

BEDFORD HIGH SCHOOL



WORK HARD



BE RESPECTFUL



TAKE RESPONSIBILITY



PARENT HANDBOOK 2025

MESSAGE FROM OUR HEADTEACHER

Welcome to Bedford High School. As Headteacher I take great pride in leading the school and supporting your child in their educational journey.

We encourage our students to work hard, be respectful and to take responsibility for themselves and for their learning. When they do, they will flourish. As a staffing body, we seek to get to know our students fully and the school community views itself as a family – the Bedford family! I also firmly believe, as a parent myself, that if something is not good enough for my child then it is certainly not good enough for yours. As a parent your children are central to your life and, as a school, they carry just as much importance to us. Every decision we make has your child's best interest at heart.



We believe that education should provide our young people with both the currency and character to succeed. We work relentlessly to nurture our students to unlock and achieve their potential. Our students are actively encouraged to make a valuable contribution to society and thrive in a mutually supportive environment. All of our students are educated to enter the adult world with a strong moral compass, a real sense of resilience and to be armed with key transferable skills that allow them to succeed in an ever changing and fast paced globalised labour market. Our curriculum is built upon the premise that knowledge is the ultimate key to academic success. We endeavour to help our students gain the highest qualifications, acquire flexible lifelong learning skills, and be ready to act responsibly as global citizens. We also promote social, moral, spiritual and cultural development of our students, including a recognition and understanding of Fundamental British Values.

A key factor in ensuring your child is successful at Bedford High School is the level of overall co-operation and communication between the parental body and the school. We need to work together to ensure your child achieves their full potential. We endeavour to communicate successes, both holistically and on an individual student level, whenever we can. Underpinning all that we do are incredibly high expectations and we will, via an array of channels, directly communicate any issue with you. A crucial person in your child's school career is their form tutor and I would encourage all parents to develop a professional working relationship with this key advocate for your child.

I look forward to meeting and welcoming you to the school.

A handwritten signature in black ink, which appears to read 'P. McCaffrey'.

Mr P. McCaffrey
Headteacher

TERM DATES 2025/ 2026

School Calendar 2025 - 2026: School Working Pattern

| | | |
|----------------|---|--|
| Autumn 2025 | Monday 1st September 2025 | INSET day for staff |
| | Tuesday 2nd September 2025 | School opens for Year 7 only |
| | Wednesday 3rd September 2025 | School opens for all year groups |
| | Friday 24th October 2025 | School closes at 3:05pm for students |
| | Monday 27th October 2025 - Friday 31st October 2025 | Half term |
| | Monday 3rd November 2025 | School opens for staff & students |
| | Friday 28th November 2025 | INSET day for staff |
| | Friday 19th December 2025 | School closes at 12 noon for Christmas |
| | Monday 22nd December 2025 - Friday 2nd January 2026 | Christmas Break |

| | | |
|----------------|---|--------------------------------------|
| Spring 2026 | Monday 5th January 2026 | School opens for staff & students |
| | Friday 23rd January 2026 | INSET day for staff |
| | Friday 13th February 2026 | School closes at 3:05pm for students |
| | Monday 16th February 2026 - Friday 20st February 2026 | Half term |
| | Monday 23rd February 2026 | School opens for staff & students |
| | Thursday 2nd April 2026 | School closes at 3:05pm for Easter |
| | Friday 3rd April 2026 - Friday 17th April 2026 | Easter Break |

| | | |
|----------------|---|---------------------------------------|
| Summer 2026 | Monday 20th April 2026 | School opens for staff & students |
| | Monday 4th May 2026 - Bank Holiday | School closes for staff & students |
| | Friday 22nd May 2026 | School closes at 3:05pm for half term |
| | Monday 25th May 2026 - Friday 29th May 2026 | Half term |
| | Monday 1st June 2026 | School opens for staff & students |
| | Friday 17th July 2026 | School closes at 12 noon for Summer |

Our School Values

‘Work Hard, Be Respectful, Take Responsibility’

Why is this important?

Work Hard

- ▶ We have a duty to work hard. We owe it to ourselves to fulfil our potential and we will make our families and our teachers proud.
- ▶ Having a strong work ethic and a sense of purpose help children to build lasting self-esteem.
- ▶ Hard work is under-pinned by respect and kindness.

Be Respectful

- ▶ Striving to be the very best person you can be and achieving your potential is a mark of the highest respect for oneself and one's community.
- ▶ We show respect for the opportunities that we have been given. We are grateful for what we have (however little this might be). We are grateful to have adult role models, good parents, good teachers, great friends and everyone who helps us be a better person.
- ▶ We value gratitude over a sense of entitlement. Gratitude is an essential component in living a happy, satisfying life.
- ▶ We show respect to others. Children should have a sense of duty towards the school, their classmates and their teachers. You are part of a team.
- ▶ Adults will model polite and courteous behaviour and our students will be expected to demonstrate the same. By showing respect we earn respect.
- ▶ We respect the authority of adults, who have spent years building up the knowledge that they have. Adult authority, when coupled with high aspirations and respect for the children in one's care, is essential to allow children to flourish. Students accept the rules because they know the adults want the best for them. The teachers enforce the rules because they really care about the children. Teacher authority is essential if children are to grow up safe, happy and able to flourish. Relationships are essential to the success of the school, but only because they are built on a foundation of adult authority.

Take Responsibility

- ▶ To succeed in life, taking personal responsibility is paramount. This starts by recognising that there are those things we can control, and accepting those things we cannot.
- ▶ Taking responsibility focuses on those things we can control. We recognise that the choices we make have consequences. We take responsibility for our actions and our lives, we don't make excuses and we avoid victim-hood. We don't allow excuses to lower our standards.
- ▶ Being responsible means making our mistakes O.L.D. We own them, we learn from them, and we don't repeat them. We replace thinking 'it wasn't my fault' to 'I can control this, and I can do better'.

OUR CHARACTER EDUCATION PROGRAMME

The Bedford Spirit

Our character education programme is about teaching students the core virtues we all need to co-operate and keep our society running smoothly. Character education focuses on developing students to have a strong moral compass - like respect, perseverance, integrity, and tolerance, all the virtues that a society needs for people to live and work together peacefully. We teach these virtues through everything we do from student conversations to assemblies and our rewards system is based on the virtues.

S We **STRIVE** for excellence. We choose to be the best versions of ourselves, to be better than yesterday. We get better by taking small simple steps and always asking ourselves 'what can I do to get better?' We strive to concentrate and stay focused in lessons because we know we are all capable of doing so. We want the best for ourselves and our futures and work hard to get it. We learn well, dream big and have ambition. We play the long game and aspire to do well. Our horizons are wide, and we are excited to explore.

P We **PERSEVERE**, when the going gets difficult. We value being mentally tough and resilient and can draw upon inner strength when we are being challenged. We recognise that hard work helps us to improve. Growth only comes from moving outside one's comfort zone. We solve problems and have a 'can do' attitude. We focus and reflect on ourselves as learners to make progress. We manage our workloads at home and complete home work to a good standard.

I **INTEGRITY** is important to us. Simply do the right thing, because it's right! Often the strong choice is the right thing to do and the weak choice is the easy option. Forming our own ideas and being honest about ourselves and having the confidence to do what is right. We see our school as democratic and trust the rule of law. We listen carefully to other opinions and decide for ourselves.

R We show mutual **RESPECT** and care, including to other people or ideas we don't agree with. We greet others and smile to show that we value all individuals at our school. We respect the teacher's right to teach and a learner's right to learn. We are tactful and think before we act. We wear the uniform with pride and attend every day and show good time-keeping.

I We are **INDEPENDENT**, influenced by the good and have the strength of character to resist the bad. Successful people are self-disciplined and are less reliant on imposed discipline i.e. needing to be told what to do. We respect individual liberty and others' freedom. When we achieve, we have made that happen ourselves.

T We show **TOLERANCE** and kindness towards others. We are strict on ourselves and tolerant of others. When we encounter others, who are different from us, or hold different views, we are curious, and we are not judgemental. We tolerate those of different faiths and beliefs. Understanding difference and celebrating diversity is important to us and what makes our school unique. We empathise with others and have a positive influence on those around us.

By following the Bedford **SPiRiT** we make ourselves better and we also help to make our community better.



OUR LEARNING EXPECTATIONS

At Bedford High School alongside our character education programme we teach our students how to behave both in the classroom and in social situations. We call them our classroom expectations and social expectations, and students must abide by these expectations. Where a student falls foul of one of our expectations outlined below, this will result in a consequence which can range from a staff conversation about the matter and help them to consider how to resolve the concern to a lunch or after school detention. We don't want to sanction anyone. We believe that children should aim to control themselves and their behaviour. To avoid consequences students simply follow the rules. Our system is simple and fair so that students should not get a consequence. If a consequence is given e.g. detention then students get a totally fresh start the next day.

The school day commences at 8.30am with tutor time. The school building opens to students at 8.15am and all students are expected to be in the school building for 8.30am. Any student who arrives to school after the first morning bell, which sounds at 8.35am, is officially late and there will be a consequence for this which may include a warning, lunch time or after school detention. We expect your full support with our behaviour system to ensure we are preparing your child with the correct routines and expectations that are needed to be successful in life!

A video to explain our expectations further is on our school You Tube channel @Bedfordhighschool.










Classroom Expectations

We do these to respect others so that teachers can teach and the learners can learn.



| | | | | |
|--|--|---|---|---|
| <p>When the TEACHER greets you at the door and sets the Do-Now task...</p>  <ul style="list-style-type: none"> You will arrive on time Greet the teacher Remove Coats Unpack Equipment Complete Do-Now Task in silence. | <p>When the TEACHER talks...</p>  <ul style="list-style-type: none"> Track the teacher Listen to the teacher Respond to the teacher | <p>When the TEACHER sets an independent practice task...</p>  <ul style="list-style-type: none"> You will work hard in silence Raise your hand if stuck and wait for the teacher to help you. | <p>When the TEACHER sets a social task...</p>  <ul style="list-style-type: none"> Listen Participate Respect Support | <p>When the TEACHER finishes the lesson...</p>  <ul style="list-style-type: none"> Pack away and tidy Pause and stand Praise and recognition for effort Leave lesson calmly Be on time for the next lesson |
|--|--|---|---|---|



Social Expectations

These habits not only help keep us safe, but they also help us strive to be successful adults.



| | | | |
|---|--|---|---|
| <p>MOBILE-FREE ZONE</p>  <p>We don't use our phones when at school.</p> | <p>CALM & SAFE ON CORRIDORS</p>  <p>We keep to the left and stick to the one-way system. We keep our hands to ourselves and never run. We are respectful and calm.</p> | <p>RESPOND RESPECTFULLY TO REGISTER</p>  <p>We respond to the register with 'Yes Sir' or 'Yes Miss'.</p> | <p>DO IT FIRST TIME</p>  <p>We listen and we follow instructions, we respect staff decisions, and we never show defiance or walk away from staff.</p> |
| <p>USE GOOD MANNERS</p>  <p>We say 'please' and 'thank you'. We show gratitude, we are kind and respectful.</p> | <p>RESPOND RESPECTFULLY TO STAFF AND OTHERS</p>  <p>We try to make eye-contact, we speak with full sentences and we use respectful and grammatically correct language.</p> | <p>KEEP SCHOOL TIDY & CLEAN</p>  <p>We respect and care for our environment. We never drop rubbish, and we are proud of our school.</p> | <p>LOOK SMART & WEAR UNIFORM WITH PRIDE</p>  <p>We always wear the correct uniform. We look smart and take pride in our appearance.</p> |

LEARNING BEYOND THE CLASSROOM

Learning at Bedford High School does not stop when the bell goes at the end of the school day. Never before has learning beyond the classroom been so important. Research has determined that homework at secondary school improves the rate of learning by 15% and can advance children's learning by one whole year.

We coach our students to reflect regularly on their learning in lessons so that they build on their learning from the classroom. Our students plan for their learning at home and students use Frog to support the organisation of it. Students practice their learning at home so that they are able to consolidate what they have learnt.

We expect our Parents/Guardians to support with this.

Supporting Your Child

- ▶ Ensure your child's attendance to school is excellent. This will minimise the gaps in their learning and give them the best possible chance of success.
- ▶ A healthy sleep routine is imperative to your child's development. Ensure your child completes their homework early each evening, making sure they have time away from screens and devices before they sleep.
- ▶ Ensure that your child has somewhere quiet to work where there are no distractions.
- ▶ Try to ensure that they have the necessary equipment and resources.
- ▶ Pose questions about your child's learning for example: Can you tell me what you learnt in lessons today?
- ▶ What was your best learning experience? What did you find difficult? What can you do to get better at this?
- ▶ Encourage your child to attend the homework clubs and catch-up sessions in school.
- ▶ Ensure that your child is doing some kind of independent reading. This should be done for at least 30 minutes per evening and will impact positively on their learning in all subjects.
- ▶ Your child will be expected to attend compulsory homework clubs after school if homework is not completed to the expected standard.

Motivating Your Child

- ▶ Encourage your child to take the time to complete homework to the best of their ability.
- ▶ Recognise, praise and celebrate the good work completed by your child.
- ▶ Recognise, praise and celebrate the productive learning habits that your child demonstrates.
- ▶ Encourage your child to have a thirst for, and love of, learning.
- ▶ Encourage your child to close the gaps in their learning.
- ▶ Encourage your child to access online learning that makes a difference. Try to ensure that your child uses the web to access more learning and less gaming. Avoid the over-use of social media.
- ▶ Encourage your child to read daily, both independently and to an appropriate adult. Use the Reading Passport to keep a log of reading activity.

Overseeing Your Child's Homework

- ▶ Always ask your child what their teacher has assigned them to do for homework.

LEARNING BEYOND THE CLASSROOM

What are Knowledge Organisers and why use them?

All students at Bedford High School have a Knowledge Organiser (KO) for each of their subjects. A Knowledge Organiser is usually one A4 page that summarises the key learning of a unit of work. We find that the Knowledge Organisers are very effective in:

- ▶ Helping students to retain knowledge so that it stays in their long-term memory.
- ▶ Helping to organise the students.
- ▶ Developing effective learning habits.
- ▶ Accelerating the progress students make in their subjects.

Testing

The students will be tested regularly on the Knowledge Organisers by their subject teachers. They will also receive coaching and support on how to self-test as part of the preparation for these tests. The self-testing will be done in their self-testing exercise books which school will provide.

Resources Required

The subject Knowledge Organisers will be distributed by the subject teachers in lessons and the students will then keep them in their own personal file/folder. Subject Knowledge Organisers will also be available online on our 'Knowledge Organiser Site' on Frog (our Virtual Learning Network). Students will be given a knowledge organiser file in September to store them.



THE CURRICULUM

Key Stage 3 (Years 7 - 9)

All students follow the National Curriculum, building upon their learning at primary school. In Years 7, 8 and 9 students study the following subjects.

All students will have an opportunity to study a wide range of subjects in Years 7, 8 and 9.

| | | |
|-------------|------------------------|---------------------------------------|
| English | Geography | Music |
| Mathematics | Computer Science | Physical Education |
| Science | Design and Technology* | Personal Development and Ethics (PDE) |
| Spanish | Art | |
| History | Drama | |

*Includes Food Technology and Resistant Materials.

In academic subjects, students will be taught in 'sets' which take into account starting positions based on information from primary schools and internal assessments. In other subjects students will be taught in mixed ability classes.

Key Stage 4 (Years 10 -11)

All students will continue to study the compulsory National Curriculum subjects shown below. In KS4 students will have some choice regarding which subjects and courses they study.

| | | |
|--------------------|---------------------------------------|-------------------------|
| English Language | Science (Double or Triple) | Options subjects |
| English Literature | Physical Education | |
| Mathematics | Personal Development and Ethics (PDE) | |

Towards the end of Year 9 students choose four optional subjects to study alongside compulsory subjects in Key stage 4 (Y10-11). During the options process the school works closely with students and parents to ensure that each student has a balanced curriculum, and chooses courses which give them the best chance of achieving success. Our options subjects include:

| | |
|--|-------------------------------------|
| Art (GCSE): one of Art or Photography or Textiles or 3D Design | History (GCSE) |
| Business (GCSE) | Hospitality & Catering (Vocational) |
| Computer Science (GCSE) | IT (Vocational) |
| Creative iMedia (Vocational) | Music (GCSE) |
| Dance (GCSE or Vocational) | Sports Science (Vocational) |
| Drama (GCSE or Vocational) | Spanish (GCSE) |
| Geography (GCSE) | Triple Science (GCSE) |

THE SCHOOL DAY

The New Academic Year 25-26

| | |
|---------------|------------------------------------|
| 08:30 9:00 | Form Period / Assembly |
| 09:00 - 10:00 | Period 1 |
| 10:00 - 11:00 | Period 2 |
| 11:00 - 11:30 | Break |
| 11:30 - 12:30 | Period 3 |
| 12:30 - 13:30 | Period 4 |
| 13:30 - 14:05 | Lunch |
| 14:05 - 15:05 | Period 5 |
| 15:05 - 15:45 | KS4 Intervention Extra- Curricular |

Week 2 (Wednesday)

| | |
|---------------|------------------------|
| 08:30 - 08:50 | Form Period / Assembly |
| 08:50 - 09:45 | Period 1 |
| 09:45 - 10:40 | Period 2 |
| 10:40 - 11:10 | Break |
| 11:10 - 12:00 | Period 3 |
| 12:00 - 12:50 | Period 4 |
| 12:50 - 13:25 | Lunch |
| 13:25 - 14:15 | Period 5 |



STUDENT TIMETABLE

| Reg | Mon | Tue | Wed | Thu | Fri |
|-----|---------------|---------------|---------------|---------------|---------------|
| | Rg RSA L33 | Rg RSA L33 | Rg RSA L33 | Rg RSA L33 | Rg RSA L33 |
| 1 | Ca TEV L53 | Mu JMA U20 | Hu LCL U31 | Ma JBR U03 | Ga RDR SH3 |
| 2 | En VSH L45 | Sc LMO S10 | En MSW L26 | Ar SEA L52 | En VSH L45 |
| 3 | Ga RDR SH3 | Ma JBR U03 | Dt SEA L52 | Sc LMO S10 | It RPU L43 |
| 4 | Dr BMO L09 | Sp CLE L18 | Ma JBR U03 | En VSH L45 | Sp CLE L18 |
| 5 | Hu LCL U31 | Bc PDE L41 | Sc LMO S10 | Hu LCL U31 | Ma JBR U03 |

| | | | |
|------|--------------|------|--------------------|
| BMO: | Mrs B L Moss | RSA: | Miss R A-M Sargent |
| CLE: | Mr C Leonard | JBR: | Mrs J Brooks |
| JMA: | Mrs J Madden | SEA: | Mrs S Earner |
| LCL: | Mr L Clarke | LMO: | Mrs L Morris |
| PDE: | Mr P Dean | MSW: | Mrs M Swaine |
| RDR: | Mr R Drinnan | TEV: | Mrs T Everitt |
| RPU: | Mrs R Puzzar | VSH: | Mrs V Shakespeare |

This is an example of a timetable. Your child will receive a personalised version which they will copy into the back of their KO book.

STUDENT CARE MODEL

At Bedford we encourage resilience, respect and aspiration for all students. Our vision is to educate students as far as possible with the normal provision of the school, which includes a strong teaching model through a lesson recipe with suitable challenge and support. Additional support for students is provided under the direction of the teacher, each faculty area, the form tutor, teaching assistants as well as you at home. Extra support can be offered if suitable from our SEND department, Pastoral, Attendance and the Safeguarding team.

The Transition Team work in partnership with staff in both high school and primary school to ensure a smooth transition and will also link with parents, students and external agencies, where appropriate, to plan interventions and ensure all students' needs are met.

INSTRUMENTAL TUITION

Tuition on a wide range of instruments such as voice, piano, woodwind, brass, strings and percussion, is available. Lessons run on a rota basis throughout the normal school day and are provided by specialist instrumental teachers.

Music tuition costs £9 for a private lesson (1-2-1) or £4.50 for a semi-private lesson (shared with another student) per 6-week half term. Invoices are sent out at the beginning of each block and must be paid promptly. Payment plans and financial support can be arranged on an individual basis for students who meet the criteria.

For more information, please contact Mrs Stafford at: s.stafford@bedford.wigan.sch.uk



PASTORAL ORGANISATION

Each year group is led by a Pastoral team, consisting of a Pastoral Manager, Raising Achievement Officer and a Pastoral Guidance Officer (PGO). The Year 7 Pastoral team will have a Pastoral Manager, a Pastoral Guidance Officer and an Assistant Headteacher.

Year 7 Form Tutors

Punctuality to form time is key and we do not tolerate lateness. At Bedford High School, a heavy emphasis is placed on the role of the form tutor, who meets with students every morning. Your child will join their form group and establish a morning routine to check progress on school work, attendance, punctuality and to make sure that standards of behaviour, equipment and uniform are excellent. This essential time provides your child with a daily opportunity to discuss any issues, celebrate success and build a team SPIRIT. The tutor acts as the primary advocate for the tutees and, in many respects acts as their Bedford High School parent. This is the person that parents/guardians will primarily have contact with to discuss their child's education. Contact can be made by e-mail or by telephoning the school. Please remember our staff are teaching and therefore will endeavor to return your call or email within 24-48 hours, unless absolutely urgent please allow this time to elapse before contacting the school further.

The Senior Leadership Team:

| | |
|-----------------|--|
| Mr McCaffery | Headteacher |
| Mr Shelton | Deputy Headteacher |
| Mrs Moss | Deputy Headteacher |
| Mr Calwell | Associate Deputy Headteacher |
| Mrs Shakespeare | Assistant Headteacher |
| Mrs Duffy | Assistant Headteacher |
| Mrs Ramsden | Assistant Headteacher / Designated Safeguarding Lead |
| Mrs Swaine | Director of Learning |
| Mr Roberts | Director of Learning |
| Mrs Rooney | Director of Learning |



STAYING SAFE

Safeguarding

As a caring school, we place the upmost importance on all aspects of student's safety and wellbeing. All staff regularly receive safeguarding training and fully understand their responsibilities. Students are reminded regularly of our safeguarding procedures and who they can speak to about their concerns. As safeguarding is EVERYONE's responsibility, students should feel able to speak to any member of staff, however our pastoral team consists of staff who predominantly focus on pastoral and safeguarding support for students.

Year 7 Key Pastoral & Safeguarding Staff:

| | |
|------------------------------|---|
| Your Child's Form Teacher | This will be confirmed at Induction Evening |
| PGO | Ms Mayers |
| Pastoral Manager | This will be confirmed at Induction Evening |
| Attendance Manager | Mrs C.Smith |
| School Nurse | Mrs Hamlet |
| Designated Safeguarding Lead | Mrs Ramsden |

Any safeguarding concerns will be handled sensitively, professionally and with a child centered approach in a timely manner.

If a student has a concern in school we also have concern boxes where they can write a note to our pastoral team. Students can also email concern@bedford.wigan.sch.uk

What should your child do if they are worried about something or someone?

We always advise students to talk about their worries with a trusted adult. Wherever appropriate, we encourage students to do this by talking to their parents/guardians or family members as well as pastoral staff at school.

Not all students feel comfortable initiating a conversation about their concerns, so we also encourage the use of our concern boxes or the concern email address in these circumstances.

What will happen if your child speaks to a member of staff about their concern?

When a student tells a member of staff something of concern, the member of staff will:

- ▶ Listen to what the student has to say
- ▶ Accept what the student says and make sure he/she knows that we take it seriously
- ▶ Reassure the student that he/she did the right thing in sharing the information
- ▶ Explain to the student what we will do next to offer support and who the concern will be shared with
- ▶ Record what has been said and inform Mrs Ramsden (designated safeguarding lead)
- ▶ Mrs Ramsden will decide appropriate next steps (this will depend on the nature of the concern raised)

The School Nurse and Health Team can be contacted on 01942 483558. The School Health Team offer advice and support in relation to health and immunisations, to parents/ guardians and teachers, and are able to refer on to specialist services. If you want help or advice do not hesitate to contact the School Nurse and Health Team by ringing the telephone number above or contact your GP.

If your child and/or family are supported by any other agency, such as CAMHS, Startwell or social care, we ask that you let school know at your earliest convenience.

ATTENDANCE - ATTEND TO ATTAIN

Excellent attendance and punctuality are expectations for every student at Bedford. This is because students with excellent attendance have a much higher chance of success and grow to be better prepared for adult life.

Punctuality is an important feature of self-discipline and the development of healthy routines. It is essential that students arrive at Bedford High School with plenty of time to organise themselves for the start of the day. Students are encouraged to arrive each morning from 8.15am, where they will be greeted by their pastoral team at their specified gate. Form period starts promptly at 8.30am. The school day ends at 3.05pm. Same-day detentions will be given for poor punctuality. We expect your support with this.

There is a direct correlation between excellent attendance and attainment. Students with excellent attendance give themselves the best chances of success at school and beyond. For this reason, we monitor attendance and punctuality very closely and take appropriate action where attendance issues are identified. We expect parents to support us with this, by also emphasising the importance of excellent attendance.

If your child is unable to attend due to illness, you are expected to contact the school attendance team on the first day of absence, before 8.00am (**Tel: 01942 909009**).

Please note that only **emergency medical** appointments should be attended during school hours. Routine appointments **must** be made out of school hours.

Holidays during term time will not be authorised and may result in an Educational Penalty Notice (EPN).

Why Good Attendance Is Important

- ▶ School work is easier to cope with. Students with excellent attendance don't have gaps in their learning
- ▶ Students feel more secure and confident
- ▶ Better exam results leading to better employment prospects
- ▶ Friendships do not suffer

What We Can Do To Help You

- ▶ If we know there's a problem we will support you and offer advice
- ▶ We can arrange a visit/meeting to talk to your child
- ▶ We can arrange for a Buddy to talk to your child
- ▶ We set individual targets for students to achieve and thus raise self-esteem and develop a sense of satisfaction and achievement.
- ▶ We can offer Early Help intervention where a need has been identified
- ▶ We can arrange for support from the Local Authority Attendance Officer

Rewards For Good Attendance

- ▶ Weekly form attendance rewards
- ▶ Letters of congratulations sent home to parents/guardians & Individual certificates
- ▶ Half termly treats and rewards
- ▶ Opportunities to participate in reward visits

What You Can Do To Help Us

- ▶ Talk to your child about school to ensure excellent attendance
- ▶ Be positive about your own experiences of school
- ▶ Contact the school attendance team on Tel No. 01942 909009 on first day of absence and on each subsequent day thereafter
- ▶ Do not condone absence for reasons other than genuine illness
- ▶ Ensure your child has a healthy diet and sleep routine
- ▶ Do not take holidays in term time

SCHOOL UNIFORM

The Bedford High School uniform is one of the outward signs by which the local community recognises and makes judgments about our students. It is important for students and the school that the way students present themselves is positive and acceptable and shows our disciplined and well organised establishment. It is expected that all students will come to Bedford High School every day in neat, clean uniform, giving a message that our students take pride in belonging to our school. The support of parents/guardians in ensuring this is expected. Students should recognise that conflict over the dress code is inappropriate.

Uniform Expectations

- ▶ Black 'year stripe' v neck jumper and school's logo
- ▶ Black trousers or black Bedford pleated skirt (knee length)
- ▶ Year-coloured tie (7: gold, 8: red, 9: blue, 10: silver, 11: green)
- ▶ Black tights or plain knee-length black socks
- ▶ Black smart tailored shorts (purchased from our uniform outfitters only) on warm days as directed by the headteacher only.

All items of school dress must be marked permanently and clearly. All named P.E. Uniform should be labelled with the student's surname – no nicknames.

P.E. Kit

- ▶ Black and green t-shirt with logo
- ▶ Black and green shorts with logo or black and green skirt with logo
- ▶ Black socks with green top
- ▶ Black and green 1/4 zip top with logo
- ▶ Plain black sports leggings or tracksuit pants can be worn in adverse weather.
- ▶ Trainers (no pumps or converse)
- ▶ Football boots (plastic studs are best)
- ▶ Drawstring Bag

Please note the following rules regarding appropriate school uniform:

- ▶ A high standard of personal appearance is expected of all students.
- ▶ Hair should not be of extreme colour, cut or style; including any shaving or partial shaving of hair to less than a grade 2, tramlines, streaks, or patterns.
- ▶ Shoes should be all black leather or leather-look, sturdy and waterproof; suitable for all weather conditions with no logos, colour or pattern. They are required to protect children's feet in practical subjects e.g.. Design technology. No Nike air force one's or any other logo'ed black footwear allowed. Please refer to our website for a list of prohibited footwear.
- ▶ Except for a watch and 1 stud earring in each earlobe, jewellery and make-up/nail polish are not permitted in school. Nose studs and visible face and body piercings are not allowed.
- ▶ Sweatshirts/hooded tops, casual sportswear, base-ball caps, leather (or leather-look) or denim jackets, jeans or pockets with badges, stickers and embroidery are forbidden.

Our Official Uniform Outfitters

Rainbow Uniforms
01942 609447

Jaymax Kidswear
01942 682984

Icon
01942 375253

EQUIPMENT



We expect all students to be adequately prepared for their learning by bringing a strong bag with the following:

- ▶ Black & Green ballpoint pen e.g. A Biro
- ▶ Pencil
- ▶ Ruler
- ▶ Rubber
- ▶ Pencil sharpener
- ▶ KO file
- ▶ Scientific Calculator
- ▶ Water bottle

Students will also be expected to bring with them a reading book every day. We have an equipment shop in the library where students can purchase various equipment and ties. Payment can be made in cash or on wisepay.

BEDFORD BISTRO

The food children eat at school plays an important role in their wellbeing, and eating a well-balanced diet will not only maintain and improve their health but will also set them on the right track for later life. Aspens understand this and that's why they are passionate about serving fresh, high quality and locally sourced food that is cooked in our kitchen.

WISEPAY

Wisepay is an online payment system for schools - it's simple, safe and convenient and your child no longer needs to carry cash into school. It allows parents/guardians to pay quickly and securely for school meals, trips, music lessons and activities. You simply top-up your wisepay account online by debit or credit card. You can create an account by following the link on the school website, before you child starts school in September, or by downloading the Wisepay App (if you use the app you will need the organisation code which is 91975588).

If you have any issues with this, please email: wisepaysupport@bedford.wigan.sch.uk

Our school now takes
Credit and Debit Card
Payments Online

We're making payments to school easier.



SCHOOL MEALS

Aspens



**We are always in the mood
for good food!**

We are Aspens Services; a market leading contract catering company specialising in school food.

We only work in the education sector so we know what our customers want. Mixing this knowledge with an understanding of what's hot in the food world sparks creativity and excitement in our chefs. Our kitchens provide delicious home cooked food each day and cater for individual dietary requirements.

Streateries is our secondary meal offer, where everyday has a theme. Featuring Global cuisines, customised offers and food on the move, we are bang up to date with the current trends whilst still ensuring that there is a place on the menu for the comfort of our familiar school dining hall favourites. Each day the menu includes as standard - a street food dish, a hand held version, vegetarian/ vegan choices along with a selection of sides.

Our Deli Kitchen brand is for the popular standard Aspen's hot and cold offers. This can range from authentic Italian Pizza and pasta, hacienda Mexicana's burritos, rice pots and sides as well as Voulez Poulet's house rub chicken, dogs and sides, through to our range of healthy sandwiches, paninis, wraps, jacket potatoes, salads, fruit and cold dessert pots.

Menu

The school menu rotates on a 3-week basis and refreshes for Autumn/ Winter & Spring/ Summer seasons.

Free School Meals

Please scan the QR code to find out more, or request the relevant forms from the school office.

**Check to see if you
qualify for **FREE**
school meals!**



scan me

Check online www.gov.uk/apply-free-school-meals



Special Diets

Special diets are an integral part of our provision, whether as a result of an ethical or religious belief or a food intolerance or allergy. To register any special diets as a requirement, please complete in the school admission form.

Our Planet

We work closely with our clients and suppliers to be as environmentally friendly as we can. By making lots of small changes, we can make a big difference. We care about the future and continue to focus on responsible sourcing, using seasonal produce, increasing our focus on plant-based recipes, making our menus more sustainable, keeping waste to a minimum and reusing and recycling to reduce the impact we have.

Join Our Team

It takes some pretty special people to make sure that we give our school children and young adults great food everyday. We are keen to add to our teams with talented people and so if you are looking for an opportunity to challenge yourself and learn new skills, let us know.



LITERACY

Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world. At Bedford High School, our goal is to develop world class learners. We recognise that literacy is the essential foundation of education. We are committed to ensuring that every student at Bedford is equipped with the skills needed to take control of their destinies, fulfil their potential and thrive in a rapidly changing and unpredictable world.

Developing a love for reading is one of the most effective ways to raise attainment. It is the master skill that unlocks the academic curriculum. Confident readers achieve more highly in all subjects and this improves GCSE results. More importantly, reading helps you to build a sense of your own identity and introduces you to new and alternative experiences. Numerous studies reveal that reading for pleasure is the single biggest factor in success in later life. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions.

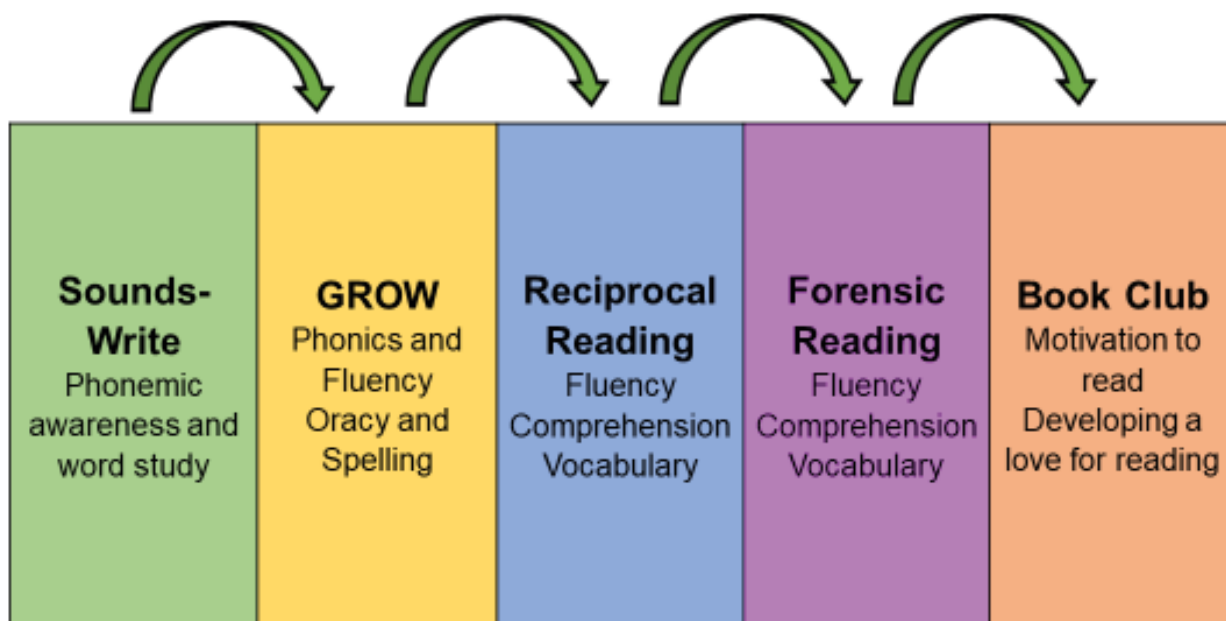
When your child joins us at Bedford High School, they will have access to a newly renovated and well-stocked library. They will have a weekly lesson in KS3 dedicated to reading and form teachers will share a class reader with your child during form time. In addition, we also run many competitions and events to promote and encourage reading, such as our Word Millionaire trips for our most avid readers. The library is open every break and lunch time for those students who want a quiet place to enjoy reading or discuss literature.

Legacy Reading

Legacy Reading is our reading challenge for all students. We have selected a range of books from different genres to immerse our students into the wonderful world of literature. Every time one of our students completes a Legacy Award, they will receive a reward and be celebrated for their reading success. To prepare your child for transition to Bedford High School, every child will be gifted a book from our Legacy Reading Bronze reading list so they can start on their exciting reading journey. Information about Legacy Reading will be shared during the Transition Evening.

Reading Support

We want to ensure that no child leaves Bedford High School without the critical reading skills they need to navigate the wider world. Any student who is struggling with literacy is given targeted support through our five-tiered approach to intervention. For our students to become confident and competent readers they need to master the skills of phonemic awareness and word recognition, they need to develop fluency and comprehension and more importantly they need to have the confidence and motivation to want to read. Our intervention programmes develops all of these skills to ensure that every child has the opportunity to become a successful reader.



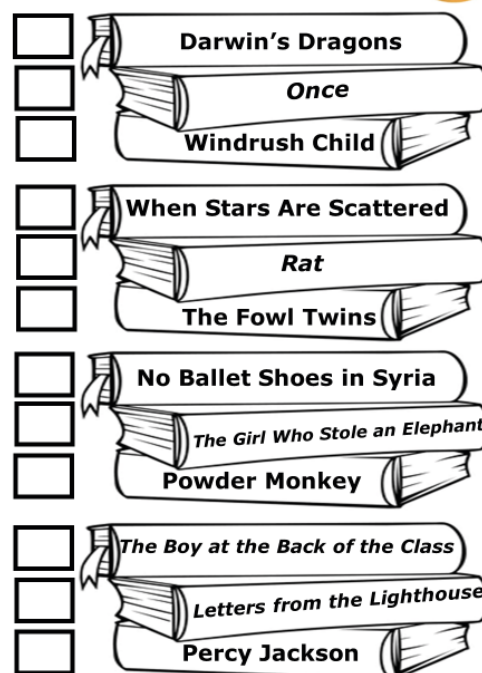
What can you do at Home as Parents/Guardians?

- ▶ Let them read everything and anything – comics – magazines – newspapers – graphic novels.
- ▶ Ask them what they are reading currently have conversations about books they are reading and what you have enjoyed reading.
- ▶ Encourage them to write about what they read.
- ▶ When reading, ask them to write down any new words they learn. Encourage them to use this new vocabulary in their written work and in conversations.
- ▶ Writing a journal or a diary can improve writing fluency. It can also help the to express their thoughts and feelings which is great for positive mental health.
- ▶ Let them talk at length about their interests, their learning, their worries or concerns.
- ▶ Start conversations about current affairs and ask them their opinions on controversial topics.
- ▶ Encourage them to answer questions in full sentences using Standard English – avoiding slang.



Legacy Reading

Almost 600,000 words




Follow us on Instagram **@BedfordLovesBooks** to be notified of what exciting themes and competitions we have in school.

ENRICHMENT

Providing our students with enriching experiences is very important to us at Bedford. We proudly run over 100 clubs a week for our students at lunch time and afterschool. From creative arts to debating clubs, from poetry to the Duke of Edinburgh's award scheme, we provide a multitude of experiences to enrich student's lives and cultivate new talents, passions and interests. And the best part of it all is our high-quality clubs are all free!

Children taking part in extracurricular activities has many benefits, the clubs can develop confidence, perseverance and compassion in our young people. The skills they will develop include time management, empathy, and logistical planning. Research has proven that students engaging in enrichment opportunities will improve their academic performance and lead to overall happiness, something we want for all our students! Memories created in clubs will stay with them for life, enhancing their health, wellbeing and value to society.

We strongly advocate our students to attend at least one club per week (some of our students attend clubs on a daily basis!). A timetable will be produced at the beginning of the term and shared on Class charts and the school website. More details to follow in September!





| WEDNESDAY LUNCH | | | | |
|---------------------|--------------|-------|------------------|-----------------------|
| Club | Who for? | Time | Location | Staff |
| Homework Club | Year 7 – 9 | Lunch | L27 | S Cornish & A Walgate |
| Young Writer's Club | Year 7 - 9 | Lunch | Library | N Perry |
| Chess Club | All years | Lunch | S01 | A Johnson |
| Y10 Rock Band | Year 10 | Lunch | U20 | Mr Caddick |
| Y7/8 Drama Club | Year 7 & 8 | Lunch | L32 | N Flynn |
| Y9 Dance Club | Year 9 | Lunch | L09 | A Thorpe |
| Art KS4 Catch up | Year 10 & 11 | Lunch | L49 | D McConnell |
| Maths homework club | All years | Lunch | U03 | Maths |
| Debate Society | All years | Lunch | L57 | R Adams |
| 3D Design Club | Year 10 | Lunch | L34 | C Fletcher |
| Film Club | All years | Lunch | See Key Messages | Various |
| Media | Year 10 & 11 | Lunch | U29 | D Smedley |
| Design Catch up | Year 10 & 11 | Lunch | L34 | C Fletcher |

Example Timetable



RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships and Sex education (RSE) and PSHE are covered in a one hour weekly Personal Development and Ethics (PDE) curriculum time. We also cover other topics during form time, assemblies, Enrichment days and Aspiration week.

Students follow a rigorously planned curriculum offer which meets all of the government statutory requirements in this area. Students will engage with outside speakers with topics such as mental health, relationships and sex education, and how to develop and maintain healthy lifestyles, making those moments memorable elements of their education. The facts of life are also taught in science, complementing the PSHE curriculum, as part of the National Curriculum.

MOBILE PHONES

Students are forbidden from using their mobile phones at any point on the school site. Any students found using a mobile phone will have it confiscated. Students can collect their phone at the end of the day from the Hive. If a student uses their phone in school on a second occasion, the phone is confiscated and parents/guardians will need to come in to reception at the end of the day to pick it up. If a student is caught using their phone on a third occasion, students go on a mobile phone contract where they have to hand in their phone every morning for a term. To support us with this we kindly request that parents/guardians refrain from contacting their children through their phones during school hours. Urgent messages can be passed on via reception.

If students need to make contact with home, they are allowed to use the phone in the Hive or reception.

AirPods and headphones are not required in school. Any student who brings one into school should keep it switched off and leave it in their bag.

The school accepts no responsibility for the safety or security of the above equipment.

LOST PROPERTY

When students come to the school we request that all their possessions, including clothing, should be named, in order to facilitate returning found articles. All lost property should be handed in at the Hive. If a student loses any item he/she should ask at the Hive if it has been found.

CAUSE FOR CONCERN

- ▶ Any parent/guardian who has any concerns about any aspect of the school, be it curriculum based, or pastoral or administrative, is encouraged to contact school at the earliest possible opportunity to register their concern to speak to their child's form tutor.
- ▶ All such instances will be recorded.
- ▶ Where there is a cause for concern, details will be forwarded to the appropriate member of staff for their attention and investigation.
- ▶ Parents will be kept fully informed of the situation and the final outcome.

Please note: In any case of any serious safeguarding matters, should any parent/guardian wish to come into the school to directly discuss any concerns they may have, the school will endeavour to have either a member of the pastoral team or a senior member of staff available. This meeting should be arranged by appointment. Please contact the school first to book this.

MEDIA, FILM & PHOTOGRAPHS

From time to time the school receives requests from the media to take photographs and/or films of school events and activities.

The school also takes photographs and makes films for our own purposes. We seek parental/guardian consent to do so on a separate form in your admission packs.

If at any time you wish to withdraw this consent you may do so by contacting:

enquiries@bedford.wigan.sch.uk

COMMUNICATION

Parents/ Guardians play a crucial role in ensuring their child achieves at the highest level, meets their targets and makes the most of the opportunities at the school. We have many different ways of keeping you informed and involved with the progress your child is making and what is going on at school.

Your child will be invited to download the Class Charts app to keep in touch with their behaviour points, and parents will also be given an invitation code. Class Charts is used to convey messages to parents so please download and start using it as soon as possible.

As already outlined form tutors act as the main point of contact with parents/guardians.

All parents/ guardians will be invited to our Year 7 Parents' Information Evening in the Autumn Term as part of the transition process. There will also be a Parents' Evening later in the year where you can meet with some of your child's subject teachers to discuss the progress he/she has made. We expect a parent or guardian to attend every parent's evening; this ensures that parents/guardians can receive direct feedback on how well their child is performing across their range of subjects.

Whole school letters are sent via email and are also uploaded onto our school website. Please ensure that you update school with any changes of mobile number or email address.

The school website is also a valuable source of information for all parents. It is updated regularly with school news and details of forthcoming events. Details of term dates and information about different departments are also available on the website. The address is www.bedfordhighschool.co.uk

In addition, you can follow us on twitter **@BedfordHighSch** and on Facebook **facebook.com/Bedford-High-School-Live** where you will be able to keep up to date with the very latest news and celebrations.



01942 909009



www.bedfordhighschool.co.uk



@BedfordHighSchoolLive



@BedfordHighSch

