For some younger or petite students the suppliers may order a shorter length.
- All outdoor clothing must be removed on entering school and is at risk of being confiscated if worn in class or corridors.
- Articles of clothing made from denim are not regarded as appropriate for wear to and from school nor inside the school.
- Minimal jewellery; a watch, one small stud in each ear for boys and girls. (no stretchers, spikes or tunnel type earrings). No bracelets and bands. No other form of body piercing is allowed. All jewellery must be removed for PE/Games.
- Hair should not be extreme in terms of style, cut or colour

If you are in any doubt about any of the information above, please contact the school before making your purchases

School Uniform

PE Kit

The compulsory PE kit consists of:

- BHS Unisex Hoodie
- BHS Unisex or Fitted Polo Shirt
- BHS Sports Shorts or Sports Skort
- Long Navy Sports Socks (Used for outdoor lessons)
- White Trainer/Ankle Socks (Used for indoor lessons)
- Suitable Sports Trainers (Pumps/Vans/Converse not acceptable)
- Appropriate studded footwear (For outdoor use)
- Protective Sports Equipment (Shin Pads, Gum Shields)

Base Layers (Skins, Leggings etc.) may be worn underneath the BHS PE kit and are recommended for the winter months. In addition, students are permitted to wear gloves and hats for outdoor PE lessons as long as these pose no health and safety issues.

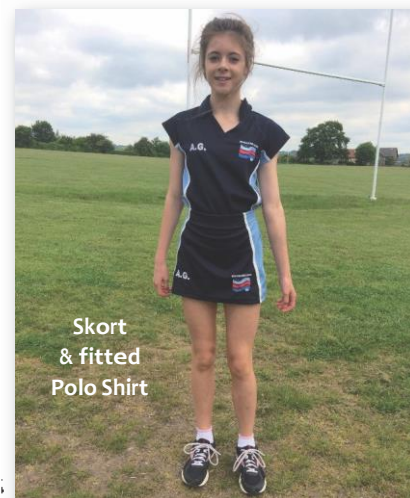
In addition, it is compulsory that all **BHSSportsKitisinitialled** so that any lost items can be located and/or returned more easily. Initials can be embroidered on to all school PE kit when ordering from official supplier Frank Harrison located at Kershaws Garden Centre.

In-school Store

We also have a second-hand store within the PE department where items of PE kit can be purchased at a reduced cost. Please contact Mr Wainwright (Head of PE) if you wish to discuss this further or access the in-school store.

Injury or Illness

If a pupil is unable to participate practically in a PE lesson due to an injury or illness, they **must still bring their full PE kit** along with a **note written by parents/carers** explaining the reason why they cannot participate. Students will always be included in the lesson (Officiating, Coaching or alternate exercises/activities to suit the situation) and therefore we want students to be dressed suitably and ensure we keep their school uniform clean and dry for the remainder of the day.



Skort
& fitted
Polo Shirt



Shorts
& Polo
Shirt



Skort
&
Hoodie



Shorts
&
Hoodie

Valuables

The PE department adheres to the whole school policy in relation to valuables, in that **all pupils are responsible for any valuable items** brought down to the PE department and staff **will not** collect any items for safe keeping. It is highly recommended that students **place items of value in their secure lockers** before coming down for their lessons as any items left in the changing area are done so at the owners risk.

Advice for New Year 7 Students - Pupil Comments

Don't be worried about the corridors, they seem scary at first but people are really nice and they don't barge you. You get to go first for lunch always.

Flossie

The teachers are really nice and approachable if you have any worries at all. My form tutor is lovely and helps me when I need it.

Alf

Make sure for the first week you follow prefects. They know where they are going! The one-way system is brilliant and helps me understand where my classes are.

Olivia

It's not as big as it seems. I'm only in my 4th week and I already know my way around! If you get lost you can ask anybody and they will always help you.

John

Try to remember your homework, bus money and equipment, this will really help you in your first couple of weeks. It's fine if you don't because everyone is really helpful.

Ella

I was nervous at first but now I'm really settling in. All the teachers help me when I need to or get lost!

Lily



School Terms Dates 2021/2022

			No. of School Days
2021 Autumn Term	Re-open	Monday 6 th September - Staff Training Day Tuesday 7 th September - Pupils return	70
Half Term	Close Re-open	Friday 22 nd October Monday 1 st November – Staff Training Day Tuesday 2 nd November – Pupils return	
Christmas	Close	Friday 17 th December	
2022 Spring Term	Re-open	Tuesday 4 th January	64
Half Term	Close Re-open	Friday 18 th February Monday 28 th February	
Easter	Close	Thursday 7 th April – Pupils Friday 8 th April – Staff Training Day	
2022 Summer Term	Re-open	Monday 25 th April	61
May Day	Close	Monday 2 nd May	
Half Term	Close Re-open	Friday 27 th May Monday 6 th June	
Midsummer	Close	Friday 22 nd July Monday 25 th July / Tuesday 26 th July – Disaggregated Days (Closed to pupils and staff)	
			195

Training days

Monday 6th September 2021
 Monday 1st November 2021
 Friday 8th April 2022
 Monday 25th / Tuesday 26th July 2020 (Disaggregated)

Information given in this folder is correct at the time of its compilation, and is appropriate to pupils entering the school.

However, it cannot be assumed that some of the information will not change in subsequent years. Where such changes affect major parts of a pupil's school life (e.g. courses) parents will always be informed and given the opportunity to comment.

We hope you have found the folder both interesting and informative, but we are sure there is room for improvement. If you have any helpful comments, please let us know.

R Horsfield

Procedure for Complaints

In the first instance, all complaints should be referred to the Headteacher who will, if the difficulty cannot be satisfactorily resolved, advise what further procedures are available. In any case, a response will be given to the complainant at the informal stage within 10 school days of receipt of the complaint. All written complaints will be acknowledged in writing.

Charging and Remissions Policy

The Education Reform Act introduced new provisions in connection with charging for school activities. Parents will be informed where a charge is applicable, or voluntary contributions invited.

Transport

Buses

- Details of the policy with regard to pupils transport are available from the School Transport Section of the LA. Bus passes are issued in the Summer term in primary schools prior to commencement at Brighouse High School. A charge is made by the bus company for replacement of lost bus passes.
- It is the expectation of the School and the bus company, that pupils using the bus service will display sensible and well-mannered behaviour at all times, this being a condition of travel. The School is a member of the School Rider Scheme which promotes this.

Cars

Parents conveying pupils to and from school should be aware that:

- There is turning available within the school grounds on our ring road. Parking is available on the site for disabled badge holders only.
- Finkil Street is very narrow, congested and dangerous at 'peak' times (beginning and end of school) and parking is very restricted.
- Any parking along Finkil Street severely restricts the entry of residents by car to their private drives.
- Please, therefore, park well away from the school, even in wet weather for the safety of your child and all our pupils.

Bus Routes to Brighouse High School

No.	From	Depart	Arrive School
548	Halifax	0737	0755
549	Halifax	0825	0845
C46	Park Gates	0745	0830
C47	Southowram	0815	0835
C48	Clifton	0815	0838
C49	Southowram	0805	0830
C50	Norwood Green	0805	0825

Bus Routes from Brighouse High School

No.	Depart School	Arrive	
548	1518	Halifax	1539
C46	1520	Stump Cross	1555
C47	1520	Southowram	1535
C48	1520	Clifton	1536
C49	1520	Southowram	1540
C50	1520	Norwood Green	1545

Public Examination Results

Latest available summary GCSE equivalent results achieved by pupils aged 15#.

No. of pupils in school aged 15#: 210

	% Pupils achieving 9 – 5 in English and Maths	% Pupils achieving 9 – 5 in English	% Pupils achieving 9 – 5 in Maths	% Pupils achieving 9 – 4 in English and Maths	% Pupils achieving 9 – 4 in English	% Pupils achieving 9 – 4 in Maths
School	55	78	57	77	91	78

Average point score per EBacc slot for cohort: 4.38